



Teaching and learning arrangement 'Team Competency'

A teaching and learning arrangement of the innovation transfer project “*ReSeCo - Retail Sector Competencies*” to promote personal and social skills in the context of ‘readiness’ for vocational education and training of students in retail.

Project promotion:



Nationale Agentur Bildung für Europa beim Bundesinstitut für Berufsbildung (NA beim BIBB)



Project management:

Prof. Dr. Matthias Pilz, Universität zu Köln, Germany

Sabrina Theis, M.Sc., Universität zu Köln, Germany



Project partner:

Prof. Dr. Michele Brunelli, Università degli Studi di Bergamo, Italy



Prof. Dr. Sławomir Kurek, Pedagogical University of Cracow, Poland

Dr. Tomasz Rachwał, Pedagogical University of Cracow, Poland

Dr. Wioletta Kilar, Pedagogical University of Cracow, Poland



Dr. Michaela Brockmann, University of Southampton, UK

Dr. Arti Saraswat, University of Southampton, UK



Without the written permission of the publisher it is not permitted to use this work or parts of it and process it. This applies in particular to duplications, translations, storage and processing in electronic systems.

Contents

1. Schedule.....	4
2. Information for teachers	6
2.1 <i>Key characteristics of a team.....</i>	6
2.2 <i>Introduction “What makes a good team?”</i>	7
2.3 <i>Planning & implementing the teamwork.....</i>	8
2.3.1 <i>Observers.....</i>	8
2.3.2 <i>Procedure and rules of the teamwork exercises</i>	9
2.3.3 <i>Role of the teacher & general framework of the teamwork exercises</i>	12
2.4 <i>The reflection phase</i>	13
2.4.1 <i>Reflection in groups</i>	13
2.4.2. <i>Reflection in class</i>	14
3. Working material	16
3.1 <i>Overview of the materials</i>	16
3.2 <i>Worksheets</i>	17
3.3 <i>Slides</i>	28
3.4 <i>Illustrations</i>	32

1. Schedule

Duration: up to 135 minutes

Class size: up to 25 pupils

Duration (approx.)	Lesson phases	Abstract / content	Working material
15-20 min	Introduction	Introduction Brainstorming / Clustering “What makes a good team?” Students identify a scenario where they have worked in a team	Flip chart, whiteboard, Illustration 1
5 min	Preparation in class	Definition and instruction to observers	Worksheet 1
10 min		Dividing into teams, Schedule, task and rules	Slide 1, Slide 2
		Observers’ and teams’ questions	
5 min	Planning in teams	Role allocation in the teams	Slide 3
10 min		Planning in the teams	Sheets of paper
20-30 min ¹	Working in teams	Working phase in the team; Teacher ensures that rules are being observed and provides assistance where necessary	Illustration 2
Break – Preparation of the results by the teams			

¹ Depending on group size and type of the course

Duration (approx.)	Lesson phases	Abstract / content	Social form, method, working material²
15 min	Presentation & Comparison	Presentation of the results & comparison	Illustration 2 Measuring tape
15 min	Reflection in teams	Analysis of the team work in teacher-student conversation <ol style="list-style-type: none"> 1. Discussion with observers 2. Discussion with teams and observers 	Worksheet 1 Worksheet 1B Worksheet 5
25-30 min	Reflection in class	<ol style="list-style-type: none"> 1. Ask students about their views in relation to the five internal dimensions of teams. 2. Use the results of the brainstorming in the introduction. 3. Identify five rules of good teamwork. 4. Reflection on the team work scenario identified at the beginning 	Whiteboard / Flipchart

² See chapter 3: working material

2. Information for teachers

The teaching and learning arrangement ‘team competency’ focuses on goal-oriented work in teams. Thereby, cooperation is shaped and reflected upon by teachers and students in terms of various dimensions of team work. Besides the aspect of cooperation, team competency includes other important aspects such as communication in team situations. These aspects are addressed in the different dimensions of cooperation, but their promotion is not central. The primary aim of the teaching learning arrangement is to enable students to work together with other students in cooperative-communicative and task-oriented situations. Team competency is one of the most critical competencies in the retail occupation, as most work processes are based on teamwork, co-operation and communication.

2.1 Key characteristics of a team

A team has different dimensions that influence the cooperation of teams in different ways. These dimensions are defined as follows:

1. **External** dimensions of a team:

- Team size (number of members)
- Equality of members
- Team composition in terms of level of ability
- Complexity of the exercise
- Joint responsibility of the team

2. **Internal** dimensions of a team

- Congruence of objectives of individual team members and the team as a whole
- Coherence of the team
- Trust between team members
- Keeping focused
- Exchange of information between team members

Each dimension is more or less dependent on the others. They can be subdivided into task-oriented dimensions and relationship-oriented dimensions. Another important dimension, not included in the above list, is the performance of the team, which is influenced by all dimensions. The dimensions are taken-up again in section 2.3.3.

2.2 Introduction “What makes a good team?”

a) Brainstorming

The unit starts with a brainstorming activity of the question "What makes a good team?". The teacher captures the students' contributions on the whiteboard/flipchart. Important in this phase is that all students engage with the question, that they formulate their own ideas about the topic and that they note the contributions of their classmates. Students also identify and note a particular instance when they have been part of a team (ideally at work), and share their experiences of what worked well and any particular challenges they faced in working in that team. This will be revisited during the reflection phase.

b) Clustering the student contributions

The student contributions should be clustered by linking them to the relevant team dimensions. On the whiteboard or flipchart the individual dimensions may be introduced step by step by the teacher or named by the students. The teacher explains the difference between external and internal dimensions. During the reflection phase following the activity of building a box, the focus will be on the dimensions as identified by the teams.

The focus of the teaching and learning arrangement is on the **internal** team dimensions. The external dimensions may be picked up and allocated should the students name them. However, they play a subordinate role during the subsequent learning process. During the clustering of the student contributions, the students should get the chance to express their views on the relevance of the different dimensions in relation to the ability of teams. The results of the clustering phase will be picked up again during the phase of reflection. Therefore, it should be ensured

that the visual display of the results is available until the reflection phase. (See also Illustration 1)

2.3 Planning & implementing the teamwork

At this point, the teacher has the opportunity to decide, depending on the thematic focus and interest in the class, which of the following teamwork exercises he/she wants to use. Both exercises have the same structure and duration. It must be noted that these exercises simply aim to support building the team competency which is the actual aim of the exercise. These exercises are not the end goal in themselves.

Option 1 - Building a box

Working in small groups, students are required to build a box according to given dimension. A small case study has been provided (Worksheet 1A).

The building of a box was deemed appropriate and relevant to a retail environment, as retail assistants regularly handle boxes in their daily practice (e.g. through unpacking and discarding boxes).

Option 2 - Case study

The case study illustrates a typical situation in the retail sector (Worksheet 1B). Working in small groups, the students are required to reach a collective decision on whether to place gift cards in the check-out area instead of the usual sweets.

2.3.1 Observers

Before starting the work phase, the teacher assigns the role of observer to one member of each team and instructs them in relation to their task. When selecting the observers, the teacher should ensure that the students are able to document and observe over longer periods. The students should, if possible, have the ability to perceive relationship- and task-related processes objectively and in a reflective manner.

The observer follows the discussion and the work of the team during the entire work phase and fills out the observation form. The observer is not allowed to help the

team. An identification of the observer with the team is however unavoidable and supports the function of the observer. Accordingly, the teacher should not cut off the interaction between team and observer until the observer fulfils his or her function. The results of the observation by fellow students will be important for the reflection phase, because an outside perspective is helpful for recognizing certain team processes.

2.3.2 Procedure and rules of the teamwork exercises

The procedure and rules of the team work exercise are summarized in the working material (**Option 1 - Building a box**: Worksheet 1A, Slides, 1, 2 and 3; **Option 2 - Case study**: Worksheet 1B, Slides 2 and 3). This section provides information concerning the implementation of the exercises.

General information

By seating the groups around tables, the teacher is able to support the students, making sure that the teams are able to work in an undisturbed and quiet manner. The lay-out of the class should be adjusted accordingly.

The teams

The teacher divides the class into teams of four students each. Each team is allocated one observer.

Roles in teams

At the start of the activity, each student of each team will be assigned a role (see role allocation). The role allocation in the team takes place in four steps:

1. Each team gets four cards (each with a different role), lying face down on the table.
2. When the teacher gives the signal, each student of the team picks up one card and reads out the role named on the card.
3. Subsequently, the team members discuss whether they want to swap roles.
4. Once the roles within the team are assigned, each student has to place the card visibly in front of them.

Option 1 - Building a box

Setting the task

- Each team is seated around a table.
- With the help of Slides 1, 2 and 3, and Worksheet 1A, the teacher explains the exercise and rules for building a box. It is important that the students understand the comparison of the boxes and the relevant rules.

Set in a given scenario and working in teams of four, students are required to build a cardboard box, with the dimensions 14.5 cm x 9.5 cm x 19 cm. The box should be open (but sealable) at one end. It is recommended that margins are kept for the flaps that can be folded to form the base and the lid of the box. It is up to the team to decide on which side the opening of the box will be.

Please note only the end dimensions of the box are provided. There can be multiple ways of building the box and the illustration on page 34 suggests one of the possible ways of accomplishing the task. Teams make their own decision in terms of how they can build the box with the given resources. Step by step instructions are deliberately not provided to encourage student creativity and to maintain a reasonable level of complexity in the exercise.

Game Rules

- Before the start of the exercise *building a box*, the teams have 10 minutes in order to discuss the construction of the box and to make a draft on paper.
- The box is to be built from DIN A2 cardboard sheets (Please note that DIN A3 cardboard sheets can be used in lieu of DIN A2. This will require you to appropriately adjust the dimensions of the box.)
- Permitted aids (per team) are: 1 pair of scissors, 1 pencil, 1 ruler, glue, cardboard sheets. If cardboard sheets are not available in the college, they will be provided by the research organization.
- Each student is assigned a specific role. Students may only use the tools (e.g., scissors), associated with the particular role (e.g., cutter).

Rules for the comparison of the boxes

- Each team presents their box.
- The team demonstrates that the box has been built according to instructions. The box should be stable, with rectangular angles and sealed on three sides. It should be open, but sealable at one end.

Planning the box

After the role allocation, each team has 10 minutes to discuss the construction of the box. The plan for the box does not have to be finished in the planning phase. The best ideas often emerge during the work. If needed, there may be a short break between the planning and the building of the box. The building of the box should proceed without a break.

Building a box

The activity should take 20-30 minutes. The time frame is deliberately flexible so that the teacher may adapt the duration to the level of the class. At the start of the exercise, the students should be given a clear time frame. Each team gets a material set (1 pair of scissors, 1 pencil, 1 ruler, glue, 1 sheet of cardboard (DIN A2)). The team may request further sheets if necessary.

Option 2 - Case study

Setting the task

Working in teams of four, students are required to reach a collective decision on whether to place gift cards in the check-out area instead of sweets. In a few words they will put their decision in writing, together with a justification. They will subsequently present their decision in class, possibly using visual aids, such as transparencies or slides.

Game Rules

- Before making a decision, the teams have 10 minutes to discuss the situation.
- Each student is assigned a specific role.

2.3.3 Role of the teacher & general framework of the teamwork exercises

During the team work exercise the teacher ensures that each team follows the general framework. The teacher controls the external dimensions, including:

- **Team size:** A team should consist ideally of four students and one observer. If the class size does not allow an exact allocation, two observers per team may be used and / or students may be able to assist the teacher.
- **Equality of the members:** There should be no formal “hierarchy” between the students. It is the task of the teacher to ensure a climate that promotes equality of team members.
- **Team composition in terms of capabilities:** Ideally, each team should be composed of students of different ability, promoting individual students’ strengths.
- **Independence of the teams:** As far as possible, the teams should work independently. The teacher may have to intervene to ensure the all teams follow the rules and to provide assistance when needed.
- **Complexity of the exercise:** Students should be given sufficient time to identify and discuss the problem. Failed attempts and a degree of frustration within the team are normal and serve the team building process. However, the teacher has the possibility to intervene if necessary.
 - ⇒ If a team gets stuck, the teacher may give technical advice, e.g. regarding the measurements or cutting the sheets. No guidance should be given regarding cooperation within the teams. The student experiences should be discussed during the reflection phase. It is advised that the teacher attempts to build a box prior to conducting this exercise with the students so that the teacher may be able to intervene in the class, if necessary.
- **Joint responsibility of the team:** Each phase is the joint responsibility of the team members, i.e. all team members should contribute to the different phases:
 - the allocation of roles,
 - the planning
 - the final presentation.

The teacher should reinforce the dimension of joint responsibility especially when the team presents at the end.

2.4 The reflection phase

The reflection phase divides into two parts. In the first part there will be teacher's conversation with the teams and observers. In the second part, the teamwork experience will be summarised in class, and teamwork rules identified.

In order to implement this phase, the teacher has to plan the time framework and adapt it to the requirements and abilities of the class. In addition to filling in worksheets on reflection, the students may develop proposals to improve the boxes or note down what they would do differently next time and why.

2.4.1 Reflection in groups

The teacher facilitates group discussions, first, with all observers together as a group and then with each of the teams together with the relevant observers. For each group discussion the teacher should plan approximately 6-8 minutes. During this time, the remaining teams should answer the key questions on *teamwork* (Worksheets 4 and 5) which will facilitate the group discussion.

Discussion with observers

The teacher assumes a facilitating approach so that the observers may discuss their experiences amongst themselves. The teacher should clarify any issues arising during the discussion. Through this process, the observers will be sensitized to a range of emerging issues, which is important for the subsequent discussions with the teams.

Discussions with teams

The teacher facilitates the discussions with each team, including the relevant observer. The teams should have answered the key questions before proceeding with the discussion. Based on the team members' responses, the five internal team dimensions are referred to and reflected upon in relation to the different phases of the teamwork.

In order to relate the students' experiences to the conceptual team dimensions it may be useful to start by picking up on any difficulties experienced by team members. The

key questions and the observation form should help to pinpoint the issues. Emerging suggestions for improvement should be captured by the students in writing.

The teacher should ask the students which dimensions were most important in terms of leading to the desired results; contributing to the performance of the team; and the satisfaction of the team members. Relationship-oriented and task-oriented dimensions should be equally picked up and discussed.

Following the discussions, the teams should develop suggestions for improvement and principles of good teamwork with the help of Worksheets 4 and 5. The worksheet can be filled out by the teams on a transparency or flipchart so that the results may be presented to the class as a whole. The suggestions will be used during the reflection phase.

2.4.2. Reflection in class

In this phase, the suggestions for and principles of good team work developed in each team are brought together and rules for cooperation within the team are developed.

The class may develop more than five rules. The students' experiences of teamwork should be discussed in a plenary and linked to the clusters developed at the beginning. During this process the students should reflect upon their original ideas of good teamwork. For this purpose, Worksheet 5 may be presented on a transparency or slide and filled out together in class. It is of benefit to present the rules on a poster and display it in class. In this way, the students may use their own rules as guidance for possible future group work.

Students are asked to re-visit the team work scenario that they highlighted at the beginning. Drawing on the experience of box building activity/ case study exercise, students re-identify what went wrong in their team and if they were faced with a similar situation again at work, how would they deal with it. These are noted by the teacher on the flip-chart prepared previously during the session.

The experiences of the teamwork process will allow the students to identify with the elements of good teamwork as they themselves developed them. Through this practical knowledge (How and under what conditions does the team function/ is the team efficient?) and the naming of those findings in an abstract format (rules of good teamwork), students will be able to construct theoretical knowledge of teamwork and its practical use. The teamwork knowledge developed in this way as well as the ability to use it should always be referred to and reinforced during lessons (for example through group work and joint tasks). The jointly developed rules provide an ideal reference point.

3. Working material

3.1 Overview of the materials

The worksheets and slides are designed for use in the classroom.

The illustrations serve the teacher as visual aids and provide help with planning, preparation and implementation of the teaching and learning arrangements.

3.2 Worksheets

- 1 Guidance for the observers (1 copy per observer)
- 1A Building a box (**Option 1**)
- 1B Case study (**Option 2**)
- 2 Observation Form (1 copy per observer)
- 3A Cards with roles (4 cards per team) (**Option 1**)
- 3B Cards with roles (4 cards per team) (**Option 2**)
- 4 Key questions on reflection (1 copy per team)
- 5 Rules of team work (1 copy per team)

3.3 Slides

- 1 Activity of building a box (**Option 1**)
- 2 Rules of the exercise (instruction for the teacher)
- 3 Team roles (instruction for the teacher)

3.4 Illustrations

- 1 Dimensions of a team
- 2 Stages of the box building process (**Option 1**)

3.2 Worksheets

Guidance for using the worksheets

- The worksheets should be copied and distributed to students.
- The schedule of the teaching and learning arrangement indicates in which phase of the lesson the relevant worksheets are used.
- The tasks for the students are explained on the worksheets. However, the teacher should ensure that students understand the tasks and clarify if necessary.
- Where appropriate, it is recommended to prepare the worksheets as transparencies or slides to explain the tasks and to stimulate discussion in plenary.
- It is useful to hand out the worksheets to the students only in the relevant phase of the lesson.

Observing the teamwork exercise

- Read the questions carefully. If there is anything you don't understand, ask your teacher before the start of the teamwork.
- As an observer you will be allocated to a team for you to observe. Place yourself near the team so you can take notes and you can see and hear all the students of the team.
- You are not allowed to help the teams.
- The form contains a set of questions in relation to each phase of teamwork:
 1. Role allocation
 2. Planning
 3. Presentation
- Read the questions again before the start of each phase. Try to observe the team during each phase and then answer the questions.
- If you cannot answer a question, leave the field empty.
- If you notice something in particular or you have any thoughts or comments, note it down in the box provided.
- Once the boxes have been built and presented, keep the observation forms. You will need them for the subsequent discussion

Option 1

Building a box

You work in a stationery store.

One morning the manager calls you and your colleagues for a meeting. Some of the items on sale, such as the notepads, are in multi-packs and are sold in the boxes they come in. However, apparently the items have been taken out and the boxes discarded by mistake.

The manager instructs a group of you to build new boxes and place the original products in them.

The task:

Working in teams of four, you are required to build a cardboard box, with the dimensions 14.5 cm x 9.5 cm x 19 cm. The box should be open (but sealable) at one end. It is up to the team to decide on which side the opening of the box will be.

Option 2

Case Study

You are an employee in a food retail store. At a weekly meeting, a decision needs to be made on whether or not gift cards should be included in the product range. The decision is urgent because the order has to be placed the following day at the very latest. Yesterday, the responsible product manager proposed to display the gift cards on a stand (size 1 x 1.5m) in the check-out area. Up to now, sweets have been positioned there.

Roles

The following characters are involved in the decision: The store manager, the person responsible for the check-out area, the product manager for the gift cards and the product manager for sweets.

The roles are explained in detail on the role cards.

1. The store manager:

The store manager wants the check-out area to be visually attractive to encourage sales.

2. The product manager for the gift cards:

The product manager for the gift cards would like to make use of the current high demand. From experience, the highest sales of gift cards can be achieved when they are placed in the check-out area.

3. The product manager for sweets:

The product manager for sweets prefers to leave the sweets in their current place in the check-out area so as not to confuse customers. There is a reliable turnover of sweets due to their positioning at the check-out.

4. The manager responsible for the check-out area:

It is important for the manager responsible for the check-out area that the check-out is visually attractive to customers. S/he is unsure whether the display of gift cards would meet this requirement. Additionally, s/he is keen that the cashiers are not obstructed in their work by large displays.

The task:

Make a decision by collective agreement on the following question: Should the gift cards be placed in the check-out area instead of the sweets? Please write a brief note including the reason for the decision. Following this, you will present your decision in class.



1. Role allocation

The roles are distributed in the team

Statement	Yes.	No	Comments
The team members swap their assigned roles.	<input type="checkbox"/>	<input type="checkbox"/>	
Team members swap their roles randomly.	<input type="checkbox"/>	<input type="checkbox"/>	
The roles are allocated according to the abilities of team members.	<input type="checkbox"/>	<input type="checkbox"/>	
The team members trust each other concerning the roles.	<input type="checkbox"/>	<input type="checkbox"/>	
The team members, in their particular roles, want to support the decision.	<input type="checkbox"/>	<input type="checkbox"/>	



2. Planning

The team plans a problem-solution process.

Statement	Yes	No.	Comments
All team members understand the task.	<input type="checkbox"/>	<input type="checkbox"/>	
All team members want to come to a decision.	<input type="checkbox"/>	<input type="checkbox"/>	
All team members want to contribute to the decision-making process.	<input type="checkbox"/>	<input type="checkbox"/>	
All team members are able to bring in their own ideas.	<input type="checkbox"/>	<input type="checkbox"/>	
All team members are involved in the decision-making process.	<input type="checkbox"/>	<input type="checkbox"/>	



3. Presentation of the results

The team presents the decision

Statement	Yes	No	Comments
All team members are happy with the results.	<input type="checkbox"/>	<input type="checkbox"/>	
The team members jointly present the results	<input type="checkbox"/>	<input type="checkbox"/>	
The team members are happy with the way they have solved the task.	<input type="checkbox"/>	<input type="checkbox"/>	
The team members discuss issues of team cooperation and opportunities for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	



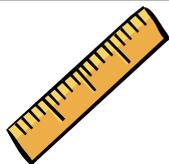
CUTTER

As the cutter, you are the only person in the team allowed to use the scissors. It is your task to cut the cardboard according to the required format.



FOLDER/GLUER

As the folder/gluer, you are the only person in the team allowed to use the glue. *Your task is to fold the cardboard to form a box and to apply glue to hold it in place.*



DESIGNER

As the designer, you are the only person in the team allowed to use a ruler and a pencil. Your task is to draw the box on cardboard according to the measurements provided.



COORDINATOR

As the coordinator you will ensure the smooth process of the task by

- providing more cardboard if necessary,
- watching the time,
- bringing together the ideas of the team,
- making sure that your team follows the rules.



THE STORE MANAGER

The store manager wants the checkout area to be visually attractive to encourage sales.



PRODUCT MANAGER FOR GIFT CARDS

The product manager for the gift cards would like to make use of the current high demand. From experience, the highest sales of gift cards can be achieved when they are placed in the checkout area.



PRODUCT MANAGER FOR SWEETS

The product manager for sweets prefers to leave the sweets in their current place in the checkout area so as not to confuse customers. There is reliable turnover of sweets due to their positioning at the checkout.



PERSON RESPONSIBLE FOR THE CHECKOUT AREA

The manager for checkout area has to ensure that the checkout is visually attractive to customers. S/he is unsure whether the display of gift cards would meet this requirement. Additionally, s/he is keen that the cashiers are not obstructed in their work by large displays.

Key questions - teamwork

1. In your team, did all team members have the same goal?
If yes, what was the goal?

If not, what were the different goals in the team?

2. Did you feel that as a team you could achieve something together?
If not, why not?

3. Did you consider each other while working and distributing the tasks among each other? What did you notice here?

4. Could everyone in the team voice their views and bring in their own ideas?

Yes, especially when working on..._____

No, because..._____

5. Did you lose the common goal out of sight?

Yes, especially when..._____

No, because..._____

Rules for team work

These rules are particularly important so that the team is able to work well and achieves its goal:

1. _____

2. _____

3. _____

4. _____

5. _____

3.3 Slides

- The slides should be used by the teacher to demonstrate particular situations and issues in a plenary session.
- Where appropriate the worksheets should be prepared as transparencies or slides to explain the work tasks and to stimulate discussion in plenary.

Procedure of building the box

1. Preparation

- The observers are identified and are briefly explained their tasks.
- The teacher divides the different teams and each team is allocated one observer.
- The exercise and rules are explained.

2. Role allocation

Within the teams, the roles are assigned. Each student has a role in the team and sets out the role cards in front of him/her.

3. Planning of the box

Within 10 minutes, the teams gather ideas for designing a box and prepare a draft design on paper.

4. Building phase

- a. The teacher gives the signal for the box construction and tells you how long this lasts.
=> The teams start to build the box.
- b. At the end of the construction, the teams take their boxes to the teacher. Once the time for the exercise has elapsed, you may not make any further changes.

5. Comparison of the boxes

The comparison of the boxes takes place together with all teams:

- One after another, the teams present their boxes.
- The team demonstrates that the box has been built according to instructions. The box should be stable, with rectangular angles and sealed on three sides. It should be open, but sealable at one end.
- The teacher determines the winning team and declares the master of the box builders.

Instructions for teachers: Game rules

Team building

- The teacher divides the class into teams of 4 students.
- Each team is seated around a table.

Observer

- Each team is assigned one observer.
- The observer observes during the entire exercise the discussions and activities of the team and fills out the observation form.
- The observer is not allowed to help the team.
- The results of the observation will be discussed in class after comparison of the results.

Exercise of the team:

a) Case study: see worksheet 1B

b) Building a box

Working in teams of four, students are required to build a cardboard box, with the dimensions 14.5 cm x 9.5 cm x 19 cm. The box should be open (but sealable) at one end. It is up to the team to decide on which side the opening of the box will be and what the box will be used for.

Admitted aids:

- The box is to be built from cardboard sheets (DIN A2). Tools that are allowed are 1 pair of scissors, 1 pencil, 1 ruler, glue, 1 sheet of cardboard (DIN A2).
- Each student has an assigned role. Students may only use the tools (e.g., scissors), associated with their particular role (e.g., cutter).

Comparison of the boxes

- Each team presents their box.
- The team demonstrates that the box has been built according to instructions. The box should be stable, with rectangular angles and sealed on three sides. It should be open, but sealable at one end.
- The teacher determines the winning team.

Instructions for the teacher - Roles (see cards with roles (worksheet 3))

Role allocation

The role allocation in the team takes place in four steps:

1. Each team gets four cards (each with a different role), lying face down on the table.
2. When the teacher gives the signal, each student of the team picks up one card and reads out the role named on the card.
3. Subsequently, the team members discuss whether they want to swap roles.
4. Once the roles within the team are assigned, each student has to place the card visibly in front of them.

3.4 Illustrations

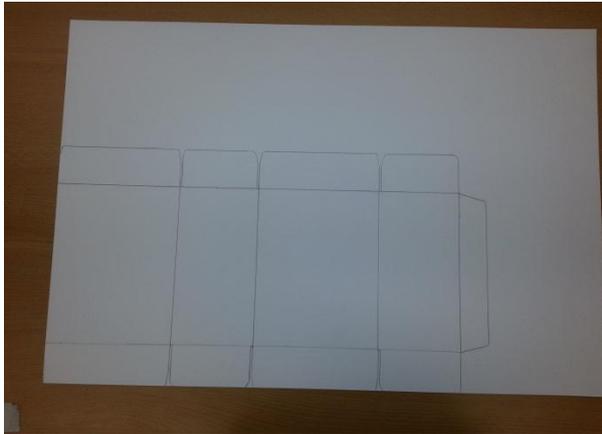
- The illustrations provide ideas about what certain elements of the teaching and learning arrangement may look like. They are meant as suggestions and should make the planning of the lessons easier.



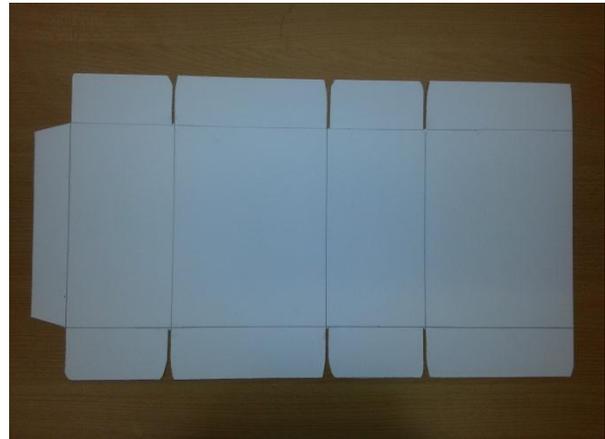
The figure illustrates the dimensions of a team.

- The orange circles indicate the dimensions that the team and the team members may influence directly. The introduction, reflection and observation phases focus on these dimensions.
- The green circles show the dimensions which are externally controlled. The teacher has to control these dimensions during the phase of construction (cf. chapter 3.3.2).

Stages of the box building process (Please note that this is only one possible solution. There are many ways of building a box and the focus should be on the team competency of students.) The photos below suggest a box of the dimensions to be 19cm with 4.6 cm flaps on both ends, the second dimension to be 14.5 cm and the third dimension to be 9.5 cm with one 3cm flap that can be folded to complete the box. The photos are an illustration for the teacher and should not be shown to the students.



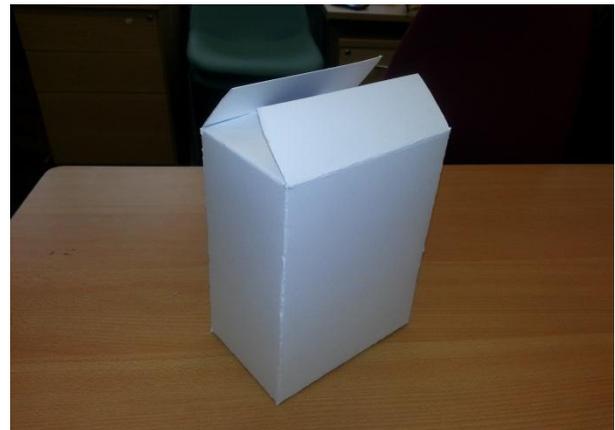
Drawing the box on cardboard according to the measurements provided.



Cutting out the



Folding the flaps.



Folding the cardboard to form the four sides and the flaps to form the lid and the base. Applying glue to hold the sides and the base to keep the box in place, leaving the lid open.



The finished box.



Teaching and learning arrangement ‘Self-evaluation of strengths and weaknesses’

A teaching and learning arrangement of the innovation transfer project “*ReSeCo - Retail Sector Competencies*” to promote personal and social skills in the context of ‘readiness’ for vocational education and training of students in retail.



Project promotion:



Nationale Agentur Bildung für Europa beim Bundesinstitut für Berufsbildung (NA beim BIBB)



Project management:

Prof. Dr. Matthias Pilz, Universität zu Köln, Germany

Sabrina Theis, M.Sc., Universität zu Köln, Germany



Project partner:

Prof. Dr. Michele Brunelli, Università degli Studi di Bergamo, Italy



Prof. Dr. Sławomir Kurek, Pedagogical University of Cracow, Poland

Dr. Tomasz Rachwał, Pedagogical University of Cracow, Poland

Dr. Wioletta Kilar, Pedagogical University of Cracow, Poland



Dr. Michaela Brockmann, University of Southampton, UK

Dr. Arti Saraswat, University of Southampton, UK



Without the written permission of the publisher it is not permitted to use this work or parts of it and process it. This applies in particular to duplications, translations, storage and processing in electronic systems.

Contents

1. Schedule.....	39
2. Information for teachers	42
<i>2.1 Thematic introduction</i>	<i>42</i>
<i>2.2 Exercises: perception, self-evaluation and external assessment of strengths and weaknesses</i>	<i>45</i>
3. Working material	51
<i>3.1 Overview of the material.....</i>	<i>51</i>
<i>3.2 Worksheets</i>	<i>52</i>
<i>3.3 Slides</i>	<i>58</i>
<i>3.4 Illustrations</i>	<i>63</i>

1. Schedule

A. Role-plays

Duration: approx. 90 minutes

Class size: up to 25 students

Durati on (circa)	Lesson Phases	Abstract / content	Social form / Method / Working material¹
5 min.	Introduction to the role-plays; Create a situation	Self- and external evaluation How good am I to face a real situation? Capacity of judgment and critics	Role-plays Slide 1, Slide 2, Worksheet 1 (situation)
40 min.	Development and Practice <i>Play the situation</i>	Self-perception Strength & weaknesses	
		Self- and external perception Feedback-culture Consciousness of the problems, and of own limits and potentials	Plenary, student-conversation
45 min.	Development and Practice <i>Analysis of the situation & memorization</i>	Memorization and situational reference Cross evaluation	Pair work, silent work, student-conversation, Groups conversation Teacher-groups conversation Worksheet 2
		Reflection	

¹ See chapter 3: working material

B. Employee of the month

Duration: approx. 90 minutes

Class size: up to 25 students

Duration (circa)	Lesson phases	Abstract / content	Social form / method / working material ²
40 min.	Development and Practice <i>Thinking and Speaking</i>	Introduction by the teacher Rules of conversation	Plenary (circle of chairs), student-conversation, creation of a wall, through some <i>bricks</i> Slide 2
		Conversation: Description of the situation with regards to the qualities, strength and weaknesses. Write on a brick the qualities, strength and weaknesses.	
		Proposals to enhance skills Feedback-culture	
20 min.	Reflection Self-concept	Introduction by the teacher Rules of reflection	(circle of chairs), student-conversation
		Conversation about the questions: Underline the differences between “the ideal employee of the month and myself” What can I do to reduce my potential failures?	
5 min.	Evaluation	Recognition of the best performance in exercise 1. Class could evaluate the best qualities and positive points in order to be a good employee.	
25 min.	Consolidation	Consolidation of the results: bricks and wall. Employees of the month. SWOT as “strategic individual planning”.	Panel representing a SWOT diagram in which students could attach their suggestions (possible as an homework) Worksheet 3, Illustration1, Illustration 2

² See chapter 3: working material

OPTIONAL EXERCISE:

C. The self-assessment:

Exercise for trainees only (teacher can decide to consider it as homework)

Duration: approx. 40 minutes

Class size: up to 25 students

Duration (circa)	Lesson phases	Abstract / content	Social form / method / working material³
40 min.	Development and Practice <i>Thinking and Speaking</i>	Introduction by the teacher Rules of conversation	Slide 3, Teacher-student- conversation (Face-to- face discussion),
		Self-assessment	Questionnaire (Worksheet 4)

³ See chapter 3: working material

2. Information for the teachers

Objectives and target group for the materials

Self-evaluation is in constant comparison with the requirements and feedback received by the students in their complex environments. Accordingly, this teaching and learning arrangement promotes the competency of students, to evaluate their own performance potential by themselves, to reflect these estimates and to align them with the complex environmental requirements. This competency is closely related to the positive self-concept of students.

The teaching and learning arrangement is designed for implementation in regular classes or school events (such as project days) and suited not only for the secondary schools, but for trainees and new-intakes as well.

The group in which the teaching and learning package can be taught is dependent on the individual requirements of the students and is the responsibility of the relevant teacher.

2.1 Thematic introduction

The self-concept

The evaluation of strengths and weaknesses is seen as part of the self-concept of students. The "ability to perceive and evaluate them realistically" is described as the self-concept in the context of self-competence. A self-concept of a person can be defined as an entity of self-evaluation in a broader sense, how someone perceives himself, how he remembers himself, how he thinks about himself, how he rated himself, what feelings he entertains about himself and what ideas and expectations he entertains about himself. The exploration of self-concept is a complex challenge for psychology. Against this background, this teaching and learning arrangement is described and promoted as an aspect of self-concept.

During the adolescence the self-concept of young people is in a transitional and consolidation phase and the school and professional self-concept assumes an

increasingly important position. This teaching and learning arrangement initiates the reflection of the evaluation of strengths and weaknesses.

The different entries of the teaching and learning arrangement, like *recognition*, *memorization*, *thinking and speaking* refer to psychological processes, which are entangled together in a complex way and occur coevally. However with regards to the meaning of the teaching and learning arrangement, they should be delineated and are described as follows:

1. **Perception:** The ability to perceive oneself and the others is an important part of assessment and evaluation of oneself and others. In the teaching and learning arrangement the process of self-perception and perception of other persons is carried out deliberately by verbalizing and reflecting perceptions.
2. **Memorization:** The memorization of one's own behaviour and experience is formative for the self-concept and the assessment of oneself. This memorization is always subjective and selective. In order to assess the own ability in a realistic way, it requires an alignment with the environment and the assessment of other persons. In order to allow such an alignment, the students will reflect selected strength-oriented situations in the teaching and learning arrangement together with their classmates. These situations should always refer to school context, because of the reason that teachers and colleagues (also educational psychologists and educational social workers) are responsible for the necessary.
3. **Thinking and speaking:** To think about the self-concept and to abstract this in a certain way is an important step during the adolescence. In this notional process, the youth develop self-conceptualisations, which are empirical justifiable and verifiable as well as consistent and coherent. Thereby there will be comparisons with the assessments of other persons and thus there will be a better training of the ability to play roles and a perspective way of thinking. If one understands the language and the act of speaking in addition to the communicative aspects, which allow the exchange of evaluations etc., but also as a structural element with which the thoughts of individuals become a tangible form for oneself and for others, the act of speaking becomes an important expression of self-reflection.

The different psychological processes are found in all exercises of the teaching and learning arrangement in a more or less pronounced way. The expressions of the exercises should be understood as a focal point.

Role of the teacher

The teacher guides the exercises of implementation of the teaching and learning arrangement, explains and attends the exercises and provides the necessary materials. Thereby, the teacher captures the role of a moderator and has the overview of the group dynamic and the individual work processes of the students during the entire teaching and learning arrangement.

The boosted competency of the teaching and learning arrangement as well as the associated exercises affect personal and possibly sensitive topics about the students. Therefore, the teacher should conduct the teaching and learning arrangement only in classes, in which the necessary trust between the students and the necessary respect in dealing with each other exists. If individual exercises due to lack of confidence or lack of mutual respect among students are not possible, this should be addressed and reflected immediately. In this case, the teaching and learning arrangement must not be taught. If the students introduce problematic topics (such as individual conflicts, problems or fears in private or school environment) in the exercises, the teacher should deliberately exclude them from the teaching and learning arrangement and if necessary, discuss and edit with appropriate professional support (e.g., school psychologist or school social workers).

The teacher thus has the important task to protect the students in the teaching and learning arrangement by controlling the group dynamics and processes and by being aware of their own professional boundaries.

2.2 Exercises: perception, self-evaluation and external assessment of strengths and weaknesses

The exercise *perception* gives students the opportunity to recognize and name their own strengths and weaknesses. Therefore, the students try to perceive and evaluate themselves in their minds. This is done for example by using experienced successful and less successful actions out of the retail sector. Thereby, perception means to perceive and assess oneself from the perspective of others. The opportunity to try perception and self-assessment are central elements of self-assessment and thus of the present teaching and learning arrangement. The described exercise '*perception*' refers to students, which are in a school environment, but through the role-plays, they will be put into a typical situation out of the retail sector that it is closer to the work place.

To implement this teaching and learning arrangement, two different exercises are proposed. These two exercises are complementary. The exercises propose to take into consideration a *team exercise* and a *self-evaluation exercise*.

The time schedule provided at the beginning only provides an estimate of the duration of the exercises. The time does not indicate the teaching hours, but the timing of the various phases. The teacher can choose to allocate more or less time to any part of the exercise.

First Exercise: the Role-plays

A Role-play is a scenario in which the players assume the roles of characters in a fictional setting. This instrument could be useful in order to allow the students-/trainees to evaluate their own strengths and weaknesses. It is a self-reflective instrument that helps to think about single and/or group performance.

The **classroom is transformed into a shop** (or a factory, it depends of the type of the school) and the teacher has the opportunity to decide, depending on the thematic focus and interest of the class, which of the following two scenarios he/she wants to implement in the class. Both are typical situations of the retail sector that could easily

happen in practice (lack of a product, a choosy or arrogant customer, an unexpected demand of a good etc.).

These are only examples. The teacher can elaborate other more appropriate working situations, according to the kind of subjects taught. At this point, some other scenarios related to the retail sector could be envisaged.

Example 1 (Worksheet 1)

The situation takes place in a large bookstore that is crowded with people. As it is located next to the University, many students come to look for their books. Numerous sellers are busy setting up the goods, while the others take care of customers. The manager is in the bookshop but he is pretty occupied with ordering new books.

Having received the advice of the seller, the customer decides to buy the book he needs. The transaction takes place: the customer gives the seller a 10 pound note, and the seller returns him the balance. The customer then asserts that he gave the seller a 20 pound note, which the seller disputes.

As this situation often happens, the manager had previously told the sellers to put the cash in a special place and not directly into the cash register.

The role-play begins; students improvise their roles as mentioned above and manage the initial situation as best they can.

Example 2 (Worksheet 1)

The situation starts when a customer comes into the store to buy a DVD Player. The customer wants the specific DVD player and does not want any other brand. The seller explains the customer that in the past they have had some difficulties with the supplier of the brand that he requires.

As they don't have the specific DVD player the customer is looking for, the seller proposes him a very similar product with the same functionality. Nonetheless, the customer asks the manager to make sure that they can't order the supplier for the DVD Player he wants.

If that is not possible, the customer wants to make sure that the product proposed by the seller is as good as the specific DVD Player he wanted.

Role allocation

At the start of the activity, the teacher will assign each student a role.

Here the exercise could be conducted in two different ways. The first is to divide the class in four big groups, the second is to divide the class in groups of four students each.

First option

The teacher has to divide the students into four groups:

- Group A will play the role of a seller (employee)
- Group B will play the role of a buyer (customer)
- Group C will play the role of the owner of the shop / the floor manager / supervisor
- Group D will guarantee an external assessment (quality control group)

Second option

If the teacher wants a deeper and a more direct involvement of each student, he/she could split the class in many groups of four students each. Each group can be involved in their own role play. To each student a role will be assigned (see above).

With the **first option** the teacher could evaluate the level of the integration and the student's capability to interact with the other members of the group and with the other groups. The **second option** favours an individual work of the student, putting him/her into a direct relation with the other students playing different roles.

The role-plays will allow:

1. To verify a real case;
2. To highlight the objective difficulties and the lack of knowledge of the student/trainee in managing a "normal" situation which occurs in the retail sector;
3. To highlight in the meantime the qualities (learned and inborn) and the skills in dealing with a client and/or in managing a crisis situation or a problem;
4. To arrange a cross evaluation of the student/trainee: an "internal" evaluation (a self-evaluation) and of three "external" evaluations (customer, supervisor, quality control group);

5. To enhance the students' understanding about criticism, but also to help him to better understand the personal and objective difficulties that he could meet in the future, during his work in the retail sector.

Reflection

After implementing the role-plays, the reflection phase starts. In order to implement this phase, the teacher has to plan the time framework and adapt it to the requirements and abilities of the class.

Reflection could be also stimulated through a simple **customer satisfaction questionnaire** (Worksheet 2). Writing a judgement on the customer service could help the students to enhance their understanding of criticism, but also to focus on a specific problem. In addition to that, the feedback from a classmate can have a confirmative or corrective effect on the self-image, entailing a process of *peer education*.

Second exercise: “Employee of the month”

The second exercise is aimed at underlining the gaps and the failure a student/trainee may have in becoming a good employee or the “employee of the month”. On the basis of the results of the previous exercise, each student could propose, according to his/her opinion, background and experience:

1. A fundamental **quality and a point of strength** the “employee of the month” should possess. He/she could write the quality on a “brick” that will constitute a part of a wall on which the main qualities will appear.
2. The **weaknesses** that could stop a nominee to become the “employee of the month”.

The wall will represent a sort of a “road map” to which students could refer and compare these qualities with their own qualities (possessed and lacked).

3. A concrete proposal to **enhance** his/her **skills**.
4. A concrete proposal helping the student/trainee to **reduce** his/her potential **failures** in facing a particular situation.

The main goal is to help the students understand the points of strength, which will allow him/her to attain success in the job, which are the qualities he/she has to possess or try to achieve in order to do a good job, or to achieve the tasks in his/her job.

Whilst considering these points, the teacher could quite easily elaborate a diagram of a **SWOT analysis** (Illustration 1).

This part of the exercise could be done both at an individual level and on a group level. After having explained the structure and the meaning of a SWOT analysis⁴, the teacher will ask the students to fill the table (Worksheet 3, Illustration 1 or Illustration 2). This could be considered as both a consolidation phase and another way to improve the ability to perceive and evaluate own performances potential. Individual exercise can also guarantee a stronger anonymity.

The teacher could explain that the opportunities are referred to as the possibilities and opportunities for their career in retail sector, the opportunities given by the school (free language courses, trainings, internship, etc.), and by the social civil society.

Threats are elaborated through exercise 1. Subject to the time available, the teacher could decide to keep opportunities and threats as an option.

Because of the potential complexity of the SWOT Analysis, this could be adapted according to the age group of the class in which the teaching and learning arrangement will be taught. According to the judgment of the teacher, at the entry level and intermediate levels of the vocational school education, the SWOT analysis could be elaborated in a more simple way, using only the “internal origin: the helpful and the harmful box applied to the “internal origin” (see Illustration 2), instead of the whole table (Worksheet 3, Illustration 1), which could be suitable for students studying at an advanced level.

⁴ Cf. Fine, Lawrence G. (2011), *The SWOT Analysis, Using your Strengths to overcome weaknesses, Using opportunities to overcome threats*, Kick It, LLC.

Third exercise: the self-assessment (optional)

A **third exercise** could be envisaged for those students that are attending their internship. Through a simple series of questions (Worksheet 4), the teacher could ask the student:

1. Who are you?
2. Who are you representing?
3. Do you know the values of the company you are working for?
4. What could be your contribution to this company?
5. In which way your presence could improve the quality of the service, the quality of the company?
6. What could you bring to the company?
7. What could you bring to your colleagues?
8. Which is your major point of strength / your main quality?
9. In which field of your work do you feel you are lacking?
10. How much money will you assign to yourself for the work you are doing?
11. ...

These simple questions could bring the trainee to make a self-assessment on the basis of a concrete working experience. One of the points of strengths could be the anonymity, and in the meantime it is also useful to strengthen the teacher-student relationship. This will allow the teacher to directly intervene in the areas where the student is lacking but also to help the student to gain a deeper knowledge of his/her strengths.

One of the main purposes of the exercises 2 and 3 are to enhance a **face-to-face dialogue**. This would enhance the role of the teacher in the class, and in the meantime it would give the student the chance to create an environment of confidence with the teacher as well.

3. Working material

3.1 Overview of the materials

The worksheets and slides are designed for use in the classroom and can be used as templates. The sample material serves the teacher as visual aids and help with planning, preparation and implementation of the teaching and learning arrangements.

3.2 Worksheets

First exercise

Worksheet 1 Role-plays (1 copy per group)

Worksheet 2 Customer satisfaction questionnaire (1 copy per Group B)

Second exercise

Worksheet 3 SWOT Analysis Table (1 copy per student as for the elaboration of a “strategic individual planning”.)

Third exercise: the self-assessment

Worksheet 4 Questionnaire Key question for self-reflection

3.3 Slides

Slide 1 First exercise – The role plays

Slide 2 Second exercise – The employee of the month

Slide 3 Third exercise – The self-assessment

3.4 Illustrations

Illustration 1 SWOT Analysis table

Illustration 2 SWOT Analysis table – simplified version

3.2 Worksheets

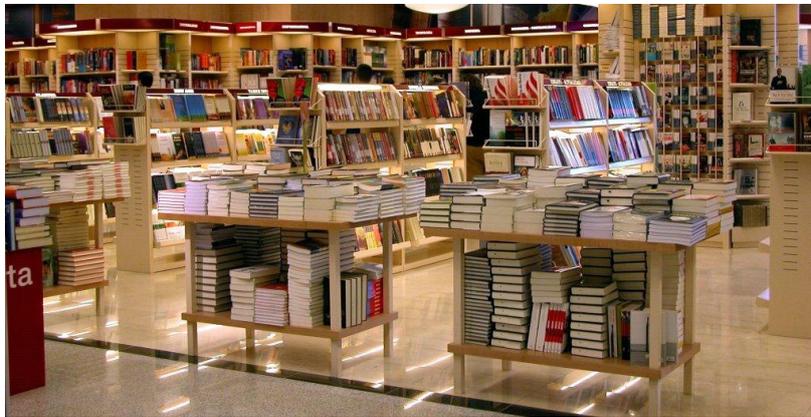
Guidance for using the worksheets

- The worksheets serve as a template for the implementation of the arrangement and will be copied for the working groups or the students who perform the role-play.
- The schedule of the teaching and learning arrangements indicates the phase in which the worksheets are used.
- The tasks for the students are formulated on the worksheets. However, the teacher must ensure that students understand the material and clarify if necessary.
- It is recommended, where appropriate, to prepare the worksheets as overhead slides for the lessons, to explain working tasks and to stimulate discussions in plenary.
- It is useful to hand out the worksheets to the students only in the relevant phase of the lesson.
- Worksheets, which are collected again at the end of the teaching and learning arrangement (e.g. group assignments) can be laminated and be reused.

The role plays

Example 1

The situation takes place in a large bookstore with large crowds. As it is located next to the University, many students come to look for their books. Numerous sellers are busy setting up the goods, while the others take care of customers. The manager is in the bookshop but he is pretty occupied with ordering new books.



Having received the advice of the seller, the customer decides to buy the book he needs. The transaction takes place: the customer gives the seller a 10 pound note, and the seller returns him the balance. The customer then asserts that he gave the seller a 20 pound note, which the seller disputes.

As this situation often happens, the manager had previously told the sellers to put the cash in a special place and not directly into the cash register.

The role-play begins; students improvise their roles and manage the initial situation as best they can.



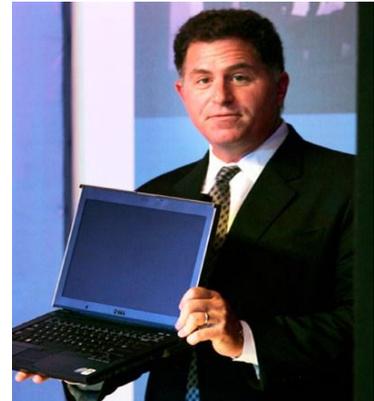
Example 2



The situation starts when a customer comes into the store to buy a DVD Player. He has a precise reference and doesn't want any other.

The seller explains the customer that in the past they have had some difficulties with the supplier of the brand that he requires.

As they don't have the specific DVD player he's looking for, the seller proposes him a very similar product with the same functionality.



Nonetheless, the customer asks the manager to make sure that they can't order to the supplier the DVD Player he wants.

If that is not possible, he wants to make sure that the product proposed by the seller is as good as the specific DVD Player he wanted.



Customer satisfaction questionnaire

Dear Customer,

As the manager of the shop, I want to thank you for giving us the opportunity to serve you. Please help us serve you better by taking a couple of minutes to tell us about the service that you have received so far. We appreciate your business and want to make sure we meet your expectations.

Sincerely
N.P.
(Manager of the Shop)

1. According to your opinion, how could you judge the quality of the service you received?

- Very Poor
- Unsatisfactory
- About average
- Very satisfactory
- Excellent

2. The following questions pertain to the seller who served you. Please indicate whether you agree or disagree with the following statements

The seller was very courteous

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

The seller was very helpful and competent

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

The waiting time for serving me was satisfactory

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

3. How would you judge the quality of the support you received by the seller if you had any problem during your shopping?

- Very Poor
- Unsatisfactory
- About average
- Very satisfactory
- Excellent

4. How could you judge the quality of the support you received by the owner/manager of the shop if you had any problem during your shopping?

- Very Poor
- Unsatisfactory
- About average
- Very satisfactory
- Excellent

Thank you for your feedback. We sincerely appreciate your honest opinion and will take your input into consideration while providing products and services in the future.

SWOT Analysis Table

Exercise:

Please fill in your own strengths and weaknesses:

	Helpful to achieve the objective	Harmful to achieve the objective
Internal origin (Self-attributes)		
External origin (Attributes of the environment)		

The self-assessment (optional)

Questionnaire **Key questions for self-reflection**

(Only for the students that are attending their internship.)

What is your role during the internship?	
Who are you representing?	
Do you know the values of the company you are working for?	
What could be your contribution to this company?	
In which way your presence could improve the quality of the service, and the quality of the company?	
What could you bring to the company?	
What could you bring to your colleagues?	
Which is your major point of strength / your main quality?	
In which field of your work do you feel you are lacking?	
How much money will you assign to yourself for the work you are doing?	

3.3 Slides

- The slides are preprints for the teacher to demonstrate particular situations and problem issues in a plenary session.
- It is recommended, where appropriate, to prepare worksheets as overhead projector transparencies or power point slides for the class to explain the work tasks and to stimulate discussion in a plenary.

FIRST EXERCISE

The role-play: “The Classroom-shop”

1. Creation of a situation “closer” to the reality by the teacher (Worksheet 1)

Team building

- (Option 1) The teacher subdivides the class into 4 different groups, assigning them a particular role:
 - Group A: Seller
 - Group B: Buyer
 - Group C: Owner of the shop, floor manager / supervisor
 - Group D: will guarantee an external assessment (quality control group)
- (Option 2) The teacher forms many groups composed of 4 students each, assigning each student a particular role:
 - Student 1: Seller
 - Student 2: Buyer
 - Student 3: Owner of the shop, floor manager / supervisor
 - Student 4: will guarantee an external assessment (quality control)

Exercise and action of the teams

- The teacher creates a situation which could commonly happen during a sell experience. As for Option 1 the groups must play their role.
 - Group A must “elect” its representative acting as the seller. During the exercise, the elected seller must ask his team for advice.
 - Group B must “elect” its representative acting as the buyer. During the exercise, the elected seller must ask his team for advice.
 - Group C observes and could intervene if the Group A has some difficulties or if Group B solicits the owner of the shop intervention, because it is not satisfied.
 - Group D observes during the entire exercise, the discussion and the ongoing situation. The results of the observation will be discussed in the class.
- As for Option 2 each student of the group of four performs a direct role.

Exchange of roles

After having played the situation, roles can be changed. Students will have the opportunity to face the difficulties under different aspects and points of view.

If the teacher wants to evaluate the progresses of the class and/or of the students on an interim basis, he/she could propose to use this exercise again at the end of the academic year.

3. Customer satisfaction questionnaire (Worksheet 2)

Writing a judgement on a service could be of help to the students to enhance their understanding of criticism, but also to focus on a specific problem.

SECOND EXERCISE

The employee of the month

Students will write a “quality” an employee of the month should possess on a brick (for the brick use half sheet of paper)

According to his own experience and on the basis of the experience of the previous exercise, the students will write on a brick, a fundamental **quality and a point of strength** the “employee of the month” should possess or the **weaknesses** that could stop a nominee from becoming the “employee of the month”.

The **wall**, composed of the sheet written by the students will present a set of qualities an employee of the month should have, but also a sort of a “road map” for the student to be followed, in order to enhance their capacities in the work place.

After exercise 1 and after a discussion over exercise 2, the class could also focus on the qualities and strengths that are useful to possess to best do their jobs.

A deeper analysis

To go further, the teacher will prepare a table which elaborates a **SWOT analysis** (Worksheet 3, Illustration 1, Illustration 2). Each student must fill the table, according to his/her perception of his/her own qualities and weaknesses. It could be considered as a strategic planning tool for an individual.

THIRD EXERCISE (Optional)

The self-assessment

Only for students that are attending an internship. This exercise could be also conducted as homework, even if the results can be exploited and managed with a teacher-student conversation (face-to-face discussion). Through a questionnaire (Worksheet 4), the student is asked to answer some questions in order to implement his/her own self-reflection over his/her strengths and weaknesses. This is another face-to-face exercise.

3.4 Illustrations

- The illustrations illustrate what certain elements of the teaching and learning arrangement may look like and visualize them. They are intended as suggestions and should help in the planning of the lessons.

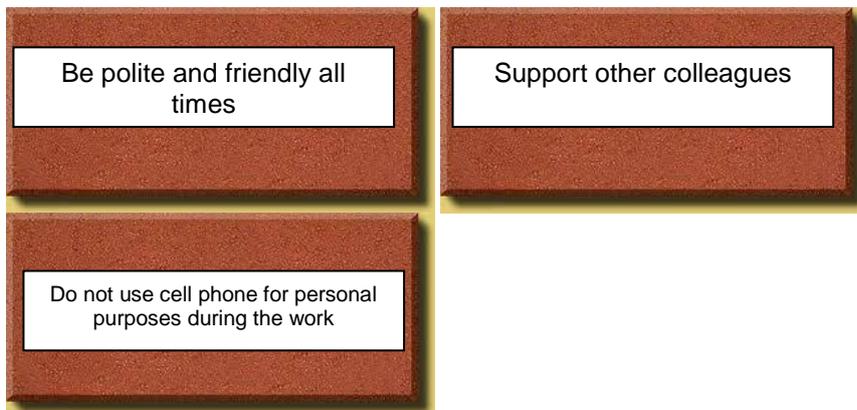
Template of a brick

In order to do exercise no. 2, the teacher can provide students a half A4 sheet representing a brick.

Written bricks

According to his own experience and on the basis of the experience of the previous exercise, the student will write on a brick, (which could be represented by half of an A4 sheet), a fundamental **quality and a point of strengths** the “employee of the month” should possess, or the **weaknesses** that could stop a nominee from becoming the “employee of the month”. All the written bricks will form a wall.

The **wall** will present a set of qualities an employee of the month should have, but also a sort of a “road map” for the student to be followed, in order to enhance their capacities at work. Confronting their qualities (or gaps) with an “ideal” employee of the month could help the student to evaluate their performance potential.



SWOT Analysis Table

	Helpful to achieve the objective	Harmful to achieve the objective
Internal origin (Attributes of the organization)	STRENGTHS	WEAKNESSES
External origin (Attributes of the environment)	OPPORTUNITIES	THREATS

The teacher will prepare a table to elaborate a **SWOT analysis**⁵.

Each student has to fill in the table, according to his perception of his own qualities and weaknesses. It could be considered a strategic planning tool for an individual.

⁵ Cf. Fine, Lawrence G. (2011), *The SWOT Analysis, Using your Strengths to overcome weaknesses, Using opportunities to overcome threats*, Kick It, LLC.

SWOT Analysis Table simplified version

(Teacher can use this simplified table of the SWOT analysis for students at an entry level of their vocational education)

	Helpful to achieve the objective	Harmful to achieve the objective
Internal origin (Self-attributes)	STRENGTHS	WEAKNESSES



Teaching-learning arrangement 'Time management'

A teaching and learning arrangement of the innovation transfer project “*ReSeCo - Retail Sector Competencies*” to promote personal and social skills in the context of ‘readiness’ for vocational education and training of students in retail.



Project promotion:



Nationale Agentur Bildung für Europa beim Bundesinstitut für Berufsbildung (NA beim BIBB)



Project management:

Prof. Dr. Matthias Pilz, Universität zu Köln, Germany

Sabrina Theis, M.Sc., Universität zu Köln, Germany



Project partner:

Prof. Dr. Michele Brunelli, Università degli Studi di Bergamo, Italy



Prof. Dr. Sławomir Kurek, Pedagogical University of Cracow, Poland

Dr. Tomasz Rachwał, Pedagogical University of Cracow, Poland

Dr. Wioletta Kilar, Pedagogical University of Cracow, Poland



Dr. Michaela Brockmann, University of Southampton, UK

Dr. Arti Saraswat, University of Southampton, UK



Without the written permission of the publisher it is not permitted to use this work or parts of it and process it. This applies in particular to duplications, translations, storage and processing in electronic systems.

Contents

1. Schedule.....	71
2. Overview of the learning material	74
3. Component A: Development of the time management method – information for teachers	75
4. Component B: Personal time management – information for teachers	78
5. Working material	81
<i>5.1 Overview of the material.....</i>	<i>81</i>
<i>5.2 Worksheets</i>	<i>82</i>
<i>5.3 Slides</i>	<i>93</i>
5.4 Illustrations.....	97

1. Schedule

The teaching-learning arrangement consists of component A: *Development of a time management method* and component B: *Personal time management*. Both elements have to be carried out in the class. A graphical overview illustrates the process, which is designed to promote students' time management competence. In addition to the schedules for the components A and B, there are worksheets, slides and illustrations, which are attached at the end. The worksheets and slides are provided for use in the lessons and can be used as templates.

Component A

Duration: 45 min.

Class size: up to 25 students

Duration (circa)	Lesson phases	Abstract / content	Method, Working material¹
10 min.	Motivation	<u>Introduction</u> Mark's daily routine	Worksheet 1
		<u>Discussion in plenary</u> Aims of the discussion: - Generating awareness - Identification with the topic - Enabling a thematic access	Flipchart
10 min.	Development	<u>Development I</u> (in small groups) of important elements of time management with the help of an example.	Worksheet 2
10 min.		Consolidation of the results in plenary (Example cluster method).	Illustration 1

¹ See chapter 5: working material

15 min.		<p><u>Development II</u> (in plenary) of the time management method in order to accomplish the tasks within the time frame based on the cluster.</p> <p>Create schemes (Illustrations 2 and 3) in plenary or present one of examples of the method on charts prepared by the teacher; the schemes can be displayed in class.</p>	Illustrations 2 and Illustration 3
---------	--	--	--

Component B

Duration: 90 min + 15 min. (next lesson) + 15 min (after 1 month)

Class size: up to 25 students

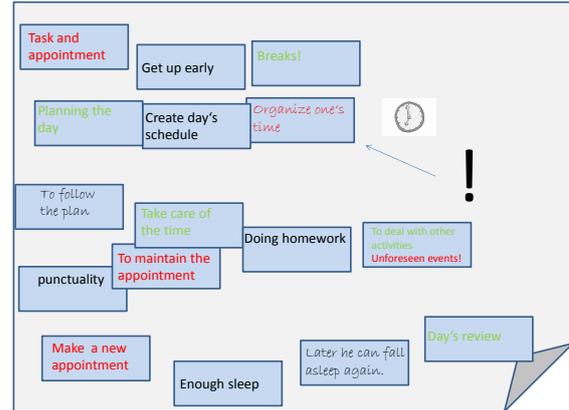
Duration (circa)	Lesson phases	Abstract / content	Method, Working material²
5 min.	Introduction	Warm-up: Discussing the methods (Posters of component A) / The case of Mark	Worksheet 1 Illustrations 2 and 3
40 min.	Consolidation	Assignment of Mark's tasks and appointments to time and priority in small groups	Worksheets 1 and 3
		Consolidation of the small group work in plenary; discussion about possible stress resulting from Mark's daily schedule	Slide 1 Illustration 4
		Daily schedule: Classify the tasks and appointments of a day's work	Worksheet 4
35 min.	Transfer	Personal time management: Individual tasks and appointments (Individual work) Own time management: create own daily schedule	Worksheet 5
5 min.		Controlling of seatmate: person sitting next to the student	Worksheet 5
5 min.	Close	Explanation of homework	Worksheet 6
15 min.	Checking (on the next lesson)	Discussing homework	Worksheet 6 (filled in)
15 min.	Lesson after 1 month	Giving feedback on the verification of the planned day by the students	Worksheet 7

² See chapter 5: working material

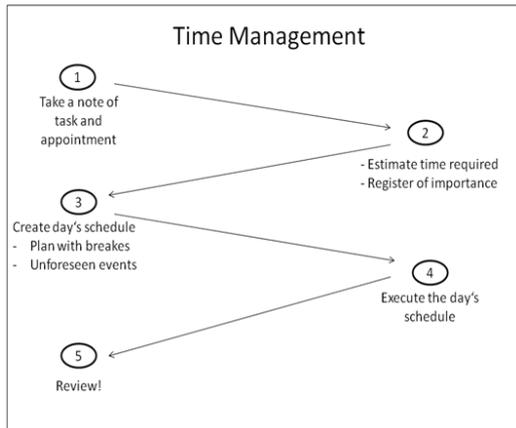
2. Overview of the teaching-learning arrangement ‘time management’

6:45 a.m.	Mark gets up, washes and is looking for the work clothes he needs for the hardware store where he works - unfortunately there is no time for breakfast
7:15 a.m.	Mark gets on the bus to travel to the hardware shop (on Mondays and Tuesdays) where he is an apprentice, while on the other days of the week he goes to vocational college.
8:00 a.m.	Mark prepares the shop for opening. He arranges the shelves with goods from a new delivery.
8:30 a.m.	He talks to the manager about his duties for the day.
9:00 a.m.	The shop is open and Mark helps to serve customers
10:30 a.m.	Break, Mark is hungry, but he has nothing to eat.
2:00 p.m.	He finishes work and hurries home for lunch, because he is very hungry.
2:30 p.m.	Mark prepares the meal. After the meal he is very tired and he would prefer to sleep for a bit. However, he cannot do so because at 3.30 he has a job interview with the manager of the home appliances department in a department store.
3:45 p.m.	Mark was late for the interview, so he had to wait 30 minutes.
4:30 p.m.	Mark meets up with his friends in the city; they decide to go to shopping mall because they want to buy T-shirts and, on this occasion, they go window-shopping to compare how the competitors encourage the customers to enter the shop by their storefronts. Mark would like to look around clothes stores for longer, but he cannot, because he has to do shopping for supper.
6:30 p.m.	Finally, some time to rest - Mark lies on the bed and listens to music.
7:00 p.m.	Mark walks the dog and buys food for supper.
7:45 p.m.	Mark eats with his family in the evening. The supper is late, because he didn't manage to buy food on time.
8:15 p.m.	The adventure film which Mark was looking forward to begin s. He does not want to miss it. So, he left the dining room before the family finished the supper.
10:00 p.m.	Mark remembers that tomorrow he has to go to college again and all his homework is waiting in his bag!
10:15 p.m.	Mark falls into bed exhausted. He knows that tomorrow will be just as stressful...

Problem?!?



Solution!



Exercise



Transfer!

Time	Estimated duration	Task/appointment	done ✓	Notes
2h				
2:30h				
3h				
3:30h				
4h				
4:30h				
5h				
5:30h				
6h				
6:30h				
7h				
7:30h				
8h				
8:30h				
Next day				

3. Component A: *Development of the time management method* – information for teachers

The information is designed to support the teachers in planning and developing the component. Elements at each stage of the component are explained and ideas are provided for implementation. The information intends to offer some guidance only.

Motivation phase

Introduction: The teacher hands out 'Mark's daily routine' (Worksheet 1). Students have 5 minutes to familiarise themselves with it. It is important that all students have a good understanding of Mark's daily routine. This may be facilitated for example through reading it aloud with subsequent presentation of the worksheet as a slide. Feedback from the teacher is useful.

Plenary discussion: Through the plenary discussion, the problem of a lack of structure and planning in Mark's daily schedule should be identified.

The concept of time management is unfamiliar to most students. Time management can be clarified by showing that certain planning processes and structural elements help to solve tasks. The approaches and ideas should ideally come from the students and this will be discussed further in the Development phase I.

Development phase

Development phase I:

The teacher divides the class into small groups or the students form the groups themselves. During this phase, the students have the opportunity to collect and organize some planning elements (also see Worksheet 2). Here, the brainstorming-method is useful. The results of this phase provide an important basis for the development of the time management method.

Consolidation of results:

While consolidating the results, the teacher should make sure that the student contributions are captured and flow into a common concept (time management method) (see Illustration 1).

During the consolidation, the following aspects should be discussed:

1. Breaks:

What do breaks mean for students? (Relaxation through exercise, music, sleep, etc.)?

How important are the breaks?

Does every student need the same number of breaks?

2. Tasks and appointments:

- What is an **appointment**? An appointment is a meeting fixed for a certain date and time (e.g., football training, tutorial).
- What is a **task**? A task is an activity to be done, usually by a certain deadline (e.g., homework, studying, help in the household work, breaks ...).

Important: There are private appointments and those related to work or college, which initially are ranked at the same level of importance. The students should learn to recognize the importance of the tasks and appointments themselves. The different individual approaches to understanding the importance of tasks should be picked up in this phase through a discussion. For example, the students could discuss the implications of someone not keeping an appointment.

Development phase II:

- The clustered results of the group work in phase I are consolidated and presented in the plenary.
- The development of the time management method relies on the active participation of students. For example, the students may want to produce a graphic presentation of the method.
- Illustrations 2 and 3 are examples of a presentation of the time management method. The teacher can use either *Example 1* or *Example 2* to present the method. Before the presentation, the teacher should read the explanation of the method below *Example 2*. The jointly developed presentation of the time management method should be displayed in the class. It serves as an orientation when the method is discussed at a later point.

Notes on the development of the time management method

The core elements of the component are:

1. Set tasks

- ⇒ identify tasks as accurately as possible (read through)
- ⇒ clarify anything which is not clear
- ⇒ formulate tasks as accurately as possible
- ⇒ if necessary, subdivide the tasks into individual steps / subtasks

2. Structure of the tasks

- ⇒ distinguish between appointments and tasks
- ⇒ recognize the importance and urgency of appointments and tasks
- ⇒ recognize the duration of appointments and tasks

3. Time planning

- ⇒ identify/ clarify available time
- ⇒ allocate appointments and tasks to time slots
- ⇒ plan breaks between appointments and tasks
- ⇒ determine the start time of individual steps
- ⇒ have the time schedule checked by another person

4. Implementation

- ⇒ Observe the time schedule
- ⇒ Monitor the schedule after each task and appointment
- ⇒ Identify possible adjustments of the schedule

5. Evaluation

- ⇒ Check planned and achieved tasks and appointments
- ⇒ Fault diagnosis - own behavior / planning / external circumstances

If needed: Start the method again.

4. Component B: *Personal time management* – information for teachers

The information is designed to support teachers in planning and developing the component. Elements at each stage of the component are explained and ideas given for implementation. The information is intended to provide some guidance only.

Introduction

The developed time management method of component A (Illustrations 2 and 3) and Mark's daily schedule (Worksheet 1) are briefly discussed. Individual students may explain the steps of the time management method.

Consolidation

Time and priority:

- Before starting the group work (Worksheet 3) teachers may want to reinforce the distinction between appointments and tasks:
 - What is an **appointment**? An appointment is a meeting fixed for a certain date and time (e.g. an Interview).
 - What is a **task**? A task is an activity to be done, usually by a certain deadline (e.g., homework, studying, help in the household, breaks ...).
- The teacher should emphasize that the tasks on Worksheet 3 refer to Mark's tasks and appointments from 2pm onwards.
- The students should be able to identify how much time Mark has left for his tasks and appointments (2pm – 10pm).
- The question of whether Mark is able to manage all his tasks and appointments together with possible solutions (Worksheet 3) may be discussed either in a plenary or in small groups.

Consolidation of the results:

- The teacher hands out forms (Slide 1), which the students use to write down Mark's tasks and appointments indicating the importance, urgency and duration of

each task/appointment. Then the students and the teacher agree on a final version, which they note down on a flipchart or slide.

- The form with Mark's tasks and appointments (Slide 1) can help to co-ordinate the different assessments of individual students, to discuss these and to document the consensus of the class (Illustration 4).
- Any difficulties students may have in the assessing importance and/or duration of the tasks should be addressed in this phase of the lesson and possible solutions should be discussed.
 - In assessing the duration of tasks, it might be helpful to divide the main task into sub-tasks or steps. These sub-tasks in turn can be allocated to specific slots.
- The question whether Mark is able to manage all tasks and appointments should be discussed. If there are too many appointments and tasks, the less important ones may have to be moved to the next day (discuss implications) or breaks may have to be reduced in length or left out completely (discuss whether this is reasonable).
- It may be useful to compare Mark's time management problems with those of the students and discuss them (possible questions: Do you have one stressful day per week? Why is this day stressful?).
- Development of a daily schedule: Students are often very quick to schedule the appointments and tasks, whereby they allocate importance, duration and urgency intuitively (Worksheet 3). The time management method emphasizes the stepwise procedure. With the help of the criteria *importance*, *urgency* and *duration*, students are able to develop a time schedule in a strategic way.
- In the process so far, the planning of schedules was done step by step. The student will now be able to create Mark's daily schedule (Worksheet 4) based on the preliminary work. There is no "right" schedule. Appointments are fixed so that it is helpful to record them first.

Transfer

During this phase, the time management method, which in the consolidation phase was illustrated by Mark's daily schedule, is transferred to the daily life of students. The worksheets 5 and 6 indicate the steps involved. The worksheets should be

distributed, explained and worked upon by students one at a time. In this exercise, activities conducted in step 1 can be linked to step 2, as pupils already know the time management method. Therefore, both estimated duration of particular tasks as well as their importance and urgency can be recorded in one table (Worksheet 5).

Homework

The homework "Following a self-designed schedule' is part of the teaching-learning arrangement. Students are required to design a schedule for one day and to subsequently follow this schedule. Afterwards, there will be a reflection of the individual time schedules, which takes about another 15 minutes during the next lesson. Moreover, after one month a discussion can be conducted during a lesson on pupils' feedback concerning the planned day based on their opinions presented in Worksheet 7. The teacher can ask students, if it is appropriate, to plan the whole week instead of one day, depending on the possibility of realization of this task.

5. Working material

5.1 Overview of the material

The worksheets and slides are designed for use in the classroom and may be used as templates. The illustrations serve the teacher as visual aids and help with the planning, preparation and implementation of the teaching-learning arrangements. It is recommended, where appropriate, to prepare all the material as slides or transparencies to explain the work tasks to the class and to stimulate discussion in the plenary.

5.2 Worksheets

1. Mark's daily routine (chart)
2. Work task 'development of method'
3. Work task 'structuring the goals'
4. Mark's daily schedule
5. Transfer: Task prioritizing and time structuring
6. Transfer: Implementation and evaluation
7. Transfer: Feedback from the students

5.3 Slides

1. Forms of task or appointment

5.4 Illustrations

1. Cluster method
2. Time management overview scheme
3. Time management detailed scheme
4. Sorting out activities

5.2 Worksheets

Guidance for using the worksheets

- The worksheets 1 - 7 serve as templates for the implementation of the components A and B and are copied for the working groups.
- The schedule at the beginning of this document indicates in which phase of the lesson the worksheets are used.
- The tasks for the students are formulated on the worksheets. However, the teacher must ensure that the students understand the material and clarify if necessary.
- It is useful to hand out the worksheets to the students only in the relevant phase of the lesson.
- A folder, in which all the documents are collected, can help the students to monitor their own learning processes (starting point of learning portfolios).
- The worksheets of the transfer phase should be handed out to students in multiple copies so that they may use the method on their own initiative.
- The document includes possible solutions to the tasks.



Is this a normal day for apprentice Mark?

Mark's daily routine:

6:45 a.m.	Mark gets up, washes and is looking for the work clothes he needs for the hardware store where he works - unfortunately there is no time for breakfast
7:15 a.m.	Mark gets on the bus to travel to the hardware shop (on Mondays and Tuesdays) where he is an apprentice, while on the other days of the week he goes to a vocational college.
8:00 a.m.	Mark prepares the shop for opening. He arranges the shelves with goods from a new delivery.
8:30 a.m.	He talks to the manager about his duties for the day.
9:00 a.m.	The shop is open and Mark helps to serve customers.
10:30 a.m.	Break: Mark is hungry, but he has nothing to eat.
2:00 p.m.	He finishes work and hurries home for lunch, because he is very hungry.
2:30 p.m.	Mark prepares the meal. After the meal he is very tired and he would prefer to sleep for a bit. However, he cannot do so, because at 3.30 he has a job interview with the manager of the home appliances department in a department store.
3:45 p.m.	Mark was late for the interview, so he had to wait 30 minutes.
4:30 p.m.	Mark meets up with his friends in the city; they decide to go to shopping mall because they want to buy T-shirts and, on this occasion, they go for window-shopping to compare how the competitors encourage the customers to enter the shop by their storefronts. Mark would like to look around clothing stores for longer, but he cannot, because he has to do shopping for supper.
6:30 p.m.	Finally, some time to rest - Mark lies on the bed and listens to music.
7:00 p.m.	Mark takes the dog for a walk and buys food for supper.
7:45 p.m.	Mark eats with his family in the evening. The supper is late, because he didn't manage to buy food on time.
8:15 p.m.	The adventure film, which Mark was looking forward to, begins. He does not want to miss it. So, he left the dining room before the family finished the supper.
10:00 p.m.	Mark remembers that tomorrow he has to go to college again and all his homework is waiting in his bag!
10:15 p.m.	Mark falls into bed exhausted. He knows that tomorrow will be just as stressful...



Is your daily life also so busy?

Why?



Task for the groups:

Mark's life consists of various tasks and appointments that he has to manage.

In relation to each of the points below, note down one step that would help Mark to plan and manage his day in a better way.

1. In order to plan his appointments and tasks, Mark should ...

2. Are all of Mark's tasks and appointments equally important and urgent? Mark could...

3. In order to organize all tasks and appointments in a manageable way, Mark should ...

4. During the day, Mark should pay attention to...

5. At the end of the day Mark should...



Task for the groups:

Mark's life consists of various tasks and appointments that he has to manage.

In relation to each of the points below, note down one step that would help Mark to plan and manage his day in a better way.

1. In order to plan its appointments and tasks, Mark should ...

e.g. Identify their approximate duration

2. Are all of Mark's tasks and appointments equally important and urgent? Mark could ...

e.g. Highlight the most important and urgent tasks of the day

3. In order to organize all tasks and appointments in a manageable way, Mark should ...

e.g. Write them down on a piece of paper

4. During the day, Mark should pay attention to ...

e.g. What he has already completed and what still needs to be done

5. At the end of the day Mark should...

e.g. Consider which tasks took too much time

Task for the group:



1. In the first column of the table, note down Mark's tasks and appointments **after two o'clock**.
2. Estimate how much time Mark needs for his appointments and tasks, and enter the duration in the table.
3. Decide on the importance and urgency of each of Mark's tasks and appointments.

Task or Appointment	Duration (in minutes)	Importance !! = Important NI = not that important	Urgency U! = Urgent NU = not urgent

Is Mark able to manage all tasks and appointments?

If not, do you have a solution?

Task for the group:



1. In the first column of the table, note down Mark's tasks and appointments **after two o'clock**.
2. Estimate how much time Mark needs for his appointments and tasks, and enter the duration in the table.
3. Decide on the importance and urgency of each of Mark's tasks and appointments.

Task or Appointment	Duration (in minutes)	Importance !! = Important NI = not that important	Urgency U! = Urgent NU = not urgent
lunch	30	!!	U!
interview with the manager	30	!!	U!
meeting friends and going to the shopping mall to buy T-shirt	90	!!	NU
listening to the new music album recently bought	30	!!	NU
buying food for supper and taking the dog for a walk	60	!!	U!
eating with the family	45	!!	NU
watching the adventure film	105	NI	NU
doing homework	60	!!	U!

Can Mark keep all tasks and appointments?

No, because he has scheduled too many things, he didn't take into account the time for transport and he is late for appointments.

If not, do you have a solution?

For example: Shortening the visit at the shopping mall.

Putting off listening to music for tomorrow, recording the film and watching it during the weekend.



Mark's daily schedule

- Take the chart of the group work with the importance, urgency and duration of tasks and appointments.
- Fill in the appointments and tasks so that Mark is able to manage the day.
- Do not forget to reserve the *not that important* and *not urgent things* for the next day!

Time	Estimated duration	Task/appointment	done ✓	Notes
2h				
2:30h				
3h				
3:30h				
4h				
4:30h				
5h				
5:30h				
6h				
6:30h				
7h				
7:30h				
8h				
8:30h				
Next day				



Mark's daily schedule

- Take the chart of the group work with the importance, urgency and duration of tasks and appointments.
- Fill in the appointments and tasks so that Mark is able to manage the day.
- Do not forget to reserve the *not that important* and *not urgent* things for the next day!
- Remember, that estimated duration of the tasks does not include getting from place to place and breaks.

Time	Estimated duration	Task/appointment	done ✓	Notes
2:30h	30 min.	lunch at home	✓	He buys take away meal.
3:30h	30 min.	interview with the manager	✓	
4:30h	90 min.	meeting friends and going to the shopping mall	✓	Telling friends that they would be in the clothes store for shorter than they planned (from 120 to 90 minutes) as he has to go home to walk the dog and buy some food for supper.
6:30h	60 min.	buying food for supper and taking the dog for a walk	✓	
8h	45 min.	eating supper with the family	✓	
8:45h	65 min.	homework and packing school supplies for the next day	✓	
Tomorrow	30 min.	listening to the new music album recently bought		
Weekend	105 min.	watching recorded film		



Your personal time management on a typical day within your apprenticeship:

Date of the planned day:

1st Step: Enter your appointments and tasks in the chart and note their duration, urgency and importance

2nd Step: Enter the important appointments and tasks and explain this to the person sitting next to you – is your plan realistic?

Time	Estimated duration	Task/appointment	Importance !! = important NI = not that important	Urgence U! = urgent NU = not urgent	done ✓	Comments
8:00						
9:00						
10:00						
11:00						
12:00						
13:00						
14:00						
15:00						
16:00						
17:00						
18:00						
19:00						
20:00						
21:00						

Tomorrow						
----------	--	--	--	--	--	--



3rd Step

Now the schedule is used.

1. *Take it home and put it in a place where you cannot ignore it.*
2. *Try to follow this schedule on the chosen day.*
3. *You may want to tick off items once you have completed them. In the 'Comments' field you may write down if something particularly well or if you needed more time for an than intended.*

*worked
appointment*

4th Step

Discuss your schedule in pairs answering the following questions:

<i>Could you manage everything as stated in the schedule?</i>	<input type="checkbox"/> yes	<input type="checkbox"/> no: <i>What could not be done and why?</i> 1. 2.
<i>For which appointments and tasks did you take more time than planned?</i>		
<i>Were you satisfied on the whole with your planning?</i>		
<i>What would you change?</i>		
<i>What would you keep?</i>		
<i>Were there any tasks or appointments that were not so urgent so you would move them to the next day?</i>		
<i>What do you think are the advantages (or disadvantages) of such a daily schedule?</i>		



Your feedback

How did you verify the planned day?

Did you plan all tasks to do during a typical day?

Did you plan well the duration of the tasks?

Did you define well the urgency and importance of the tasks?

Accordingly, what should you correct in your daily routine?

Do you intend to use the method you learned in the future for managing your time? Why?

5.3 Slides

- The slides are for the teacher to demonstrate particular situations and problem issues in a plenary session.
- It is recommended, where appropriate, to prepare worksheets as slides to explain exercises and to stimulate discussion in a plenary.



.....U.....

.....

.....

.....

TIME (appointment): **DURATION:** min.

I – importance, U - urgency



... !! ...

... N.U ...

Eating with family

.....

TIME (appointment):

DURATION: 45 min.

Sample task



...I!...

...U!...

Interview with manager

.....

TIME (appointment): **3:30h**

DURATION: ... **30** ... min.

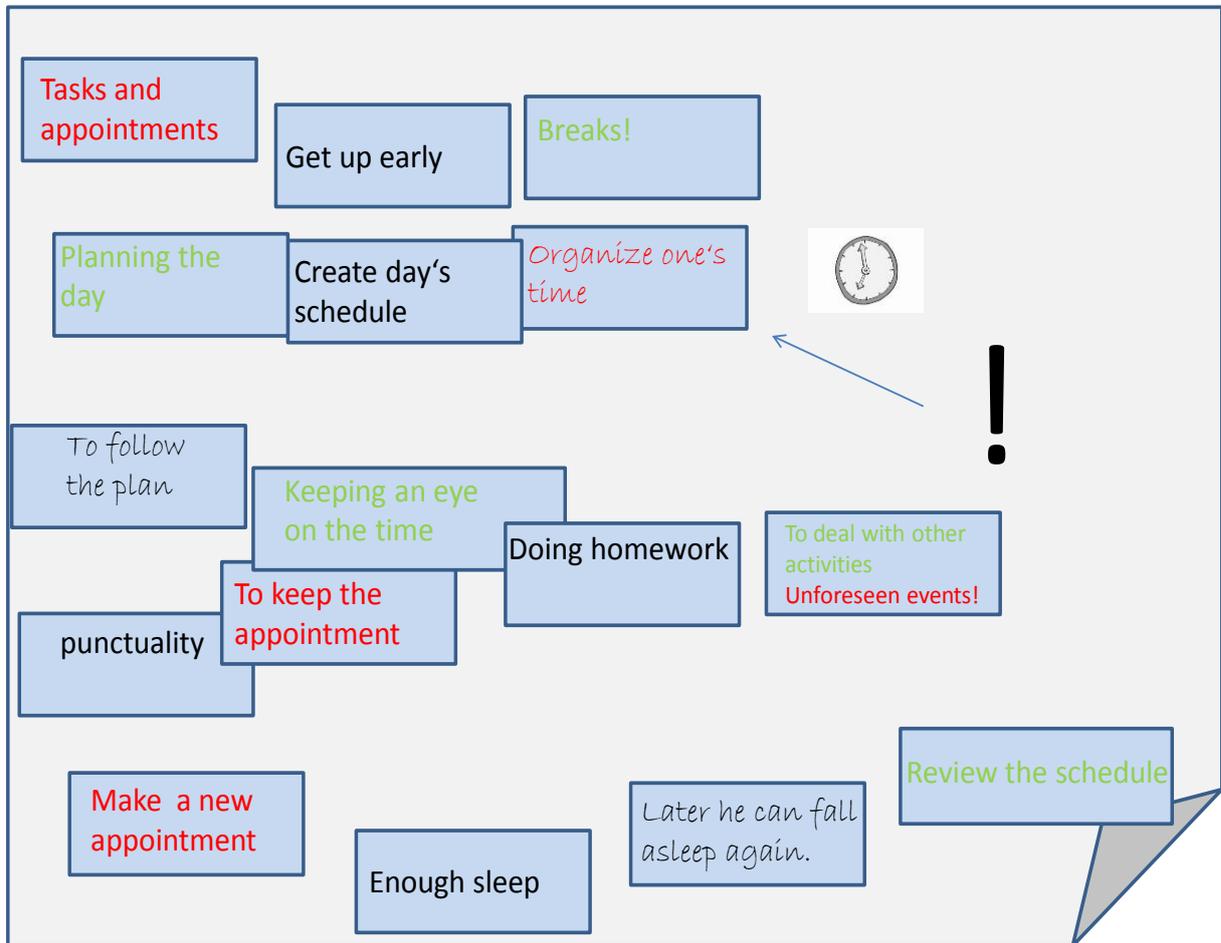
Sample appointment

5.4 Illustrations

- The illustrations show you what certain elements of the teaching-learning arrangement may look like. They are meant as suggestions and should make the planning of the lessons easier.
- Illustrations 1 and 4 show the example of student work in the classroom.
- The figures of the time management method (Illustrations 2 and 3) can be created and designed individually by the students or shown by the teacher.



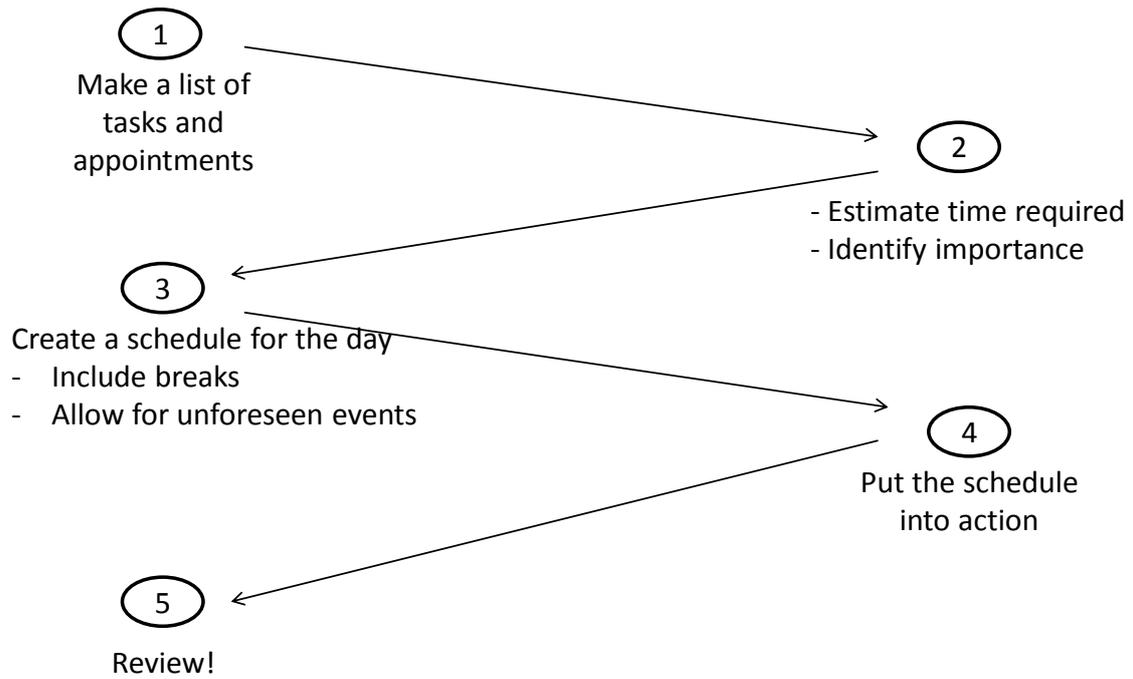
**One example for clustering the student's statements:
Working steps in the time management method**





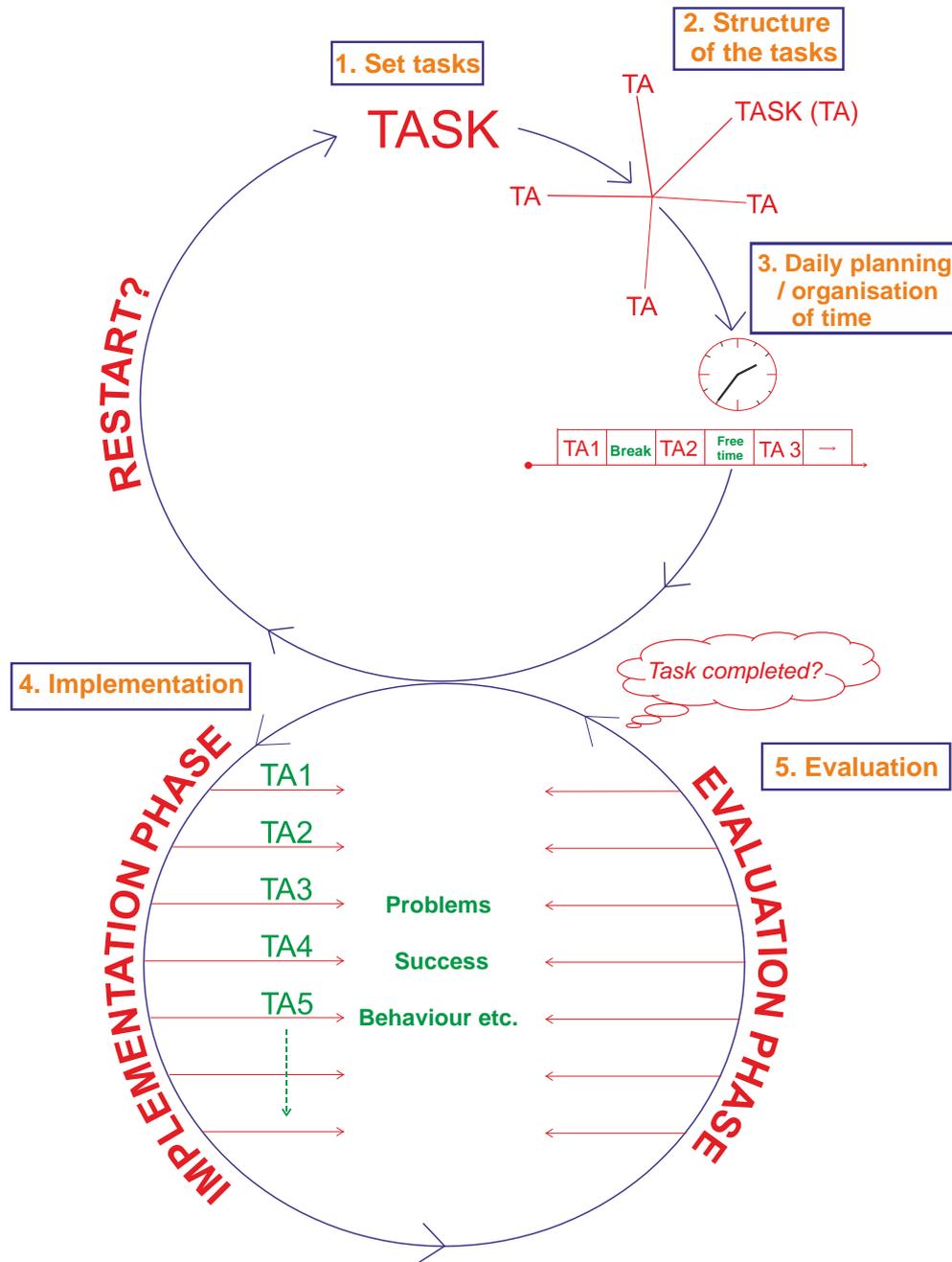
Example 1: Presentation of the developed time management method

Time Management





Example 2: Presentation of the developed time management method



Explanation of the model

The model shows the sequence of steps that should be performed by Mark to plan his day. The upper part of Example 2 shows the scheduled tasks and their duration, while the lower part presents the way of their implementation, along with the comments. In this model of time management, it is important to implement various stages of planning in the appropriate order.



Example of presenting (Slide 1) Mark's tasks and appointments, with information about duration, urgency and importance

!! NU Have a break 15 min.	!! U! Buying food for supper and walking the dog 60 min.	!! NU Go to the shopping mall 75 min.
!! U! Homework 60 min.	!! U! Eating supper with family 45 min. 20:00	!! NU Lunch 30 min.
!! U! Interview with manager 15:30 30min.	NI NU Watching adventure film 105 min.	!! NU Take a shower 15 min.
NI NU Listen to music 30 min.	!! NU Pack school supplies for the next day 5 min.	!! NU Meeting friends 16:30 15 min.



Teaching and learning arrangement 'Dealing with Criticism'

A teaching and learning arrangement of the innovation transfer project “*ReSeCo - Retail Sector Competencies*” to promote personal and social skills in the context of ‘readiness’ for vocational education and training of students in retail.



Project promotion:



Nationale Agentur Bildung für Europa beim Bundesinstitut für Berufsbildung (NA beim BIBB)



Project management:

Prof. Dr. Matthias Pilz, Universität zu Köln, Germany

Sabrina Theis, M.Sc., Universität zu Köln, Germany



Project partner:

Prof. Dr. Michele Brunelli, Università degli Studi di Bergamo, Italy



Prof. Dr. Sławomir Kurek, Pedagogical University of Cracow, Poland

Dr. Tomasz Rachwał, Pedagogical University of Cracow, Poland

Dr. Wioletta Kilar, Pedagogical University of Cracow, Poland



Dr. Michaela Brockmann, University of Southampton, UK

Dr. Arti Saraswat, University of Southampton, UK



Without the written permission of the publisher it is not permitted to use this work or parts of it and process it. This applies in particular to duplications, translations, storage and processing in electronic systems.

Contents

1. Schedule.....	106
2. Phase A: Foundations of communication	110
2.1 Skill: <i>The four meanings of a message</i>	111
2.2 Skill: <i>Active Listening</i>	112
3. Phase B: Criticism in practice	113
3.1 Skill: <i>The I-message</i>	114
3.2 <i>Criticism in practice</i>	115
4. Working material	117
4.1 <i>Overview of the material</i>	117
4.1 <i>Worksheets</i>	118
4.3 <i>Slides</i>	133
4.4 <i>Illustrations</i>	142
5. Appendix	146
5.1 <i>Knowledge: The sender-receiver model</i>	146
5.2 <i>Knowledge: The four meanings of a message</i>	147

1. Schedule

The teaching and learning arrangement ‘Dealing with criticism’ consists of two phases: Phase A *Foundations of communication* and Phase B *Criticism in practice*.

Phase A offers an understanding of the sender-receiver model and the four meanings of a message, the skills associated with the four meanings of a message and active listening. Phase B covers the skills associated with the I-message as well as the ability to deal with criticism in practice.

Phase A: Foundations of Communication

Duration: approx. 180 minutes

Class size: up to 25 pupils

Duration (circa)	Lessons phases	Abstract / content	Method, working material ¹
15min	Introduction to <i>Communication</i>	Motivation and identification	Plenary Slide 1
15min	<i>Knowledge Sender-receiver model</i>	Who communicates how? ⇒ Sender-receiver-model ⇒ Verbal and nonverbal messages Development of an overview	Plenary Teacher-led discussion Whiteboard/flipchart, Slide 1, Illustration 1
30min	<i>Knowledge Four meanings of a message</i>	Analysis of communication, allocating meanings to messages development of an overview: → Four meanings of a message	Teacher-led discussion, Pair work Worksheet 1, Slide 1, whiteboard/flipchart, Illustrations 1 and 2

¹ See chapter 4: working material

Duration (circa)	Lesson phases	Abstract / content	Method, Working material²
30min	Skills <i>Four meanings of a message</i>	Analysis of communication Interpreting messages	plenary, role play, team work, slide 2, worksheet 2, cards
		Consolidation of the results	plenary blackboard drawing (illustration 2)
Break			
20min	Skills <i>Active listening</i>	Brainstorming How can I better understand the messages of others?	plenary brainstorming blackboard / flip chart
20min		Introduction Active listening	plenary presentation Slide 3
20min		Tutorial Active listening	pair work, worksheet 3, slide 3
30min	Consolidation Skills <i>Active listening</i>	Reflection Active listening	plenary teacher-led discussion slide 4

² See chapter 4: working material

Phase B: Criticism in practice

Duration: approx.90 minutes

Class size: up to 25 students

Duration (circa)	Lesson phases	Abstract / content	method, working material ³
5min	Introduction	Motivation and identification	plenary, individual work, slide 5, worksheet 4
15min	Development <i>Skills</i> <i>I-message</i>	Answering the key questions Review of initially collected ideas	plenary teacher-led discussion
		Introduction of the I-message	plenary presentation slide 6
10min		Exercise for the formulation of I-messages	individual work, worksheet 5, slide 6
15min	Consolidation <i>Skills</i> <i>I-message</i>	Comparison of formulated I-messages	pair work, worksheet 5
		Ensuring understanding and reflection of the I-message	plenary teacher-led discussion slide 6, worksheet 5
Break			
10min	Introduction <i>Criticism in practice</i>	Setting the task	plenary worksheet 6
		Presentation of the photo story “Conversation between trainer and apprentice”	plenary, slide 5
25mins	Development <i>Criticism in practice</i>	Development and preparation of a dialogue	group work, worksheet 6, worksheet 4 (completed)
		Consolidation of the results: ⇒ Presentation of the different dialogues ⇒ Gathering student reactions	plenary student presentation, teacher-led discussion whiteboard
20min	Final reflection <i>Criticism in practice</i>	Questions: Why are the dialogues different? What implications can dialogues have?	plenary discussion whiteboard

³ See chapter 4: working material

Overview of the teaching and learning arrangement “Dealing with criticism”

Phase A (chapter 2): Basics of communication

The sender-recipient model and the message

The four dimensions of a message

Photo story (phase A)

Exercises: Four dimensions of a message (chapter 2.1.) **Active Listening (chapter 2.2.)**

↓
Transfer

Phase B (chapter 3): Criticism in practice

Photo story (phase B)

Formulating an I-message (chapter 3.1.)

2. Phase A: Foundations of communication

The first unit of the teaching and learning arrangement consists of basic knowledge of the concept of communication. First, two key models of communication are introduced:

1. The sender-receiver model and the message⁴
2. The four meanings of a message

Understanding the model SENDER-RECEIVER is a prerequisite for the introduction to the model “The four meanings of a message“. Both models are necessary for an understanding of the teaching and learning arrangement and for putting it into practice. They are discussed in more detail in the appendix of this document.

These might be part of other units that are taught as part of the courses. In order to avoid overlapping, it might be useful, if the teachers coordinate amongst themselves before teaching this teaching and learning arrangement and teach it to classes that are not familiar with this topic.

Introduction

The introduction to the lesson via a photo story aims to motivate the students to deal with the theme of communication (slide 1).

A central feature of the situation is the division of roles between the characters of the *customer David* and the *retail apprentice Lucy*. The sales conversation is influenced by the differing views of the two people participating in the conversation. The roles of the two characters as well as the special demands in terms of communication skills should be identified and discussed by the students.

It may be logical to ask the students to read out the dialogue of the photo story and then to clarify any issues of comprehension. The students should be able to express their own opinions about the situation presented and, if possible, to describe their own experiences from their everyday working lives in the retail sector.

⁴ The described sender-receiver model is based on fundamental considerations of communication by Weaver, W. (1972): Recent contributions to the mathematical theory of Communication. In: Shannon, C./ Weaver W. (Ed.), The mathematical theory of communication, 5th edition, University of Illinois press, Urbana et. al. Furthermore there are comments of Watzlawik, P./ Beavin J./ Jackson, D. in: Watzlawik, P./ Beavin J./ Jackson, D. (2011): Pragmatics of Human Communication: A Study of Interactional Patterns, Pathologies, and Paradoxes, New York City.

2.1 Skill: The four meanings of a message

The skill of being able to analyse messages requires the knowledge of the four meanings of a message and the ability to apply this knowledge. This skill was introduced in the previous exercises and should be practised during this phase.

Implementation

a) Activity

The students are divided into four groups. Each group receives a worksheet (worksheet 2, slide 2) with a number of possible intentions of the sender and possible interpretations by the receiver. The activity helps to illustrate common misunderstandings concerning the intention and interpretation of messages. The task of each of the groups is to assign meanings to the sender's and receiver's spoken dialogue according to the four meanings of a message. Each group writes the intention/ interpretation on a card.

In addition, the students get the opportunity in slide no. 2 to re-write the dialogue so that the identical dimensions of the message are addressed. Depending on the time, one or two of these dialogues should be presented in the form of a role play in front of the class and afterwards discussed in plenary critically.

To assist the groups, Illustration 2 with the model of 'The four meanings of a message' should be displayed in class. The cards should be colour-coded to represent the 4 meanings.

b) Reflection

The group or a representative introduces their interpretation of each sentence and attaches it to the chart. The interpretations are discussed and added by the rest of the class.

While discussing the results, the teacher asks each group to assess whether the apprentice Lucy actually intended to get this particular meaning across and whether David interpreted it in this way.

The different interpretations and conclusions of the groups point to the possible misunderstandings of intention and interpretation of messages and lead to the addressing the question of how these misunderstandings can be resolved/ avoided.

2.2 Skill: Active Listening

Listening is an **active process** through which the retail assistant shows the customer that she/he is listening with interest and has understood the customer.

The *skill of active listening* allows clarifying misunderstandings in communication in situations such as the one presented above⁵:

The student is able to listen actively and tries to understand the meaning intended by the sender of the message.

Implementation

a) Gathering of ideas

The starting point of the unit is a collection of ideas in the class related to the question “How can I better understand the messages of others?”. The teacher decides whether the students’ contributions should be listed directly on the board or flip chart or whether they are first written on cards and collected.⁶

During the brainstorming, it is important that

- ⇒ the students deal with the initial question,
- ⇒ the students are able to express their own experiences and ideas of their everyday working life in relation to the question,
- ⇒ the students are able to discuss the contribution of others.

The contributions of the students should be sorted in terms of the skill discussed above, with the students distinguishing between:

⁵ Another possibility to avoid misinterpretations (*the I-message*) is going to be introduced in the second phase of the teaching and learning-arrangement.

⁶ If the students are familiar with the brainstorming method, they should write it on the black board or flip chart.

- a. *How do I receive a message?* (Interpretation/skill: Active Listening)
- b. *How do I send a message?* (Intention/skill: I-Message)⁷

b) Introduction and practice of active listening

The teacher starts by discussing the overview (Slide 3). It should be linked directly to the gathering of ideas. By revealing the slide step-by-step and discussing the illustrated example (conversation between Katy and Abdul) as well as picking up student contributions of the previous step, the student involvement can be ensured.

Active listening includes primarily the skill of paraphrasing statements. It enables a direct feedback of one's own understanding of messages and thus helps to ensure the correct understanding of a conversation (e.g. "May I summarize your ideas? You would like to have..."). In active listening, the students' ability to empathise can be promoted and supported, as the message of the sender is actively decoded and his/her perspective of the problem is appreciated.

The following exercise (worksheet 3) allows the students to practice active listening and to discuss its potential with the person next to them. During the exercise, the overview of active listening (slide 3) should be visible as guidance.

c) Reflection

The benefits of active listening are developed in the plenary, using slide 4. Student's suggestions should be collected and discussed. The aim of the reflection is that the students themselves recognize and discuss the benefits, and identify the sales situations where active listening can be helpful to them.

3. Phase B: Criticism in practice

The second unit of the teaching and learning arrangement consists of the skills of how to formulate an I-Message in order to pre-empt any possible misinterpretation of a message as well as the ability to be critical in practice.

⁷ Important for the preparation of "Skill Communication (C)" in the second phase of the lesson.

3.1 Skill: The I-message

The I-message serves to pre-empt misinterpretations.

The student is able to formulate a verbal message as an I-message and send it.

Implementation

The second photo story (slide 5) illustrates the different positions in a conversation between a trainer and a trainee.

By answering the key questions (worksheet 4), the students will be prepared about these positions and the required communication. While answering the key questions in the plenary, the previous ideas regarding solving misinterpretations should be referred to and a formulation of a message will be developed. Other suggestions regarding possible responses by the trainee should be captured and discussed in the plenary with regard to the communication models.

The link to introducing I-messages is facilitated by changing the perspective from “wanting to understand” to “willing to formulate intelligibly”. The teacher introduces the I-message by discussing the overview (slide 6) and linking it to the discussion at the beginning. The starting point for the discussion and implementation of the method is the reference to the second photo story (conversation between trainer and trainee).

The benefits of the I-message should be indicated clearly while introducing this method. The central point is to reach a solution-oriented attitude in conversation through mutual understanding of the speakers.

Exercise

The following task of formulating I-messages (worksheet 5) allows the students to apply the new method and to discuss its potential with each other. During the exercise, the overview of the I-message (slide 6) should be visible to serve as a guide.

Two different situations taken from the retail sector with instructions (worksheet 5) are handed out to two students per table. The task is done individually.

The teacher starts the phase of comparison after the students have completed the task. The students present their formulated I-messages. While comparing, the students have to pay attention to the 'Four clouds of an I-message' but also have to discuss the possible implications of their message.

The results of the pair work are briefly reflected upon in plenary. The teacher should clarify any questions, which may arise during the exercise (slide 6).

3.2 Criticism in practice

Introduction

The class is divided into groups with up to four students, according to their individual abilities, seated at different tables. The photo story (slide 5) may be shown again at this point.

Implementation

a) The task

The groups are given the task of creating a brief follow-up of the conversation between Ms. Williams and Lucy (worksheet 6). While explaining the activity, it is helpful to show this as a slide first and to answer any questions of the students. The students should recall the learned knowledge and the skills to communicate. To support the groups, the teacher should provide the information and overviews of the associated knowledge and skills (The four meanings of a message, I-messages and active listening).

b) Carrying out the task

After reviewing the photo story (slide 5), the worksheet 6 is distributed to the groups for them to work on.

If the students need assistance with the activity, the teacher may break it down into small steps:

1st step: Discussion of the messages in the photo story → The four meanings of a message

2nd step: Refer back and, if necessary, give information about I-messages and active listening

3rd step: Development of discussion items

4th step: Defining roles and preparation of presentation

5th step: Presentation of the developed follow-up dialogue

c) Presentation

Before presenting the results of the group work, the photo story (slide 5) can be presented again. Then the groups present their differently developed conversations. Following each group presentation, there will be a discussion in the plenary on the extent to which an actual I-message has been formulated and active listening is taking place. If at this point the students have started to ask questions, these should be collected and written down on the whiteboard/flipchart in the form of keywords.

d) Reflection

In the final reflection, the differences between the group results are discussed. Through the different interpretations of the photo story by the students, the advantages of the skills and knowledge of communication can be demonstrated. The question 'in which situations *active listening* and *the formulation of I-messages* can be helpful' is discussed. The aim of the discussion is to inform the students about the idea that the skills of communication should not be used randomly but strategically in sales situations.

The results of the discussion are captured in the form of keywords on the whiteboard/flipchart and serve the students as an orientation.

The topic of dealing with criticism is discussed. In this final reflection, the values and attitudes of students towards each other and towards teachers, training staff and adults should be taken up and discussed. The aim of the discussion is to encourage self-reflection.

4. Working material

4.1 Overview of the material

The worksheets and slides are designed for use in the classroom and can be used as templates. The illustrations serve the teacher as visual aids and help with planning, preparation and implementation of the teaching and learning arrangements.

4.2 Worksheets

1. Activity: Four meanings of a message (*incl. possible solution*)
2. Activity: The sent and received message (*incl. possible solution*)
3. Exercise: Active listening (*incl. possible solution*)
4. Key questions on the photo story FO 5 (*incl. possible solution*)
5. Exercise: I-messages (*incl. possible solution*)
6. Group Exercise: Development of the conversation (*incl. possible solution*) (two-sided)

4.3 Slides

1. Photo story: Conversation between apprentice and customer
2. Exercise: Conversation between apprentice and customer (*incl. possible solution*)
3. Overview and example: active listening
4. Reflection: Active listening (*incl. possible solution*)
5. Photo story: Conversation between trainer and apprentice
6. Overview: I-messages

4.4 Illustrations

1. Sender-message-receiver model
2. The four meanings of a message

4.1 Worksheets

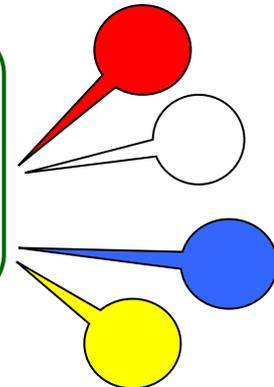
Guidance for using worksheets

- The worksheets serve as templates for the implementation of the teaching and learning arrangement 'Dealing with criticism' and are copied for the students who perform the role-play.
- The schedule of the teaching and learning arrangements indicates in which phase of the lesson the worksheets are used.
- The exercises for the students are stated on the worksheets. However, teachers must ensure that the students understand the material and clarify if necessary.
- For each exercise, possible solutions are given. These are examples only and there may be others.
- It is useful to hand out the worksheets to the students only in the relevant phase of the lesson.
- Worksheets, which are collected again at the end of the teaching and learning arrangement (e.g. group assignments) may be laminated and reused.

The messages of the apprentice Lucys

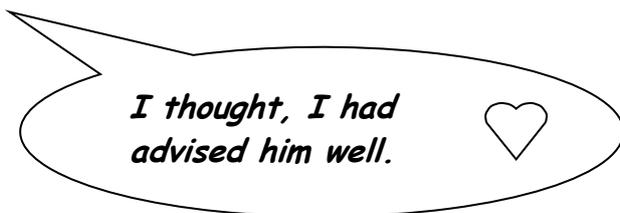
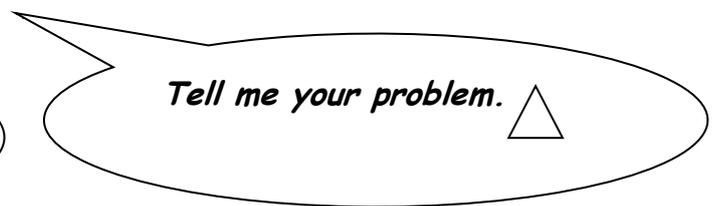


Hi! Oh, you're back again! Don't you like the T-Shirt after all?



Which meaning belongs to which aspect of the message?

1. Assign the speech bubbles to the four meanings of a message by writing the symbols below into the colour-coded circles.

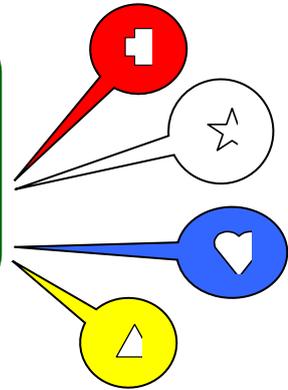


2. Try to construct from your experience a similar short situation with four sides of a message and write it down. Present it to your fellow student and discuss it as pair, if these messages fit to the four sides.

- Possible solution for Worksheet 1 -
The messages of the apprentice Lucy



Hi! Oh, you're back again! Don't you like the T-Shirt after all?



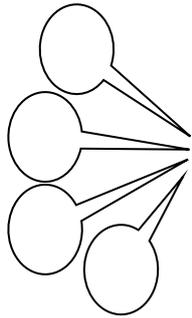
Which meaning belongs to which dimension of the message?

- Example of a working communication -

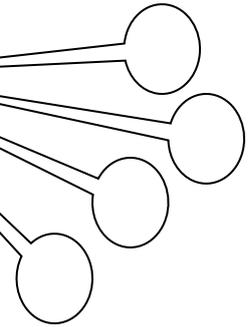
	Intention (sender/apprentice)
Factual content	The customer was in the shop yesterday.
Self-disclosure	I thought I had advised him well.
Relationship	I appreciate you, the customer.
Request	Tell me your problem.



The received message



Well, I always check items before I sell them.



Are you implying that I made the stain on the T-Shirt?



The four meanings of the sent and received message

You made the stain on the T-Shirt.

I must have missed the stain.

I want to make sure the customer is happy.

I do not sell dirty items.

Admit, that you made the stain on the T-Shirt.

The sales assistant checks the items.

Show me the stain!

I check the items.

- Possible solution for Worksheet 2 -



- Example of poor communication –

The listed intentions of the sender and interpretations by the receiver need to be assigned to the four meanings of a message. Each group writes down the intentions and interpretations on the colour-coded cards. A solution would be:

Intention (sender/apprentice)

Interpretation (receiver/customer)

Factual meaning
I check the items.

Factual meaning
The sales assistant checks the items.

Self-disclosure meaning
I must have missed the stain.

Self-disclosure meaning
I do not sell dirty items.

Relationship meaning
I want to make sure the customer is happy.

Relationship meaning
You made the stain on the T-Shirt.

Request meaning
Show me the stain!

Request meaning
Admit, that you made the stain on the T-Shirt.

Active listening



Exercise

1. Read out the following situation to each other and briefly discuss it.

Tom and Ms. Williams are responsible for the hair care products at the chemist's LADI. Tom arrives without the necessary overall. It is not the first time this has happened, so Ms. Williams gets upset and says:

"Tom, can you not remember taking your overall before leaving the house?!"

2. Help Tom to listen actively

Pay attention to the rules of active listening and write down Tom's answer.

Ms. Williams, I have now understood that...

Is this how you meant it?

3. What should Tom avoid while answering Ms. Williams?

4. What is the Tom's aim when using active listening?

- Possible solution for Worksheet 3 -

Active Listening



Exercise

Pay attention to the rules of active listening and write down Tom's answer:

Possible examples:

2. Mrs Williams, I have now understood that...

- *You think I am not taking my job seriously*
- *You think I am not organised*
- ...

Is this how you meant it?

3. Tom should avoid judging the statements of Ms. Williams as well as stating his own opinions and suggestions on what has been said by her.

4. With the help of active listening, Tom can make sure that he understood Ms. Williams correctly.

Exercise

The apprentice Lucy does an apprenticeship as a retail assistant. Ms. Williams is her trainer.

- ⇒ Look at the photo story with Ms. Williams and Lucy and follow the conversation.
- ⇒ Then answer the following questions in short sentences or notes:

1. What does Ms. Williams want to tell Lucy?

2. What does Lucy want to tell Ms. Williams?

3. Why don't they find a solution in the conversation?

4. How could Lucy reach a solution to this problem?

Keep this worksheet, as you need it again later!

- Possible solution for Worksheet 4 -

Exercise

1. What does Mrs. Williams want to tell Lucy?

> Cleaning also belongs to the diverse areas of responsibility of a qualified retail assistant.

2. What does Lucy want to tell Mrs. Williams?

- > Lucy does not only want to clean.*
- > She wants to learn different things as well.*

3. Why don't they find a solution in the conversation?

- > They are both very reproachful with each other.*
- > The climate of the conversation is not constructive.*

4. How could Lucy reach a solution to this problem?

- > Formulating an I-Message: "I don't feel treated fairly."*
- > Express own emotions and values.*
- > Encouraging sincerity and trust.*
- > Signalize cautiousness and be critical of own thinking.*



I-messages



(A)

Please read the situation and describe your perception.

Situation 1:

A few days ago, while you were busy hanging a poster, your colleague Mr. Bigg asked you if you could stand in for him doing his shift the following day. You agreed to do it but you didn't write it down and then forgot about it. Your colleague does not talk to you anymore now.

Please think about the way your I-message ought to be in this situation and write it down. Pay attention to the "four clouds of the I-Message"!

Your I-message:

Perception

Effect

Why?

Wish

Comparison:

Explain to the student sitting next to you the initial situation and read out your I-message to him/her. Discuss the I-message and pay attention to the following questions:

- a. Are all clouds of the I-messages available in this sentence?
- b. How could these I-messages sound to the other person?



I-messages (B)



Please read the situation and describe your perception.

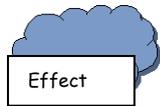
Situation 2:

While you are placing goods on a shelf, a box is falling down accidentally, and the goods inside the box get damaged. Your colleague Anita is making fun of you.

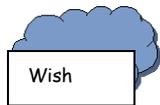
Please think about the way your I-message ought to be in this situation and write it down. Pay attention to the "four clouds of the I-Message" !

Your I-message:









Comparison:

Explain to the student sitting next to you the initial situation and read out your I-message to him/her. Discuss the I-message and pay attention to those questions:

- a. Are all clouds of the I-messages available in this sentence?
- b. How could these I-messages sound to the other person?

- POSSIBLE SOLUTION for Worksheet 5 -

I-Messages (A) - situation 1

Your I-message:

Perception

Mr. Bigg is angry with me.

Effect

That makes me sad.

Why?

I don't want Mr. Bigg to get into trouble because of me.

Wish

I want him to forgive me and to talk to me again.

I-messages (B) - situation 2

Your I-message:

Perception

Anita is making fun of me.

Effect

It makes me lose my confidence.

Why?

I don't understand why she is laughing at me.

Wish

I want Anita to take me seriously.

Exercise

1. Working in small groups, compare your notes on the photo story "Conversation between the trainer Ms. Williams and the apprentice Lucy" and discuss the questions:

- ⇒ What does the apprentice Lucy want to achieve?
- ⇒ What does the instructor Ms. Williams want to tell her?

Sorry but I'm not the cleaner here! I think that I should learn more in my apprenticeship than just brushing and cleaning up!



I see it a bit differently. You learn important aspects of the training. It is part of the job of a retail assistant that the shop area is always tidy and looks clean.

2. The task of your group is to write and present a brief follow-up of the conversation between Ms. Williams and Lucy.

In this conversation Lucy should:

- **Listen actively:** So Lucy can be sure that she has understood Ms. Williams correctly.
- **Formulate an I-message:** Lucy remains respectful and is interested in a solution.

3. Write the conversation down on cards:

- Lucy's reaction
(How does she interpret Ms. Williams' message? → Keep in mind the **rules of active listening**)
- Ms. Williams' response
(Did Lucy understand her trainer correctly?)
- Lucy's I-message
(What does Lucy feel and what does she want? → Keep in mind the **rules of I-messages**)

4. Act out the conversation between Lucy and Ms. Williams.

- Identify who is playing Lucy and who the trainer Ms. Williams.
- Discuss the way in which you can play the roles as realistically as possible.

The apprentice Lucy listens actively while saying:







Did you mean it like this?

The trainer Ms. Williams explains her point of view to Lucy and answers:

The apprentice Lucy formulates her I-message, in order to clarify her position:







- Possible solution to worksheet 6 -

The apprentice Lucy listens actively while saying:



I have understood that the task of a retail assistant in this workplace is only cleaning up?



Did you mean it like this?

The trainer Ms. Williams explains her point of view to Lucy and answers:

No, you have misunderstood me. The activities of a retail assistant are very diverse. To tidy and clean up the shop area is one among many other work tasks of your field.

The apprentice Lucy formulates her I-message so as to clarify her position:

 *If I could take part in serving customers, I would be reassured. My classmates already have more experience than I, so I will be disadvantaged at the final exam.*

4.3 Slides

- The slides are for the teacher to demonstrate particular situations and problem issues in a plenary session.
- It is recommended, where appropriate, to prepare worksheets as slides to explain exercises and to stimulate discussion in plenary.

Conversation between the apprentice Lucy and the customer David

Hello, I'd like to return this T-Shirt.



Hi! Oh, you're back again! Don't you like the T-Shirt after all?



Well, I always check items before I sell them.



I bought it yesterday, but when I got home I noticed a large stain on it.

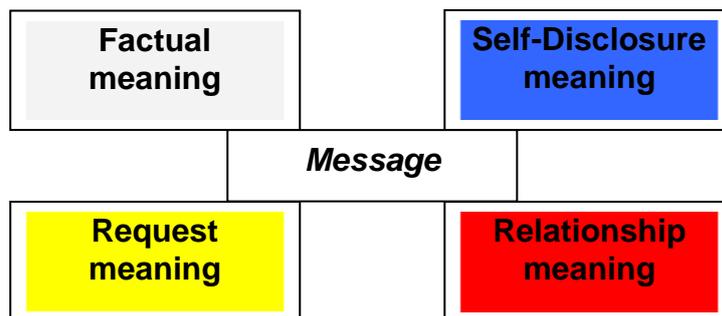
Are you implying that I made the stain on the T-Shirt?



Which meaning belongs to which dimension of the message?

Look at the conversation between the apprentice Lucy and the customer David:
Listen carefully to the apprentice Lucy and how David reacts. Pay attention to the body language of both!

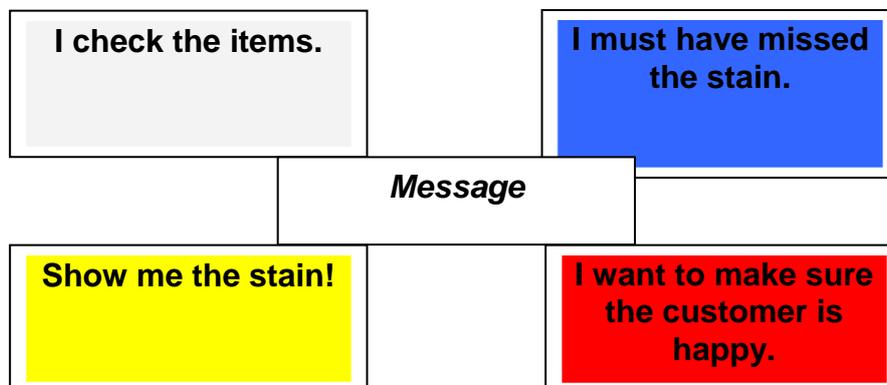
1. The task of your group is to identify the dimension of meaning of the apprentice Lucy, only looking at the speech bubbles: Please write down the meanings of Lucy's message on the corresponding colour-coded card!



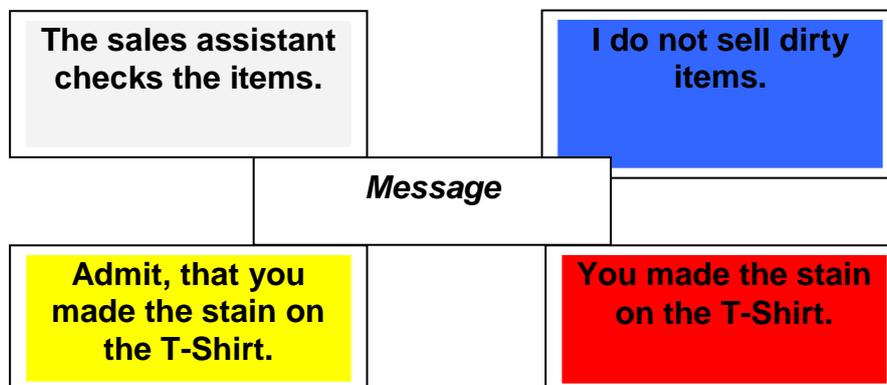
2. Discuss within the group whether David understood Lucy's message in the same way you understood it.
 - a) Please write down on the appropriate colour-coded card the meanings of Lucy's message from David's point of view.
 - b) In your opinion, which dimension of the message did David hear?
 - c) In your opinion, which dimension of the message did Lucy want to bring up?
3. Which problem surfaces because of the reason that customer and apprentice bring up different dimensions of the message?
4. In your group, please write a new dialogue between Lucy and David, so that identical dimensions of the message are addressed. Please prepare this dialogue in a way that you are able to perform this dialogue in front of the class as freely as possible.

- Possible solution to slide 2 -

1.) Meanings of Lucy's message:



2a.) Meanings of Lucy's message from David's point of view:



2b) **In your opinion, which dimension of the message did David hear?**

The customer David did hear the "Relationship-meaning" (You made the stain on the T-Shirt.)

2c) **In your opinion, which dimension of the message did Lucy want to bring up?**

The sales assistant Lucy wanted to bring up the "Factual meaning" (I check the items).

4.) Which problem comes up because of the reason that customer and apprentice bring up different dimensions of the message?

Due to the fact that speaker (Lucy) and receiver (David) indicate the four dimensions of the message differently, some disagreements emerge. This leads to misunderstandings and subsequently conflicts.

5.) No sample solution possible.



How can I understand what the customer wants to tell me?



In order to understand customers' concerns, you need to understand his/her point of view.

There is an easy way of doing so: **Active Listening**

... and it is quite simple: Listen carefully to the customer and put yourself in his/her place!

“How does the customer understand the message?”

Ask yourself:

- ⇒ What does the customer want to inform me about?
- ⇒ What does the customer say about him/herself?
- ⇒ What does the customer think about me?
- ⇒ What does the customer want?

Formulate your answer:

In your own words, say what you have understood and ask if the customer meant it that way.

Avoid judging the statements as well as stating your own opinions and suggestions on what has been said!

If you have not understood the customer in the way that he/she meant it, he/she will notice it and tell you.

Active listening in the retail sector – An example

The apprentices Katy and Abdul are clearing up the lady's outerwear section. To make the area look tidy, they are folding up sweaters and blouses.

Watching Abdul, Katy smiles and says:

“You are folding up the tops in another way than I.”

Abdul listens carefully and tries to interpret Katy's statement correctly. He thinks that Katy is making fun of his slow way of folding up tops. So he asks:

“I guess you are making fun of me because it takes me so long to fold up the tops. Did you mean it that way?”

Katy only wanted to express her admiration for the careful and efficient manner in which Abdul does his job. She was in no way making fun of Abdul and therefore clarifies the misunderstanding:

“Nonsense, I didn't mean it like that!

I think your way of folding up tops is better than mine. The tops look more carefully folded and you are faster than me.”



- **Possible solution to Slide 4 -**
Questions concerning Active Listening



1. What can be achieved by active listening in general?

- ⇒ *It prevents misunderstandings.*
- ⇒ *It allows a relaxed atmosphere.*
- ⇒ *It allows time for reflection.*
- ⇒ *It helps the participants to deal with emotions.*
- ⇒ *The participants seek to understand each other.*

2. Please describe a typical situation of your apprenticeship. How would you apply your new learned knowledge about active listening in this situation?

- *No sample solution possible due to the fact that response must be in accordance with the individually illustrated situation by the students -*

3. In what kind of everyday situation can active listening be helpful and why?

- ⇒ *If I have not understood the customer in the way that he/she intended it, he/she will notice it and tell me.*
- ⇒ *Possible problems between my trainer and me or between a customer and me are immediately discussed and as a result a solution can be found.*
- ⇒ *It allows me to reach more profound levels of conversation, so that the relationship between me and my trainer or me and the customer can be strengthened.*

Conversation between trainer Ms. Williams and apprentice Lucy

Customers should feel comfortable in our store. So cleanliness is very important. There are leaves on the floor, which have been blown in by the wind. Could you please sweep them outside?



If I hurry up a bit I may be able to join in serving the customers.

Great, that you did the sweeping so quickly. Look at the mess in the men's outerwear department. Please fold up the shirts and sort them by colour!



Lucy, there is another thing. Look at the dirty mirror. Can you please polish it once you're done with the shirts?

Sorry but I'm not the cleaner here! I think that I should learn more in my apprenticeship than just brushing and cleaning up!

I see it a bit differently. You learn important aspects of the training. It is part of the job of a retail assistant that the shop area is always tidy and looks clean.



What can I say in difficult situations?

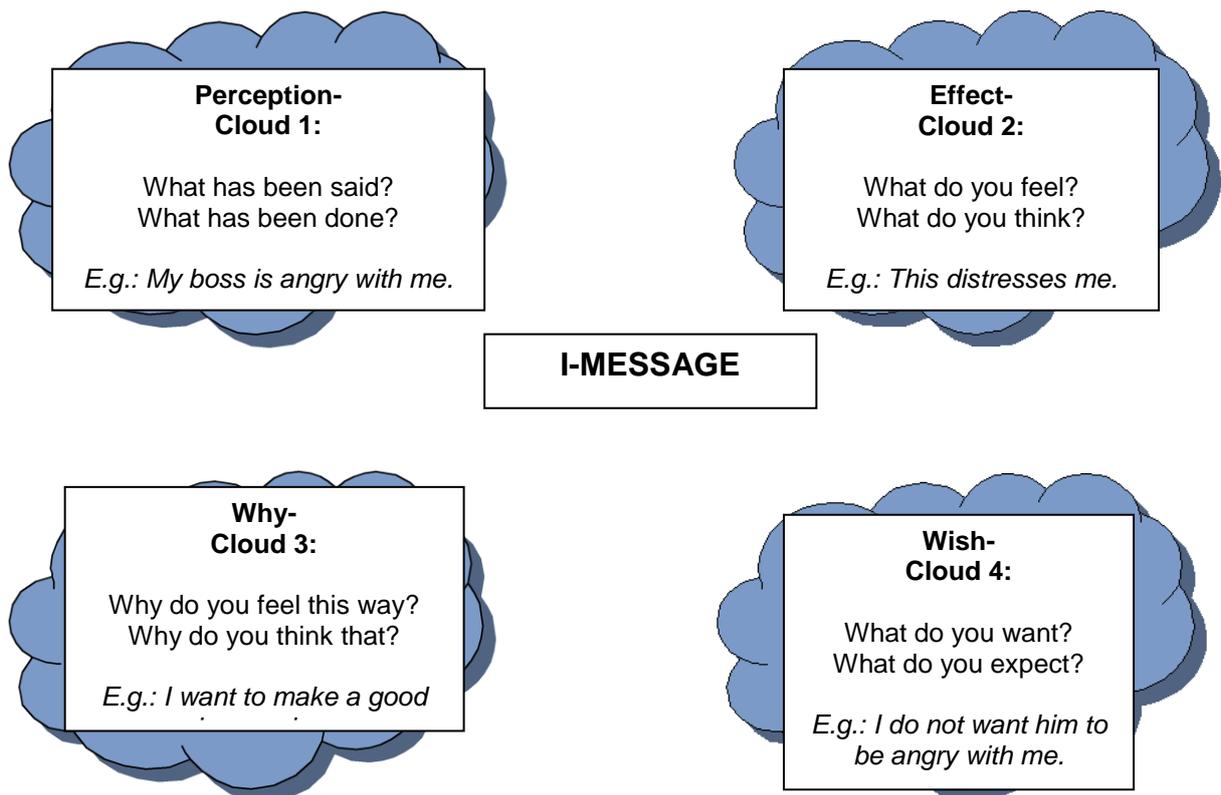
In order to say what you want without offending the other participant in a conversation, there is a way to express yourself:

I-MESSAGES

Aims of I-messages:

- You want to describe a situation and behaviour in a clear and unambiguous manner.
- You do not want to make an assertion too hastily.
- Your customer should be able to recognise your feelings, interests and wishes clearly.
- You want to find a good solution for a problem during a conversation.

The four parts of an I-message

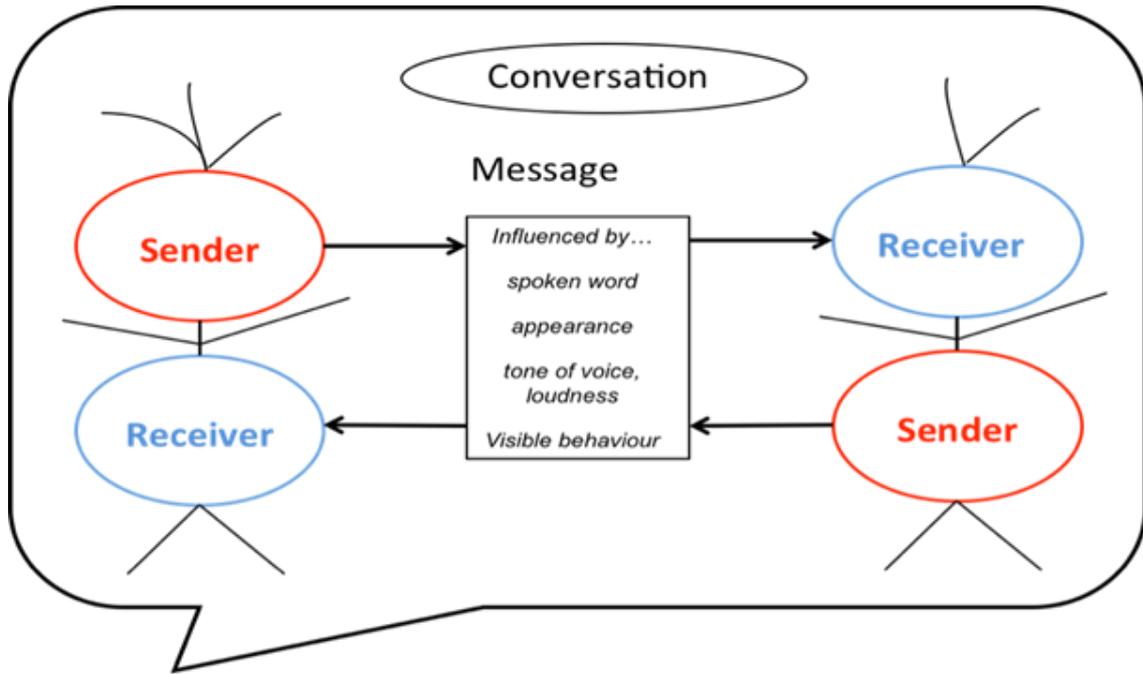


Advantages of I-Messages:

- I-messages increase mutual trust.
- I-messages don't offend anyone.
- I-messages allow me and others to express criticism.
- I-messages have a solution in sight!

4.4 Illustrations

- The illustrations show how particular elements of the teaching and learning arrangement may look like. These materials should be understood as guidance to facilitate planning the lesson.



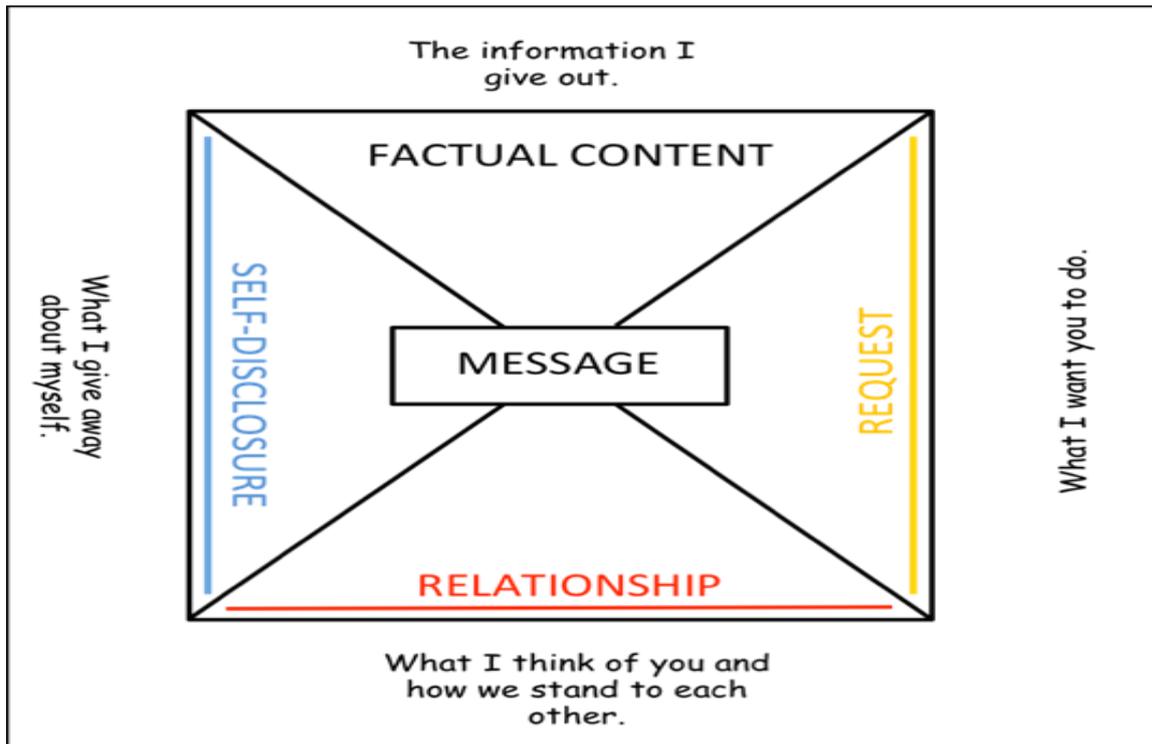
The graph should be developed through discussion. You may use the following questions to facilitate the discussion:

1. Look at the second picture of the photo story 'customer and apprentice':

- "Who is talking?"
 - "How could the reaction of David sound if it would be pronounced verbally?"
 - ⇒ **Explaining the term "message"**
 - ⇒ **Messages may be verbal or nonverbal**
- (Examples: Sentences, words, look, gestures, mimic, posture etc.).**

2. Look at the third picture of the photo story 'customer and apprentice':

- "Who of them is sending a message in this picture?"
- "Which message sends Lucy by her posture?"
- "Do Lucy and David send their messages simultaneously?"
 - ⇒ **A conversation is a sequence of messages.**
 - In the process action and reaction occur in short time.**
 - ⇒ **The sender (e.g.: the apprentice Lucy) is almost simultaneously receiver of the message.**



The graph⁸ presents a possible way of visualising 'The four meanings of a message'.

It is helpful to display the graph in class during the entire teaching and learning arrangement.

The teachers are allowed to adapt the formulation individually, if other terms and definitions were introduced by other teaching materials or within previous classes.

Thus, students' questions can always be explained on the basis of the graph and during the implementation it is possible to refer back to this basic model.

⁸ Cf. Schulz von Thun, F. (2011), Six Tools for clear communication. The Hamburg Approach in English Language, o.O., S. 10

5. Appendix

5.1 Knowledge: The sender-receiver model

In the initial situation, the following basic communication model is developed in the class.

The SENDER sends a MESSAGE to the RECEIVER.

The knowledge related to the sender-receiver model can be described as follows:

The student knows and understands that in a communication situation the participants consist of the sender and the receiver of messages, and that these messages can be communicated verbally or nonverbally. The quality of messages depends on the skills of the sender and the receiver and on possible disruption during the transmission.

Content

To support the implementation of the learning phase, central textual meanings and aspects of the model are briefly discussed below:

- a. During a conversation the participants are both SENDERS and RECEIVERS of MESSAGES.
- b. A MESSAGE is not only spoken or written (verbal) communication. Nonverbal messages (e.g. using facial expressions, gestures and postures) are also components of communication: “One cannot not communicate!”).
- c. Communication (the exchange of MESSAGES) between people takes place almost simultaneously.
- d. The particular ways in which a MESSAGE is sent (encoded) or received (decoded) will depend on the person who sends or receives it.
- e. External circumstances must be considered in the communication, because they can influence the quality of the MESSAGE.

Implementation

On the basis of a teacher-led discussion on the evolving dialogue between customer David and the apprentice Lucy, the teacher draws a graph and demonstrates the connections within the Sender-Receiver-model (Slide 1, Illustration 1), support and possible questions for the discussion can be found in Illustration 1. Understanding the model SENDER-RECEIVER (verbal and nonverbal) message is a prerequisite for the introduction to the model “The four meanings of a message”.

Optional additional training in non-verbal communication:

In a sales conversation the sender communicates information to the receiver. Such a verbal communication is always supported by facial expressions, gestures and posture (nonverbal communication).

The importance of nonverbal communication can be demonstrated through a role play, whereby students, working in small groups or in pairs, enact the sales conversation (or individual sequences) between customer David and the apprentice Lucy without words.

5.2 Knowledge: The four meanings of a message

The communication model, which is developed in this phase, is the “message square” or “The four meanings of a message”. This model is based on the “Sender-Receiver-Model”. It can be summarized as follows:

The student knows and understands that a message always contains four meanings: factual content, relationship between sender and receiver, self-disclosure and request.

The student knows and understands that senders and receivers of messages may interpret the meanings of messages differently.

Content

In the communication model “The four meanings of a message“, the focus is on the meanings of the message, i.e. what is *said* by someone and what is *received* by the communication participant. Hence, there is a distinction between the intention of messages by the sender and the interpretation of this by the receiver.

It is assumed that a message always contains four different meanings. These are briefly presented below and illustrated with an example:

1. The *factual content meaning* contains information on the material value, prestige value or the price of a product. In contrast to the other meanings of a message, this dimension is often explicitly formulated. e.g. The product is not in a good condition.
2. The *self-disclosure meaning*, through which the sender reveals something about him/herself, his/her personality or his/her current emotional state (conscious self-representation or more or less voluntary self-disclosure). e.g.: The seller is convinced of her product.
3. The *relationship meaning*, through which the sender indicates what he/she thinks of the receiver and how she/he defines the relationship between them. e.g.: The seller wants to gain the customer’s trust.
4. The *request meaning* which is an attempt to influence the situation in a certain way, a request to the receiver, to think, feel or act in a certain way. e.g.: The sender invites the receiver to buy the product.

“The four meanings of a message” can be illustrated graphically. An example of a student-friendly overview with relevant questions regarding the analysis of messages in a sales conversation can be found in the attached material (Illustration 2). The teachers are allowed to adapt the formulation individually, if other terms and definitions were introduced by other teaching materials or within previous classes.

The image of the “four ears” clarifies that the different meanings of a message can be received by the receiver in different ways and other than was intended by the sender. Depending on the “ear”, through which the message is perceived, what is being said assumes another meaning:

1. The *content-ear* understands the factual information content of the message.
2. The *self-disclosure-ear* diagnoses the mood, the feelings and the motivation of the sender.
3. The *relationship-ear* perceives what the sender thinks of the receiver.
4. The *request-ear* hears the request in a message. This “ear” is receptive to the “pressure” that may be associated with a comment and/or the pressure perceived by the receiver.

To illustrate the intention and interpretation of a message, the following situation will be examined:

A couple is sitting in a car at a traffic light that has just switched from red to green.

The man says to his wife, who is driving:

“The light is green!”⁹

	Intention (sender)	Interpretation (receiver)
Factual content	The light is green.	The light is green.
Self-disclosure	I would like to drive.	He pays attention to the road.
Relationship	I don't trust her driving. She needs my support.	He would like to support me while I'm driving.
Request	Let me drive.	He wants me to go ahead.

The table lists possible intentions interpretations of the message, according to the four meanings of a message.

Using non-verbal messages usually signals the intention of the sender concerning the four meanings of a message, so that such a contrasting interpretation of messages in the real world is rather unlikely. Misunderstandings of the meaning of messages are still possible, especially if the messages are not interpreted without bias. This in turn holds potential for conflict and inappropriate solutions.

⁹ Based on Schulz von Thun, F. (2010): Six Tools for clear communication. The Hamburg Approach in English Language, o.O., S. 9f.

Implementation

Through a teacher-led discussion the different meanings of the messages of apprentice Lucy (Slide 1, 2nd photo) are explored. Through this process, the already established sender-receiver model is referred to again (Illustration 1) and the meanings of the message on the photo can be discussed in terms of the four meanings. The resulting chart (Illustration 2) should be adjusted to the following task (Worksheet 1 activity: The four meanings of a message) and marked in colour. Depending on how much the teacher wants to refer to the communication model as a central theme in future lessons, it can also be drawn on a flipchart and displayed in the classroom.

The allocation of the meanings of a message to the four meanings (Worksheet 1) consolidates the learned knowledge, and enables the teacher to identify and discuss the difficulties in understanding the messages.

