



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 C1

Coordinator:

MMC Mediterranean
Management Centre

Partners:



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Project Title:	TOWARDS A HOLISTIC TRANSFORMATION OF ORGANISATIONS INTO LEARNING WORKPLACES
Project Acronym:	LEARN
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1. Video Analysis

Module Number and Title:	1. Communication
Activity Code and Title:	C1. The New President of China
Activity Aim:	To introduce the trainees to effective verbal communication as well as to misunderstandings that may occur due to bad verbal communication.
Learning Outcomes covered through the Activity:	<ol style="list-style-type: none"> 1. Describe different types of communication (verbal/non-verbal, oral/written, intercultural etc.). 2. List words and phrases that should be avoided during communication. 3. Explain active listening techniques and their benefits. 4. Apply active listening techniques in verbal communication. 5. Demonstrate intercultural communication skills.
Hints and Tips for the Trainer to implement the Activity:	✓ Ask the trainees to comment on the video freely before introducing them to any communication principles.
Level of Difficulty of the Activity:	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

Video Title

The New President of China

Source (e.g. URL)

<https://www.youtube.com/watch?v=YBv6UNix5xo>

Creator (person/organisation/authority)

Duration (in min)

2.40'

Debriefing Questions

1. How would you describe the conversation between Bush and Rice?
2. What do you think was their main communication problem?
3. What do you think each of the speakers should have avoided saying in order to achieve effective communication?
4. Do you believe they were listening to each other and why? If yes, were they listening actively?

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Work Package [6] [Development of Employees: Positive Attitude towards Learning Workplaces and Transversal Skills' Training, Development of Training Materials, Activity C1]

5. *What type of communication was used in this video?*

Remarks by the Trainer

- The misunderstanding occurred from the misuse of the pronoun 'Who' and the proper name 'Hu' as well as from the misuse of other homophonous words.
- Lack of active listening and relevant techniques to avoid misunderstanding.
- Lack of intercultural competence.



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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 C2

Coordinator:

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

1. Group (Experiential) Exercise

Module Number and Title:	1. Communication
Activity Code and Title:	C2. Practising Active Listening
Activity Aim:	To challenge the ability of the trainees to listen actively.
Learning Outcomes covered through the Activity:	<ol style="list-style-type: none"> 1. Explain active listening techniques and their benefits. 2. Apply active listening techniques in verbal communication. 3. Show tolerance and fair treatment through appropriate communication.
Hints and Tips for the Trainer to implement the Activity:	✓ Let the trainees reflect on their replies for 2 minutes before starting the discussion.
Level of Difficulty of the Activity:	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

Exercise Title

Practising Active Listening

Implementation Instructions

- Describe the scene to the trainees: 'It's 6 o' clock in the afternoon, it's pouring rain and you are already waiting outside for an hour now. Your spouse/friend arrives'.
- Ask the trainees what they think that would happen.
- Ask the trainees what they would say/do.
- Give the trainees participants 2 minutes to think.
- Listen to the trainees' answers.

Number of Persons/Groups Involved

The whole group.

Task(s)

1. Listen to the description of the scene.
2. Think what they would happen next, how you would have reacted to the situation, what your first thoughts would be, and what you would have said/do.
3. Reflect on your reaction.
4. Reply.

Allocation of Tasks

- All the trainees should reflect on the provided scenario and reply, if they are asked to.

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Work Package [6] [Development of Employees: Positive Attitude towards Learning Workplaces and Transversal Skills' Training, Development of Training Materials, Activity C2]

<i>Duration (in min)</i>
15 minutes.
<i>Material and Equipment (if applicable)</i>
N/A
<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. <i>How would you react to this situation?</i> 2. <i>What would your first thoughts be?</i> 3. <i>Would you ask for justification for the delay?</i> 4. <i>Would you listen to the justification?</i>
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> • The trainees should listen carefully to the justification for delay that will be provided by the spouse/friend. • In case that the trainees make assumptions, such as that the spouse/friend knew from before that s/he would be late but didn't notify them, explain that assumptions can be misleading in the communication process. They should always ask in order to come to safe conclusions.



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Activity title: Development of Training Materials, Activity C3

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1. Group (Experiential) Exercise

Module Number and Title:	1. Communication
Activity Code and Title:	C3. Listen and Draw
Activity Aim:	To check the trainees' understanding of active listening and practice their active listening techniques.
Learning Outcomes covered through the Activity:	<ol style="list-style-type: none"> 1. Explain active listening techniques and their benefits. 2. Apply active listening techniques in verbal communication. 3. Use appropriate non-verbal signals depending on the case.
Hints and Tips for the Trainer to implement the Activity:	<ul style="list-style-type: none"> ✓ Be precise on the picture's description. ✓ Answer to all the questions asked by the trainees. ✓ Discuss the similarities/divergences with/from the original drawing, emphasising on the elements on which the trainees should have paid more attention when they were listening to the description.
Level of Difficulty of the Activity:	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input checked="" type="checkbox"/> High

Exercise Title

Listen and Draw

Implementation Instructions

- The trainer describes the picture to the trainees.
- The trainees draw what is being described to them.
- The trainees present their drawings.
- The trainer reveals the picture described.
- The picture and the drawing are being compared.
- Conclusions are drawn.

Number of Persons/Groups Involved

All the trainees, in two groups of equal number.

Task(s)

- Listen to the description.
- Draw.
- Make clarifying questions, if required.

<ul style="list-style-type: none"> • Present your drawing. • Compare it with the original one. • Come to conclusions on the result.
<i>Allocation of Tasks</i>
<ul style="list-style-type: none"> • Each group to make one drawing. • One representative from each group to present the drawing of the group.
<i>Duration (in min)</i>
<p>15 minutes:</p> <ul style="list-style-type: none"> • 5 minutes for drawing. • 10 minutes for discussion.
<i>Material and Equipment (if applicable)</i>
<ul style="list-style-type: none"> • Picture to draw • Paper sheets for drawing • Pens/Markers
<i>Classroom Setting (if applicable)</i>
In clusters (2 groups).
<i>Exercise Worksheet (if applicable)</i>
 <p>C3_1_Picture to Draw.pdf</p>
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> 1. Compare your drawing to the original one and find similarities/divergences. 2. Do you believe you have actively listened to the trainer describing the picture to you? 3. What do you think you did well and what would you have done better? 4. Would you ask any clarifying questions in order to better understand what the trainer was describing? If yes, what kind of questions would you ask?
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> • The trainees should learn to listen actively; active listening facilitates verbal communication and contributes to avoiding misunderstandings.



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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 C4

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1. Video Analysis 4



1. Video Analysis

Module Number and Title:	1. Communication
Activity Code and Title:	C4. The Power of Words
Activity Aim:	To check the trainees' understanding of the power of words and the importance of selecting and using the 'right' words in verbal communication to transmit their message effectively.
Learning Outcomes covered through the Activity:	<ol style="list-style-type: none"> 1. Describe different types of communication (verbal/non-verbal, oral/written, intercultural etc.). 2. Describe different models of communication 3. List words and phrases that should be avoided during communication
Hints and Tips for the Trainer to implement the Activity:	<ul style="list-style-type: none"> ✓ As soon as the video ends, ask the participants to talk about their first impression of the video and express their feelings freely. ✓ Emphasise the power of words, asking the participants to think of other examples as well.
Level of Difficulty of the Activity:	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

Video Title
<i>The Power of Words</i>
Source (e.g. URL)
https://www.youtube.com/watch?v=Hzgzim5m7oU
Creator (person/organisation/authority)
Alonso Alvarez Barreda
Duration (in min)
1.48'
Debriefing Questions
<ol style="list-style-type: none"> 1. What type of communication was used in this video? 2. What has changed for the blind man after the lady changed the message written on the sign? 3. Why do you think things changed for him?
Remarks by the Trainer

- The trainees should understand that the words and phrases they use while communicating with their colleagues, partners etc. are very powerful and they should pick and use them carefully, taking into consideration both their interlocutors and the context.



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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 C5

Coordinator:

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1. Video Analysis 4

1. Video Analysis

Module Number and Title:	1. Communication
Activity Code and Title:	C5. Charlie Chaplin – Feeding Machine
Activity Aim:	To check the trainees’ understanding of the difference between verbal and non-verbal communication as well as the power of non-verbal signals.
Learning Outcomes covered through the Activity:	<ol style="list-style-type: none"> 1. Describe different types of communication (verbal/non-verbal, oral/written, intercultural etc.). 2. Use appropriate non-verbal signals depending on the case.
Hints and Tips for the Trainer to implement the Activity:	<ul style="list-style-type: none"> ✓ Let the trainees result themselves in the term ‘non-verbal communication’ through the discussion after watching the video. ✓ After the trainees conclude that the video is about non-verbal communication, make comparisons between ‘non-verbal’ and ‘verbal’ communication.
Level of Difficulty of the Activity:	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

Video Title
<i>Charlie Chaplin – Feeding Machine (Modern Times)</i>
Source (e.g. URL)
https://www.youtube.com/watch?v=UwahG1s4dql
Creator (person/organisation/authority)
United Artists (film producer)
Duration (in min)
4.10’
Debriefing Questions
<ol style="list-style-type: none"> 1. What do you think it happens in the video? 2. What are your thoughts on communication after watching the video? 3. What is the type of communication presented in the video? 4. How would you compare this video to the previous video that you have watched (C.4 The Power of Words)?
Remarks by the Trainer
<ul style="list-style-type: none"> • The trainees should realise the power of non-verbal communication: even in a silent film the messages can be effectively transformed through non-verbal signals; the scene plot is

clear to the spectators even if the actors do not speak. Actually, sometimes the effect of non-verbal signals is more powerful than that of words.



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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 C6

Coordinator:

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1. Group (Experiential) Exercise

Module Number and Title:	1. Communication
Activity Code and Title:	C6. 'Are you...?'
Activity Aim:	To highlight the importance of non-verbal signals as a powerful tool while communicating with others.
Learning Outcomes covered through the Activity:	<ol style="list-style-type: none"> Describe different types of communication (verbal/non-verbal, oral/written, intercultural etc.). Use appropriate non-verbal signals depending on the case.
Hints and Tips for the Trainer to implement the Activity:	<ul style="list-style-type: none"> ✓ Try to engage as many trainees as possible to the activity to make it more amusing. ✓ Try to have more than one trainee selecting the same adjective/emotional condition to make comparisons. ✓ Emphasise the power of non-verbal signals: in most of the cases, it is easy to understand how the others feel through non-verbal signals, such as facial expressions (even if the non-verbal signal used differs from that we would use due to different cultural backgrounds).
Level of Difficulty of the Activity:	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

Exercise Title

'Are you...?'

Implementation Instructions

- Each trainee selects one adjective from the list and does not share it with the rest of the group.
- The trainee attempts to make a facial expression that fits the emotional condition described by the selected adjective.
- The rest of the group observes and comments on the facial expression they see.
- The trainee reveals the emotional condition imitated as well as if the group guessed it right.
- The process repeats until all the trainees (or all those who chose to participate in the activity) make a facial expression and collect feedback from the others.
- The whole group reflects on the activity results.

Number of Persons/Groups Involved

As many trainees from the group as possible.

<i>Task(s)</i>
<ul style="list-style-type: none"> • Select one adjective describing an emotional condition from the list. • Make a facial expression that fits the specific emotional condition. • Ask from the others to guess how you feel. • Reveal the emotional condition you tried to imitate. • Reflect on the results along with all the others.
<i>Allocation of Tasks</i>
<ul style="list-style-type: none"> • Each trainee selects an adjective and makes a relevant facial expression. • All the others observe and make a guess on the facial expression made.
<i>Duration (in min)</i>
10 minutes.
<i>Material and Equipment (if applicable)</i>
N/A
<i>Classroom Setting (if applicable)</i>
A classroom setting that allows all the trainees to see clearly the facial expressions made.
<i>Exercise Worksheet (if applicable)</i>
See adjectives' list in PPT presentation.
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> 1. <i>Did you easily come to conclusions on the emotional condition of the persons only by seeing their facial expressions?</i> 2. <i>If yes, why do you think that happened?</i> 3. <i>What difficulties did you come across, if any?</i>
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> • Through non-verbal signals people can come easily to conclusions on the situation in which a person is; they facilitate communication (non-verbal signals is a very strong means of communication). • The activity would be more difficult if the group was not culturally balanced (the facial expressions used in a given situation may differ from culture to culture).



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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 C7

Coordinator:

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1. Group (Experiential) Exercise

Module Number and Title:	1. Communication
Activity Code and Title:	C7. Non-verbal Signals and Cross-culturalism
Activity Aim:	To introduce the trainees to the relation between culture and communication and to explain that cultural differences may affect non-verbal communication, too.
Learning Outcomes covered through the Activity:	<ol style="list-style-type: none"> 1. Describe different types of communication (verbal/non-verbal, oral/written, intercultural etc.) 2. Use appropriate non-verbal signals depending on the case. 3. Demonstrate intercultural communication skills. 4. Respect diversity through appropriate communication.
Hints and Tips for the Trainer to implement the Activity:	✓ Use this activity to juxtapose non-verbal signals that differ between cultures with universal non-verbal signals.
Level of Difficulty of the Activity:	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input checked="" type="checkbox"/> High

Exercise Title

Non-verbal Signals and Cross-culturalism

Implementation Instructions

- The trainees are shown different non-verbal signals (gestures).
- They describe what each of the non-verbal signals means (or some of them, as selected by the trainer): what each gesture means in their culture and what it means in other cultures (if they know).
- The trainer present to the trainees the meaning of each non-verbal signal in cultures other than theirs.
- The trainer asks the trainees what kind of misunderstandings could arise from such cultural differences by providing examples.

Number of Persons/Groups Involved

The whole group.

Task(s)

1. Select a non-verbal signal/gesture from the picture.
2. Explain what this non-verbal signal/gesture means in your cultural context.
3. Refer to any other meanings of this non-verbal signal/gesture that you may be aware of.



Allocation of Tasks

- Each trainee selects a non-verbal signal/gesture from the picture and comments on it.

Duration (in min)

4

Work Package [6] [Development of Employees: Positive Attitude towards Learning Workplaces and Transversal Skills' Training, Development of Training Materials, Activity C7]

15 minutes.
<i>Material and Equipment (if applicable)</i>
<ul style="list-style-type: none"> • Picture with non-verbal signals/gestures • Document with the different meanings of each non-verbal signal/gesture
<i>Classroom Setting (if applicable)</i>
N/A
<i>Exercise Worksheet (if applicable)</i>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  C7_1_Non-verbal Signals.pdf </div> <div style="text-align: center;">  C7_2_Non-verbal Signals Intrepretation. </div> </div>
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> 1. <i>What does each non-verbal signal/gesture mean to you?</i> 2. <i>What each non-verbal signal/gesture means in other cultures?</i> 3. <i>Do you think it is important to know what non-verbal signals/gestures mean in different cultures? Why?</i>
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> • Non-verbal signals may have different meanings from culture to culture; it is important that the trainees know this and avoid using them while communicating with people from different cultures, unless we are well aware of the different connotations they bear.



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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 C8

Coordinator:

MMC Mediterranean
Management Centre

Partners:



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Programme:	Erasmus+
Sub-programme:	Support for Policy Reform
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

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1. Group (Experiential) Exercise

Module Number and Title:	1. Communication
Activity Code and Title:	C8. In What Group Would you Prefer to Work?
Activity Aim:	To have the trainees think of the benefits of working in multicultural groups as well as to reflect on the challenges in communicating effectively in a multicultural context.
Learning Outcomes covered through the Activity:	<ol style="list-style-type: none"> 1. Demonstrate intercultural communication skills. 2. Show tolerance and fair treatment through appropriate communication. 3. Respect diversity through appropriate communication.
Hints and Tips for the Trainer to implement the Activity:	✓ Ask the trainees to express their thoughts freely; explain that all views are acceptable.
Level of Difficulty of the Activity:	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

Exercise Title

In What Group Would you Prefer to Work?

Implementation Instructions

- Divide the group in two (equal in number and gender-balanced, if possible).
- Provide the groups with the two pictures.
- Give 10 minutes for discussion in groups.
- Ask the groups to assign one person the task to present their views on the two pictures.
- Ask the group representatives to present the groups' views.
- Draw conclusions.

Number of Persons/Groups Involved


The whole group.

Task(s)

1. Discuss the pictures (separately and one in comparison to the other).
2. Appoint a group representative.
3. Announce the results of the discussion.

Allocation of Tasks

- Members of each group to discuss the two pictures.
- Group representatives to announce the discussion results.

<i>Duration (in min)</i>
<p>15 minutes:</p> <p>10 minutes to discuss in groups.</p> <p>5 minutes to present the groups' views and draw conclusions (all groups).</p>
<i>Material and Equipment (if applicable)</i>
<ul style="list-style-type: none"> • Picture with the two groups to work in. • Paper sheets. • Pens.
<i>Classroom Setting (if applicable)</i>
In clusters (2 to 4 persons per group).
<i>Exercise Worksheet (if applicable)</i>
 <p>C8_Homogenous_Heterogenous_Groups.p</p>
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> 1. Which are the basic disadvantages of homogeneous and heterogeneous groups? 2. Which are the basic advantages of homogenous and heterogenous groups? 3. In which group would you prefer to work in and why? 4. What are the challenges that you may face in each group type?
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> • The trainees should realise the advantages of working in heterogenous groups but also become aware of the things on which they should pay special attention when working in such groups, in order to avoid cultural misunderstandings (verbal and non-verbal communication).



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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 C9

Coordinator:

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Management Centre

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1. Case Study

Module Number and Title:	1. Communication
Activity Code and Title:	C9. Networking Scenarios
Activity Aim:	To help the trainees apply basic networking strategies in order to build effective relationships in the workplace.
Learning Outcomes covered through the Activity:	<ol style="list-style-type: none"> 1. Describe different networking strategies. 2. Build effective relationships based on good communication and good manners, respect, and empathy. 3. Sustain strong networks through appropriate communication.
Hints and Tips for the Trainer to implement the Activity:	<ul style="list-style-type: none"> ✓ Ask the participants to read the scenario given to them carefully. ✓ Explain that they should have in mind what the best networking strategy would be in each case, in order to decide how to react or if they have reacted properly.
Level of Difficulty of the Activity:	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input checked="" type="checkbox"/> High

Case Study 1 Title

Networking Scenario 1

Source

https://saylordotorg.github.io/text_six-steps-to-job-search-success/s11-06-networking-case-studies.html



C9_1_Scenario 1.pdf

Description

The company you are working for is having a networking event with the participation of prominent representatives of the business world. You approach one of these people and start talking with him. Soon enough, you realise that several co-workers have gathered around this same guest, intending to join your conversation and ask him their own questions.

Task

How do you react and why?

Remarks by the Trainer

- The employees should make sure that they always include other people that may be interested in their conversation. This is an indication of courtesy and of the fact that we are considerate of others.
- The employees should encourage others to make question themselves; we can always learn something new from their questions, as well as from the answers they are going to receive.

Case Study 2 Title

Networking Scenario 2

Source

https://saylordotorg.github.io/text_six-steps-to-job-search-success/s11-06-networking-case-studies.html



C9_2_Scenario 2.pdf

Description

You are at a job interview, sitting opposite to two executives representing the company that has called you. One of them is a Team Leader and the other one is an HR (Human Resources) representative, who doesn't speak much during the interview.

Task

What will your behaviour towards each one of these executives be and why?

Remarks by the Trainer

- The employees should show the same amount of respect to both the team leader and the HR representative. When we answer a question of the team leader, we should make sure that we maintain eye contact with both of them.
 - They should not speak to only one person when being part of a group discussion. They should be polite and pay attention to all members that are participating in the group.
- The employees should make questions to each interviewer and adjust their questions according to the person.
- The employees should keep in mind that at all stages of the interview and job search processes they should project and promote themselves, and “sell” their strong points and skills to others.
- We can never be in a position to know who is the person who will make the final decisions.
- The employees should always remember that an HR representative possesses the “power” to recommend them to another company, in case the interview for their company does not end up with them being the one getting hired.

Case Study 3 Title

Networking Scenario 3

Source

https://saylordotorg.github.io/text_six-steps-to-job-search-success/s11-06-networking-case-studies.html



C9_3_Scenario 3.pdf

Description

A career counselor has recommended you to a senior executive of a company and she has agreed to schedule an informative meeting with you. You then send a “thank you” e-mail to the counselor and you arrange that meeting. The meeting was very fruitful and you decide to send a “thank you” message to the person with whom you have had the meeting. Two weeks later you receive an update, in which you are invited for an official interview with the company, which is set to take place soon.

Task

Were your actions correct and why is that the case?

Is there anything else you should do?

Remarks by the Trainer

- The employees should always try to build a friendly relationship with everyone they meet, since that might benefit them in the long run. Sending “thank you” messages, e-mails etc. shows good manners, appreciation, and it is always a good way to maintain contact with others.
- The employees should remember all the relationships they have built throughout the years. When they get a job in a company, they might have three or four different supervisors. Being able to deal with situations related to each one of those supervisors in an effective manner is very important. It will make them stand out from all the rest who won't be able to do that.
- In case the employees have a career counselor, they should always keep them updated. They definitely want to know if they are following their advice and if their efforts are paying off.



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Partners:



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1. Video Analysis

Module Number and Title:	1. Communication
Activity Code and Title:	C10. Develop Positive Work Relationships
Activity Aim:	To check the trainees' understanding of effective communication in workplace both as a concept and in practice.
Learning Outcomes covered through the Activity:	<ol style="list-style-type: none"> 1. Explain active listening techniques and their benefits. 2. Apply active listening techniques in verbal communication. 3. List words and phrases that should be avoided during communication. 4. Use appropriate non-verbal signals depending on the case. 5. Demonstrate intercultural communication skills. 6. Show tolerance and fair treatment through appropriate communication. 7. Respect diversity through appropriate communication. 8. Describe different networking strategies. 9. Build effective relationships based on good communication and good manners, respect, and empathy. 10. Sustain strong networks through appropriate communication.
Hints and Tips for the Trainer to implement the Activity:	<ul style="list-style-type: none"> ✓ Explain to the trainees that this video is a good way to check whether they remember and have understood important points that have been raised throughout the training. ✓ Encourage the trainees to pose questions at the end of the video, so that everything is clarified before the end of the training.
Level of Difficulty of the Activity:	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input checked="" type="checkbox"/> High

Video Title

How to Develop Positive Work Relationships

Source (e.g. URL)

<https://www.youtube.com/watch?v=UCp3JgLfGaQ&t=8s>

<i>Creator (person/organisation/authority)</i>
Job Junction
<i>Duration (in min)</i>
5.33'
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> 1. <i>Can you recall any of the eleven rules mentioned in the video for building positive and effective workplace relationships?</i> 2. <i>Which one you consider to be very important and you already apply/are going to apply at work?</i> 3. <i>Can you recall in which ways you can create a closer relationship with your co-workers?</i> 4. <i>What are the benefits of constructive criticism?</i> 5. <i>What are the disadvantages of making assumptions? How this relates to effective communication at work?</i>
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> • The trainees should understand that building positive workplace relationships can help them work together, be more productive, and enjoy their job even more. • The trainees should realise that effective relationships in the workplace depend primarily on effective communication (verbal, non-verbal, intercultural).