



ORGANISATIONS
INTO Learning Workplaces

**TOWARDS A HOLISTIC TRANSFORMATION OF
ORGANISATIONS INTO LEARNING WORKPLACES**

Work Package: 6

Work Package Title: Development of Employees: Positive Attitude towards Learning Workplaces and Transversal Skills' Training

Activity title: Development of Training Materials, Activity RES1

Coordinator:

MMC Mediterranean
Management Centre

Partners:



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Programme Guide / Call for Proposals:	EACEA-36-2018
Action:	PI-FORWARD - Support for policy reform – Forward-Looking Cooperation Projects
Project Title:	TOWARDS A HOLISTIC TRANSFORMATION OF ORGANISATIONS INTO LEARNING WORKPLACES
Project Acronym:	LEARN
Project Agreement Number:	612910-EPP-1-2019-1-CY-EPPKA3-PI- FORWARD

Contents

1. Group (Experiential) Exercise..... 4

1. Group (Experiential) Exercise

Module Number and Title:	3. Resilience
Activity Code and Title:	RES1. Is your organization doing enough to promote positive mental health at work?
Activity Aim:	To introduce the trainees to the primary sources of stress at work and to prioritise improvements in their work place to promote a healthier working environment.
Learning Outcomes covered through the Activity:	<ol style="list-style-type: none"> 1. Explain the importance of a resilient and 'healthy' workplace. 2. Relate resilience with mental health.
Hints and Tips for the Trainer to implement the Activity:	✓ Ask the trainees to reflect on their expected results before assessing their score.
Level of Difficulty of the Activity:	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

Exercise Title

Is your organization doing enough to promote positive mental health at work?

Implementation Instructions

- Ask the participants to follow the [link](#) through their PCs (if online) or their smartphones (if in class)
- Ask the participants to consider the organizations they work in and either agree or disagree with the statements from their own perspective.
- Ask the trainees to reflect on their expected results before assessing their score.
- Show the results to the participants according to their score.
- Discuss with the participants what the results mean for them.

Number of Persons/Groups Involved

The whole group participates in the discussion.

Task(s)

1. Each participant takes the test individually.

Allocation of Tasks

N/A

Duration (in min)

45'
<i>Material and Equipment (if applicable)</i>
<i>Participants' smartphones or PCs</i>
<i>Classroom Setting (if applicable)</i>
N/A
<i>Exercise Worksheet (if applicable)</i>
Quiz available at the following link https://forms.gle/hUDSkSqikd7EnjEM9
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> 1. What do you think are the good / bad aspects of your workplace? 2. What are their best practices? 3. What needs to be changed? 4. What do you think should be done in a different way? 5. How could you contribute in improving the mental health of your workplace?
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> • This short quiz will take you through the six areas of 'work design' that highlight the primary sources of stress at work that, when not managed well, are associated with poor mental health and can lead to increased absenteeism and presenteeism, resulting in reduced creativity, productivity and results. • Some obvious signs of work-related stress in the organisations will inevitably be having an impact on creativity, productivity and results in these organisations.



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Work Package: 6

Work Package Title: Development of Employees: Positive Attitude towards Learning Workplaces and Transversal Skills' Training

Activity title: Development of Training Materials, Activity RES2

Coordinator:

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1. Group (Experiential) Exercise

Module Number and Title:	3. Resilience
Activity Code and Title:	RES2. Say no! How would you handle the situation?
Activity Aim:	To enable participants to decline tasks that do not fit to their priorities.
Learning Outcomes covered through the Activity:	1. Establish clear priorities and objectives both at work and in one's personal and social life.
Hints and Tips for the Trainer to implement the Activity:	✓ Put the emphasis on saying (and meaning!) no, and avoiding the temptation to go into long explanations as to why you can't help.
Level of Difficulty of the Activity:	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

Exercise Title
<i>Say no! How would you handle the situation?</i>
Implementation Instructions
<ul style="list-style-type: none"> Distribute to each participant one of the following scenarios: <ol style="list-style-type: none"> A friend asks you to look after his/her dog for the weekend - you're not keen on dogs. Someone asks you to lend them €50, so you run out of cash and have to go to the bank.. Your boss asks you to work late/over the weekend and you don't want to. A colleague asks you to take his/her place in a meeting. Ask the participants to write down an answer to the scenario. Collect the answers. Read the answers and discuss them with the whole group.
Number of Persons/Groups Involved
The whole group participates in the discussion.
Task(s)
1. Each participant provides their answer.
Allocation of Tasks
N/A
Duration (in min)

45'
<i>Material and Equipment (if applicable)</i>
<i>Paper, pen/pencil.</i>
<i>Classroom Setting (if applicable)</i>
N/A
<i>Exercise Worksheet (if applicable)</i>
N/A
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> 1. Did the answer decline the task or reject the person? 2. Did the answer provide a reason? Was the reason honest? 3. Did the answer suggest that the respondent may say yes in the future? 4. Does the answer acknowledge the content and sentiments of the request?
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> • It's important to be able to say no so you feel empowered while still maintaining your relationships with others. • Saying no helps you establish healthy boundaries and enables others to have clarity about what they can expect from you. • We might worry that saying no says something about our ability to accomplish a certain task. We think declining makes us look incompetent.



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Work Package: 6

Work Package Title: Development of Employees: Positive Attitude towards Learning Workplaces and Transversal Skills' Training

Activity title: Development of Training Materials, Activity RES3

Coordinator:

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1. Group (Experiential) Exercise..... 4

1. Group (Experiential) Exercise

Module Number and Title:	3. Resilience
Activity Code and Title:	RES3. Types of stressors
Activity Aim:	To introduce the participants to the different types of stressors and that these may be different for different people.
Learning Outcomes covered through the Activity:	1. List different types of stressors.
Hints and Tips for the Trainer to implement the Activity:	<ul style="list-style-type: none"> • What makes a stressor is our experience of how much demand for adaptation an event or situation puts upon us. Some stressors are different for different people.
Level of Difficulty of the Activity:	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input checked="" type="checkbox"/> High

Exercise Title

Types of stressors

Implementation Instructions

There are many kinds of stressors. What makes a stressor is our experience of how much demand for adaptation an event or situation puts upon us. Some stressors are different for different people. The trainer should present the jam and first ask the participants to think about what they think the different categories of stressors are related to. Then s/he provides them with the definitions of each type and asks them to think of stressors examples and add them to the relevant category.

Number of Persons/Groups Involved

The whole group.

Task(s)

1. Introduce the participants to the stressors included in the jam.
2. Ask them to think of examples for each type of stressor.
3. Discuss the results.



Allocation of Tasks

N/A

Duration (in min)

4

Work Package [6] [Development of Employees: Positive Attitude towards Learning Workplaces and Transversal Skills' Training, Development of Training Materials, Activity RES3]

20 minutes	
<i>Material and Equipment (if applicable)</i>	
<p>Online:</p> <ul style="list-style-type: none"> Google JamBoard link: https://jamboard.google.com/d/1q89LY2V3H9biC3TLbyvyag10rddQFj1WqXN4VAqBnYc/edit?usp=sharing <p>Face to face:</p> <ul style="list-style-type: none"> Printed exercise jam in A3 or A2 size Printed “Stressors types definition document” Post-its Pens <p>OR</p> <ul style="list-style-type: none"> Whiteboard with the categories of types of stressors according to the exercise worksheet Printed “Stressors types definition document” Pens 	
<i>Classroom Setting (if applicable)</i>	
N/A	
<i>Exercise Worksheet (if applicable)</i>	
Exercise jam	 LEARN_WP6_TrainingMaterialEmployees
Stressors types definition document	 LEARN_Activity RES3_Types of stress
<i>Debriefing Questions</i>	
<ol style="list-style-type: none"> Which of the stressors identified are related to your workplace? Which of the stressors are related to your personal life? 	
<i>Remarks by the Trainer</i>	
<ul style="list-style-type: none"> Ripple Effect Stressors: These are stressors that, like a stone thrown into the water, ripple off in response to a change or life event. One occurrence can continue to cause other daily stressors. 	

Example: Divorce.

- Chronic Stressors: These are long-term stressful situations that have no resolution in sight.

Example: Constant deadlines, overcrowded working conditions.

- Acute Stressors: These are short-term stressful situations that will soon be resolved.

Example: Car runs out of gas; short term illness.

- Not Knowing Stressors: These stressors are due to not knowing the who, what, when, where, or how of a situation.

Example: Traveling in an unfamiliar city; being new on the job or project.

- Personal or Non-Personal Stressors: These stressors are caused by things that cannot be controlled.

Example: Being stuck in snowstorm.

- Trigger Stressors: These are reminders of past stress that produce a renewed stress response.

Example: Watching workmen on a tall building reminds you of your fear of heights.

- Daily Hassles: Those minor annoyances that happen daily can add up to become a big part of your stress load.

Example: Concern about health, weight, or fitness; money; wasting time; being lonely; anxiety about performance.



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Work Package: 6

Work Package Title: Development of Employees: Positive Attitude towards Learning Workplaces and Transversal Skills' Training

Activity title: Development of Training Materials, Activity RES4

Coordinator:

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1. Group (Experiential) Exercise..... 4

1. Group (Experiential) Exercise

Module Number and Title:	3. Resilience
Activity Code and Title:	RES4 Everyday hassles
Activity Aim:	To explore alternative reactions to everyday hassles.
Learning Outcomes covered through the Activity:	1. List different types of stressors
Hints and Tips for the Trainer to implement the Activity:	<ul style="list-style-type: none"> ✓ Announce tight time limits. ✓ If there are too few participants, conduct the activity among individual participants.
Level of Difficulty of the Activity:	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

Exercise Title

Everyday hassles: Explore alternative reactions to everyday hassles

Implementation Instructions

- Divide participants into 4 to 6 teams of 3 to 7 members. Teams should be approximately the same size.
- Explain the concept of taking personal responsibility. Although we cannot control what is happening in the real world, we can change our reactions to the event. For example, when we are stuck in a traffic jam with cars crawling at a very slow speed because of a highway accident, we can use the slowed-down pace to make telephone calls to our friends. The secret is to stop feeling like a victim and change our beliefs and assumptions and find some meaningful opportunity in the situation that confronts us.
- Ask participants to brainstorm alternative reactions to getting stuck in traffic. Follow up by asking participants to give other examples of everyday hassles. Take one of them and challenge participants to generate positive reactions to these negative events.
- Give one hassle envelope and four index cards to each team.
- Ask team members to discuss the hassle on the envelope they received and to identify how they could respond to it in several different positive ways. Tell team members to write short sentences describing these reactions on an index card. Announce a time limit of 3 minutes and encourage the teams to work rapidly. Explain that the teams' reaction cards will eventually be evaluated in terms of both the number and the quality of the positive alternatives.

- After 3 minutes, announce the end of the first round. Ask each team to place its reaction card (the index card with its positive alternatives) inside the envelope and pass the envelope, unsealed, to the next team. Warn the teams not to open the envelope they receive.
- Ask teams to read the hassle on the envelope they received, but not to look at the alternatives listed on the reaction card inside. Tell the teams to list positive alternatives related to the hassle on a new reaction card. After 3 minutes, ask teams to place the response card inside the envelope and pass it to the next team.
- Conduct two more rounds of the game using the same procedure.
- Start the fifth round just as you did the previous rounds. However, tell teams that they do not have to write any more positive alternatives to the hassle specified on the front of the card. Instead, teams must evaluate and synthesize the four reaction cards inside the envelope. They do this by reviewing the different cards, selecting the top five positive alternatives, and writing them on a flip chart paper.

Source: the Thiagi Group, Everyday Hassles, <http://www.thiaga.com/archived-games/2015/1/13/everyday-hassles>

Number of Persons/Groups Involved

1 facilitator

12-42 participants (4 to 6 teams of 3 to 7 members)

Task(s)


1. *Organize participants.*
2. *Brief participants.*
3. *Create some examples.*
4. *Distribute the supplies.*
5. *Conduct the first round.*
6. *Conclude the first round.*
7. *Conduct the second round.*
8. *Conduct more rounds.*
9. *Conduct the evaluation round.*
10. *Debrief the participants.*
11. *Carry out follow-up activities.*

Allocation of Tasks

Each group reads the hassle and lists positive alternatives on the reaction card.

Duration (in min)

25 minutes

<i>Material and Equipment (if applicable)</i>
<ul style="list-style-type: none"> • Hassle Envelopes. • Reaction cards. As many reaction cards as groups for each hassle. • Pens or pencils
<i>Classroom Setting (if applicable)</i>
N/A
<i>Exercise Worksheet (if applicable)</i>
 <p>LEARN_Activity RES4_EverydayHassli</p>
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> 1. Briefly comment on the patterns among different alternatives. 2. Are there similarities among positive alternatives related to different hassles? 3. Which was the hassle that it was the most difficult to come up with suitable alternatives?
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> • Collect all the envelopes and cards for use as examples during future sessions.



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Work Package: 6

Work Package Title: Development of Employees: Positive Attitude towards Learning Workplaces and Transversal Skills' Training

Activity title: Development of Training Materials, Activity RES5

Coordinator:

MMC Mediterranean
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Partners:



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1. Group (Experiential) Exercise

Module Number and Title:	3. Resilience
Activity Code and Title:	RES5 The starfish
Activity Aim:	To reflect on participants current job and think about factors that may cause them fatigue or boredom or trigger their interest and enthusiasm.
Learning Outcomes covered through the Activity:	<ol style="list-style-type: none"> 1. Identify symptoms of burnout. 2. Identify ways to prevent and handle burnout. 3. Spot the early signs of boreout. 4. Apply techniques to overcome boreout.
Hints and Tips for the Trainer to implement the Activity:	✓
Level of Difficulty of the Activity:	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

Exercise Title

The starfish

Implementation Instructions

Ask participants to reflect on their current job and think about factors that may cause them fatigue or boredom or trigger their interest and enthusiasm. Participants should add activities at the starfish diagram:

- *Keep Doing* – Is a good starting point for participants to focus on typically all the good things that they like about their job. You might want to encourage people to think about things in terms of, what would they miss if they didn't have the particular job, technique, technology, person, role, etc.
- *Less Of* – Helps to focus on practices that might need a bit more refining or that were simply not helpful in the current circumstance. Perhaps they add value but not as much as other practices could. An example here is that perhaps stand ups have become status meetings and so there should less of talking to one person (and more of talking to each other) during them.
- *More Of* – Is another type of focus that helps further refine or highlight practices, technologies, etc that team members might want to try more and are not necessarily taking full advantage of. A good example is that maybe people are pair programming but knowledge transfer and a better understanding of the code changing might be gained by doing more of swapping programming partners.

- *Stop Doing* – Obviously for things that are not very helpful to development practices or not adding much value. Perhaps it's about writing that status reporting email at the end of the day (because you can substitute a simple one minute conversation for it instead)
- *Start Doing* – Is a great opportunity for team members to suggest new things to try because of things that may not have gone so well or just for simply keeping things dynamic and fun. Perhaps you might want to try a burn up chart on the whiteboard or try some new open source tool for helping improve developer productivity.

Source: The Retrospective Starfish, <https://www.thekua.com/rant/2006/03/the-retrospective-starfish/>

Number of Persons/Groups Involved

All group members.

Task(s)

1. Brief participants.
2. Participants reflect on their current job.
3. Distribute the supplies or share the Google JamBoard link.
4. Participants add activities at the starfish diagram.
5. Debrief the participants.

Allocation of Tasks

Each participant adds activities at the starfish diagram.

Duration (in min)

30 minutes

Material and Equipment (if applicable)

Online:


- Google JamBoard link:
https://jamboard.google.com/d/10ubWucMkQ4sKsoTTUe0M_poZGzS072bx5d8q3NPHecw/edit?usp=sharing

Face to face:

- Printed A3 or A2 jam.
- Post-its.
- Pen or pencil.

OR

- Whiteboard design of the starfish.

<ul style="list-style-type: none"> • <i>Post-its.</i> • <i>Pen or pencil.</i>
<i>Classroom Setting (if applicable)</i>
N/A
<i>Exercise Worksheet (if applicable)</i>
 <p>LEARN_WP6_Resilience_StarfishJam.pdf</p>
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> 1. Discuss on the similarities between activities that were placed in different parts of the starfish. 2. Identify patterns in activities identified. 3. What are the activities most often identified as causing fatigue or boredom or as stimulating the interest and enthusiasm of the participants?
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> • <i>Most of the points on the starfish try to coerce people into actually creating action items instead of simply saying that something was not good.</i>



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Work Package Title: Development of Employees: Positive Attitude towards Learning Workplaces and Transversal Skills' Training

Activity title: Development of Training Materials, Activity RES6

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3. Video / Story Analysis 4

3. Video / Story Analysis

Module Number and Title:	3. Resilience
Activity Code and Title:	RES6 The Ninny
Activity Aim:	To highlight the need that employees should defend their rights by expressing their objections honestly to their employer
Learning Outcomes covered through the Activity:	<ol style="list-style-type: none"> 1. Recognise and deal with workplace harassments. 2. Practise a safe and supportive organisational culture.
Hints and Tips for the Trainer to implement the Activity:	✓ The trainer can either show the video in his/her own language or distribute the story to the participants to read it (recommended).
Level of Difficulty of the Activity:	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

Video / Story Title

Video:

EN: *The Wimp - Chekhov with English subtitles*

EL: *Άντον Τσέχωφ: "Ένας αριθμός"*

Story:

EN: *"The Ninny" by Anton Chekhov*

EL: *Άντον Τσέχωφ: "Ένας αριθμός"*

Source (e.g. URL)

Video source:

EN: <https://www.youtube.com/watch?v=p-5KkNR8bGA>

EL: https://www.youtube.com/watch?v=p_V78h36mBQ

Story source:



LEARN_ActivityRES6_TheNinny_EN.pdf



LEARN_ActivityRES6_TheNinny_EL.pdf

Creator (person/organisation/authority)

Videos:

EN: alexnickolaev

EL: zootnikos

Duration (in min)

Video:

EN: 5 minutes, 8 seconds

EL: 3 minutes, 55 seconds

Story Reading:

EN: approx. 4 minutes

EL: approx. 3 minutes

Debriefing Questions

1. The narrator describes Julia as " spineless ". What actions of hers justify this characterization?
2. How does Julia deal with her employer and what is the outcome of her attitude?
3. Imagine yourself in the position of the teacher. How would you react in such a situation? How do you think you would best serve your own interests?
4. Many people are, because of their character or the social circumstances of their lives, victims of economic exploitation. Find an individual and a collective example (history, religion) and evaluate the reactions of the individuals in relation to the results of their actions.

Remarks by the Trainer

- The incident is narrated by Julia's employer, who has hired her as a teacher for his two children. This is a man who has substantial life experience and has understood the manifestly unjust nature of society. He himself is opposed to the prevailing spirit of exploitation of his time and attempts to teach his children's teacher a useful lesson in order to encourage her to confront more forcefully anyone who tries to wrong her. The submissive nature of the teacher and her inability to assert her rights cause him concern and worry, since it is clear that if she continues to behave in a cowardly manner, there will always be people who will take advantage of her. His decision, therefore, to temporarily adopt the character of the unjust man stems from his sincere concern for Julia. An element that reveals his good moral quality, since he genuinely cares for the people around him and looks after them with unselfish paternal love.

Of course, before his positive intention to help Julia is revealed in the closing of the story, we get a completely different impression of his character, because he treats the young teacher in the cruel way of an exploiter. Thus, as we watch his unjust complaints about the young teacher's salary being cut, we see the employer as a man of bad character who does not hesitate at all to deprive the girl of the salary so necessary for her survival in order to save a little extra money for himself. We see him inventing with characteristic ease reasons to reduce the teacher's salary, remaining indifferent to the obvious anguish caused by the realisation that she will not receive the money due to her after all. We note, however, that despite the positive outcome of the story - with the employer revealing that he never intended to withhold money from Julia's salary - his behaviour is in fact indicative of how some employers behave when they believe there will be no reaction from their employee. Their willingness to take advantage of their employees, either by giving them only part of their salary or sometimes by leaving them completely unpaid, is a painful reality even today.

- The characterization attributed to Julia by the narrator is justified by the way she reacts to his blatantly unfair attempt to cut her salary. That is, we notice that whenever he gives her a reason why he is reducing the amount he owes her, she, though obviously indignant and hurt, does not raise any objection or - better still - does not react in a strong way. In particular, when her employer tells her that their agreement is for thirty roubles a month, Julia, although she at first reminds him that they had agreed on forty roubles, does not afterwards insist at all on this very important point, accepting his own objection unmoved that it is something he has noted, and that he always gives the same salary to the teachers. Then, when he completely disregards her clarification that he works in his house for two months and five days, telling her that it is two months, from which, indeed, he must deduct nine Sundays and three holidays, and thus implying that he will reduce her salary still further, Julia accepts it without a word. Although it is obvious that what she hears causes her indignation, since she has blushed and begins to crumple the edge of her dress nervously, she nevertheless chooses to remain silent, revealing both the impetuosity of her character and the intolerable cowardice that renders her powerless to defend herself.

Subsequently - and while Julia should receive a salary of at least 80 roubles - when she hears her employer tell her that if she deducts the holidays, the days when the boy was ill and did not give him lessons, and the days when she had a toothache and did not work in the afternoons, he owes her only forty-one roubles, she again remains silent, letting the injustice done to her go completely unchallenged. She does this, moreover, despite the fact that she is obviously hurt by her employer's behaviour, since her left eye has turned bright red and she has gone numb, her jaw has begun to tremble - evidence that she is about to cry - and a nervous cough has seized her.

Then she accepts with equal impassivity the further reduction of her salary by five roubles for some damage done to the house through her own carelessness, perhaps because she herself recognizes that she is indeed responsible for it. However, she appears equally reluctant to protest vigorously even when her employer claims to have lent her ten roubles when in fact he has not.

Julia's only real reaction comes when her employer tells her that she is only due fourteen roubles - instead of eighty - when - and while her eyes are now filled with tears - she points out that she has not borrowed any money from him, apart from three roubles that he took from his wife. This statement, of course, is made in a low voice, since even then the girl does not find the courage to stand up and protest against the injustice done to her.

Ironically, even this minimal reaction works against her, since the employer finds an opportunity to deduct another three roubles from her salary, because he supposedly did not know that his wife had lent her money. Something that now passes without any reaction on Julia's part, who takes the 11 roubles of her salary with trembling fingers, thanking her boss for this little money, even though he had so obviously wronged her.

- Julia appears completely submissive to her employer's false statements that they have supposedly agreed on a lower salary or that he has lent her money, without reacting with the necessary vigour to defend herself. She listens passively to his various accusations about her pay cuts and, while she obviously feels wronged, she remains silent or tries in a low and anaemic voice to voice some objections. The result of this attitude is that her employer is given free rein to drastically reduce her salary, shortly before he reveals to her, of course, that his whole behaviour was a farce in order to bring her to her senses so that in future she can assert her rights more vigorously.

It is worth noting, however, that Chekhov's text, despite the author's original intentions, touches on a subject that takes on painful dimensions in times of economic crisis, since there are many employers who attempt to exploit their employees and many employees who, in order not to lose their jobs, tolerate and endure such behaviour. Thus, if Julia remains inactive in the face of the injustice done to her because of her weak character, there are many people nowadays who are forced to accept similar cuts in their wages, not because they do not know how to defend their right, but because they are faced with the threat of dismissal and unemployment. What for Julia is the result of a personal weakness is, in modern societies, a compulsion under the pressure of high unemployment and the discouragement of many employers, who know that they can easily find new employees to replace those who have refused to accept any pay cuts.

- The instinctive disposition of a man, when wronged, is to claim what he is entitled to with intensity and vigour. A reasonable reaction, but one which, in the workplace, risks leading to a complete breakdown in relations between the employee and his employer, especially if the employee is carried away by his indignation and loses his temper. It is therefore important that the claim for accrued wages be made in a firm, but completely cool and calm manner, so as not to create a negative climate of aggression.

In this sense, the most effective way for an employee to defend his rights is to express his objections honestly to the employer and to demand his wages in full, without resorting to unnecessary tensions or outbursts. If, however, the employer does not relent, despite the employee's willingness to discuss the matter calmly and maturely, then the employee should take legal action to make the employer understand that it cannot exploit its employees.