Task sheet 1 – Values at work

Name of the creator of the material	Gert Hurkmans
Title of the lesson plan / task sheet	Values at work
Targeted 21ˢᵗ century skill	Social & cross-cultural interaction
Brief description of the competences the students will learn (including, for example, which scientific theory is based on)	-To enable learners to identify some of their own work-related values and attitudes. -To provide learners with a vocabulary and model with which to describe cultural influences on workplace behaviour.
Specialty/target group (if applicable)	The Values at Work checklist introduces an extensive range of dimensions along which work-related values vary, and explores the contrasting values that reside at each pole of each dimension.
Learning outcome(s) for the vocational profession	This activity invites learners to reflect on some of their own cultural values, and asks them to explore the potential impact of cultural differences as they work in a new country or culture
Tools needed for this lesson plan/ task sheet (if applicable)	Values at work checklist
Approximate time to complete the task	45 min
Suggested more comprehensive methodical guide for doing / carrying out the task (for the teacher or student)	Research suggests that the way in which each of us thinks and acts at work can be influenced by the attitudes and values in the cultures to which we belong. When we come into contact with people from different cultural backgrounds we can sometimes encounter workplace behaviour that does not match our assumptions and expectations. We can sometimes even misinterpret other people's workplace behaviour and make incorrect assumptions based on our own cultural background. This can result in confusion, misunderstandings and even conflict. The checklist been designed to help you identify some of the ways in which your cultural background has had an impact on your workplace behaviour.
- Warming up	Give a copy of the Values at Work checklist to the learner.
- Explanation for the students at the start	The learner will have probably identified important cultural differences between his or her own approach and that of another culture or country of interest. Discuss some of the following questions with the learner:
- Task description for the students	1. Read each description in order. 2. Decide which behaviour is closest to your own. If you identify with both statements, choose the one you identify

	with more often, or in more situations. 3. Mark a score indicating how strongly you tend to exhibit this behaviour. 4. When you have completed this activity, decide how you think people in a different culture of interest to you would probably respond to the statements.
- Additional activities for the students	Where you have identified important cultural differences between you approach and that of people in the culture or country of interest to you, consider... · Are these differences important? · How might these differences become apparent in the working environment? · How might people from that country or culture perceive your approach? · What challenge do these differences present? · In what ways might you adapt your behaviour to manage and overcome these cultural differences
- Extra resources for learners	https://www.salto-youth.net/downloads/4-17-1789/Booklet%20Intercultural%20Communication%20Resource%20Pack.pdf
- Self-reflection for students	Let the students write about their experiences after this exercise
- Feedback on the solution (if applicable) / Possibility to check	The teachers survey how the students use the educational tools and coaches the group if necessary. The students subsequently rate (on a scale of 1=none to 5=excellent) how often they used these tools.
License information (if we have a general one on the website, it is not necessary separately for each educational material)	None

The values at work checklist

Direct					Indirect				
I prefer people to go directly to the point and not to spend time beating around the bush					I think it is important to avoid conflict even if it means only hinting at difficult issues.				
5	4	3	2	1	1	2	3	4	5
Being frank					Saving face				
It is important to be frank, open and honest at all times, even at the risk of causing others to lose face and experience shame.					It is important that nothing I do causes others to lose face, even if this means that I have to find other ways of transmitting important information.				
5	4	3	2	1	1	2	3	4	5
Theory					Practise				
I prefer to learn by receiving and absorbing information from an expert source					I prefer to learn by exploring, practising and experimenting with new ideas.				
5	4	3	2	1	1	2	3	4	5
Deal					Relationship				
When I have a job to do, I prefer to focus on the task: walking straight into the situation, sorting things out and moving on					When I have a job to do, I prefer to focus on the people: spending time getting to know those I will work wit				
5	4	3	2	1	1	2	3	4	5
Prompt					Flexible				
I prefer people to stick strictly to measurable and structured deadlines. Being on time is the key to efficiency.					I prefer people to take a flexible approach to timekeeping. Being flexible about deadlines is the key to efficiency.				
5	4	3	2	1	1	2	3	4	5
Teacher					Facilitator				
I prefer to give out precise and detailed instructions to people I work with. It is important that people do what they are told.					I prefer to guide people towards making as many of their own decisions as possible. It is important people take the initiative at work				
5	4	3	2	1	1	2	3	4	5
Informal					Formal				
I prefer to talk with people in an informal way, regardless of who they are or what position they hold					I prefer to show the proper level of respect for position and status by using formal titles, surnames or polite forms of address.				
5	4	3	2	1	1	2	3	4	5
Logic					Feeling				
I prefer to stick to logic and facts when I am arguing a case. In business, emotions should be controlled as much as possible.					I prefer to display emotions and warmth when I am arguing a case. In business, emotions should be listened to and respected.				
5	4	3	2	1	1	2	3	4	5

Learning and Innovation "The 4 C's"	Digital Literacy	Career and Life
Critical thinking & problem solving	Information literacy	Flexibility & adaptability
Creativity and innovation	Media Literacy	Initiative & self-direction
Communication	ICT Literacy	Social & cross-cultural interaction
Collaboration		Productivity & Accountability
		Leadership & responsibility

Table 1 - P21 Skills