

Task Sheet: Anticipating challenges, Identifying problems and developing solutions and Getting along with your colleagues

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General information of task for teacher

Title of the lesson plan / task sheet	Anticipating challenges ¹ Identifying problems and developing solutions and Getting along with your colleagues
Targeted 21st century skill	Critical thinking and problem solving
Brief description of the competences the students will learn (including, for example, which scientific theory is based on)	Participants may feel that finding employment represents the greatest challenge to them. And certainly they are likely to have to overcome many obstacles as they search for work. But finding employment is not the end of the story. Participants will very probably continue to face many challenges at work, often relating to conflict. The purpose of this session is to help participants understand that finding work, although a cause of celebration does not of itself constitute a 'happy-ever-after' scenario. Participants are encouraged to anticipate such challenges and experiment with strategies and solutions for coping. The adult learners will learn to prepare for the future by anticipating challenges and experimenting with solutions and also by moving beyond problem identification to develop solutions.
Specialty/target group (if applicable)	All
Learning outcome(s) for the vocational profession	<ol style="list-style-type: none"> 1. Participants will look at common sources of unhappiness or conflict in the work place. 2. Participants will experiment with possible courses of action for those eventualities. 3. Participants will do action planning for overcoming personal obstacles and challenges. 4. Participants will develop professional maturity in preparation for dealing with difficult situations in the workplace
Tools needed for this lesson plan/ task sheet (if applicable)	<ul style="list-style-type: none"> • Workbooks • Flipchart • Case Study Cards • Dealing with Difficult Colleagues- Tip Slips
Approximate time to complete the task	100 min
Suggested more comprehensive methodical guide for doing / carrying out the task (for the teacher or student)	1. Explain that in this exercise participants are going to focus further on potential problems in the workplace or at school.

¹<https://euneighbourseast.eu/wp-content/uploads/2021/07/5.-eu4youth-employability-workbook-designed.pdf>



	<p>2. Do a brainstorming session of potential problems participants might encounter in school or on the job. These are different than the barriers discussed above as this is more specific to being in the workplace already. Use the list in the tip below as a supplement to what answers you receive from the participants. Ask for volunteers to try to give an example or think of time that one of these things have happened to them or someone they know.</p> <p>Facilitator’s Note: If nobody has yet mentioned them, suggest the following as potential problems:</p> <ol style="list-style-type: none"> 1. Fear of asking for help 2. Health and safety problems 3. Unclear instructions 4. Unfair demands 5. Problems with co-workers 6. Unfair pay structure 7. Sexual harassment
<p>- Warming up</p>	<p>1. Ask participants if they ever encountered difficulties at school or work with a difficult fellow student or colleague. Encourage them to share stories describing how these difficulties arose and how they dealt with them. Remind them not to use anyone’s name. Spend five or ten minutes on this. Examples could be:</p> <ul style="list-style-type: none"> • A new co-worker not being accepted into the group, or not being helped with training • Jealousy • Competitiveness • Dishonesty • Being taken advantage of, i.e. a co-worker who always asks them to cover for their bad habits or mistakes or always being asked to take extra shifts • Claiming others’ work or ideas <p>2. Tell participants that this next exercise will explore strategies for dealing with difficult colleagues/co-workers.</p>
<p>- Explanation for the students at the start</p>	<ul style="list-style-type: none"> • Preparation is necessary to stay on task and to achieve goals. • Finding a job is not the end of the road- there will be many inevitable challenges to face in the workplace. • Some challenges will be more serious than others. Following the tips received in this session will help avoid more minor conflicts. Large problems that deal with rights will be covered in the next session. • Everyone has personal challenges that they need to overcome to reach their goal. Good planning, a willingness to learn, and a focus on professionalism is always helpful.



<p>- Task description for the students</p>	<p>EXERCISE Identifying problems and developing solutions</p> <ol style="list-style-type: none"> Next have volunteers read out the Case Study Cards. Then ask people to suggest what the main character should do in each scenario. Have them identify the problem and give two to three pieces of advice, as a whole group, to the character. Finally, put participants into groups of five and ask them to make a role play based on either one of the case card scenarios, or ideally a new idea that presents both a problem and a solution that could be experienced in the workplace. For a role play, each participant in the group must be involved, play a part, and have speaking lines. The role play should last for a few minutes. Don't announce, or have the team announce, their problem and solution in advance. When they are finished, ask the audience to say what problem and solution was being presented in the role play. It's important that the role play shows the scenario and what the main character does about the problem. After each group has shown their role play, ask the audience if they might suggest different ways of dealing with the problem. <p>EXERCISE Getting along with your colleagues</p> <ol style="list-style-type: none"> Divide them into groups of 11. One group may have slightly less than 11. Ask them to open their workbooks and find the Getting Along with your Colleagues template. Explain that each person in the group will read one of the 11 slips of paper. As they read it, everyone will copy this down into their workbook. If one group has less than 11, then they will continue around the circle until all 11 slips have been read. These slips all represent ideas and strategies about how to deal with difficult situations at work regarding colleagues. Once they have read and copied down all 11 tips, have them discuss the following in their small groups: <ul style="list-style-type: none"> • Can anyone think of a time, or share a story of when they used one of these tips? Or when they should have but instead did not and the situation became worse? • Which of these tips do you think is hardest to follow? Why? This will be different from person to person based on personality. • List the tips that you think are common sense and easy to follow. Does anyone disagree? Say why and share an example. As a team, or if they prefer, as individuals, participants
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	should follow along in their workbooks and write down the three tips that they think give the best advice. They should also give a reason for this.
- Additional activities for the students	A few participants can share one or two tips. The additional reflection piece in the workbook can be assigned as homework.
- Extra resources for learners	https://www.voced.edu.au/focus-outcomes-youth-employability-initiativeshttps://euneighbourseast.eu/wp-content/uploads/2021/07/workbook.pdf
- Self-reflection for students	Group discussion Give the students homework to write about their experiences after this exercise
- Feedback on the solution (if applicable) / Possibility to check	If the time allows, the teachers can check what skills have been learned and used by the members of the group and discuss the ways in which they can now better obtain and achieve what they want without negative consequences. Check with the members of the group how they feel at the end of the session.
License information (if we have a general one on the website, it is not necessary separately for each educational material)	none

Additional information

IDENTIFYING PROBLEMS AND DEVELOPING SOLUTIONS CASE STUDY CARDS

HELPING A SICK FRIEND

X has been taking care of a friend who is sick. She has just started working full-time at a popular restaurant in town. They have told her that they think she would be a good manager and she is thinking about applying for the training position. She was unemployed for a long time before finding this job so she wants to make the most of the opportunity.

The next day at 12pm, just before lunchtime, the busiest time of day at the restaurant, X receives a message from her friend that she has a temperature of 39 degrees. The owner of the restaurant has told her that if she leaves during a busy period, she won't be allowed to apply for the training program/manager position.

A TEACHER WITH A BAD ATTITUDE

Y is attending an accounting training program at the local community college. She likes the other students and several of her teachers are friendly and supportive. But she really has trouble with the accounting teacher. The woman is cold in her manner, makes no allowances for any problems the students might have, 'corrects' their speech and expects them to do a great deal of work at home. She always wears very expensive clothes and seems to look down her nose at her students.

Y is getting average grades in her accounting studies but she wishes she understood some things better. In addition, every time she comes to class she feels angry at her teacher's attitude. Even though she is doing what she wants to do, she is thinking of dropping out of the class.

SPEED-UP

W works cleaning an office building with three other people. When Z, one of the other men, gets hurt and has to be off for two months, the cleaning company says they don't want to replace Z and have

him lose his job. So for the next two months (or the time it takes for Z to get well), the company wants W and his two fellow-workers to clean the entire building. When all four people worked, they had to move fast to do a good job. They aren't sure they can do it with only three of them, but they don't want Z to lose his job.

CHICKEN ON THE FLOOR

S has worked at a local cafe for three weeks and has just been promoted to assistant manager. She feels pretty good until one evening the cook drops some cooked chicken on the floor. You notice how dirty the floor is. The cook picks it up and goes towards the bin with it when the manager yells, 'Wait! There's nothing wrong with that chicken! Put it back on the plate and serve it to the customers!' S asks if it isn't against company policy (she has been reading the policy book). He laughs and tells her that it is against written policy, but that the real policy is to make as much money as possible and if she wants to succeed as a manager, that's the policy she must follow.

WHAT DOES HE WANT?

T works for a construction firm. He delivers materials to the building site and keeps track of what has been received. When his boss asked him to stay late to go over some records he didn't think anything about it and his boss was very complimentary to him about his work. Several of T's colleagues saw that he was called in to help the boss directly with the extra work that evening. The next day, the boss announced that four people had to be laid off because there wasn't enough work, so four of T's colleagues were fired. These colleagues and others who were not fired think that T had something to do with the decision. He is a new employee and they don't understand why he isn't one of the people being fired. He still has a good relationship with his boss, but not a good one with his colleagues.

GETTING ALONG WITH YOUR COLLEAGUES – TIP SLIPS

1. Forgive the co-worker if they did something to hurt you.
2. Decide if it is really important for the co-worker to know that you are right.
3. Don't respond or wait to respond if someone says something negative.
4. Don't talk with a co-worker about your negative feelings for another co-worker.
5. Try to understand how your co-worker feels.
6. Try to understand how other people see your actions.
7. Look for lessons to be learned through conflict.
8. Ask yourself what is the worst-case scenario if you do or do not respond.
9. Avoid heated discussions or raising your voice.
10. Step outside or close your office door for a few minutes to calm down.
11. Be nice to someone, even if they aren't nice to you



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