



Department of
Education

VETsteps

LogBook



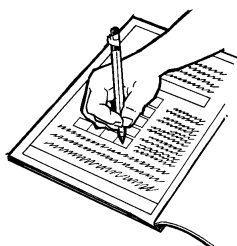
VETsteps: Logbook
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How to use this text

The logbook provides two sections:

SECTION 1: Worksheets



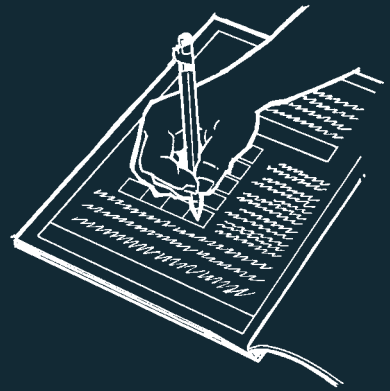
A series of proformas are provided for teachers to carry out many literacy tasks related to VET requirement and the world of work.

SECTION 2: Logbook



The logbook can serve as a 'ready reckoner' for teachers to consult as they implement the skills and understandings required in VET and the world of work.

Worksheets



WORK IS ANOTHER COUNTRY

Learning how communication works in industry and commerce is a skill VET teachers and trainers need to pass on to their students.

PAT KIDDEY looks at VET literacies.

VOCATIONAL EDUCATION TRAINING (VET) is now offered by 94 per cent of senior secondary

schools in Australia, enabling students to align what they are doing in school with the completion of units of competence towards nationally recognised industry qualifications. Many students are now prepared to stay at school longer because they see the relevance of schooling to post-school life, and so VET studies are enhancing the chances of their successful transition from school to work destinations.

Functional and operational workplace literacies



The literacy skills of listening, speaking, reading, writing, viewing

and thinking are, more than ever, crucial elements for success in school, work and life. They are needed to operate language within and across different contexts, for different purposes. Those experiencing difficulties are likely to find it difficult to develop new skills, function as a valued and

productive member of an organisation, change their occupation or industry as a result of industry restructures, pursue new and interesting career pathways, or participate in lifelong learning opportunities.

New literacies, multiliteracies and multimodal means of communication are changing industry values about what it means to be literate. Workplace literacies will continue to evolve as society and cultural contexts change, resulting in increasingly complex workplace literacy demands. VET teachers and trainers preparing students for future worlds of work must address challenges raised by these new work profiles, practices and literacies.

Socioculturally constructed workplace literacies



Each worksite is a cultural, social, economic and political site of learning. Each has a

distinctive culture and particular world views, its own codes and conventions that are valued and promoted, and its own discourses (ways of communicating) that employees must interpret and implement.

Traditional views about workplace literacy as a single practice linked directly to production have been replaced with understandings that literacy (or communication) skills are developed through interacting in social and cultural contexts with others. Employers and employees use language to make and negotiate meaning in the context of the workplace. They use language to read, write and talk about work matters. What they read and write about, what they say and how they say it is unique to their particular context. Literacy is the vehicle for communicating and understanding matters about work. It is therefore impossible to separate literacy from social and cultural practices that take place in the workplace, because they are 'part of the very texture of wider practices that involve talk, interaction, values and beliefs' (Gee, 1990).

Critical workplace literacies



Students entering today's workforce need to be savvy. They need skills to negotiate

working conditions, social relationships and career pathways. They need skills to deal with

Workplace literacies will continue to evolve as society and cultural contexts change, resulting in increasingly complex workplace literacy demands.

Notemaking Framework

Work is Another Country by Pat Kiddey

(Education Quarterly, Spring 2003, Curriculum Corporation, Victoria)

SECTION ONE (KEY IDEAS)

Functional and Operational Workplace Literacies

Socioculturally Constructed Workplace Literacies





The embedded nature of literacy within training packages means that literacy requirements have to be located before they can be acted upon.

employment (or unemployment) possibilities and with social justice issues related to entitlements and rights, exploitative policies and discriminative practices—skills that enable them to identify dominant or implicit politics and power relations to determine who is included or not included and what is valued and not valued in the workplace, rather than uncritically accepting whatever comes along. These are empowering skills, needed for life.

VET training package literacies



Industry training packages are a key feature of the National Training

Framework for VET. They outline the 'big picture', as well as the scope and sequence of each industry. They also highlight bodies of content, knowledge and skills that trainees need to demonstrate against units of competencies (standards) for each level of learning. The training packages contain the 'what matters' of the terrain.

Training packages differ in structure and in the way they incorporate language and literacy. Some include literacy as discrete 'units of competency'; others include it as 'elements' of a competency, as 'performance criteria signals' or within 'range of variables' statements and 'evidence guides'. Most state that literacy skills are embedded within the competencies in explicit as well as implicit ways. Some highlight competencies requiring reading, writing or other literacy skills. Others direct the reader to supporting documents from other sources, including the Internet. These contain the *whats* associated with literacy with little about the *hows* associated with planning for, implementing and scaffolding literacy practices in the workplace.



A number of packages appear to lack broader definitions about what it means to be literate in contemporary society. Critical dimensions of literacy don't seem to be included and therefore there is a danger that 'social issues to do with fair and reasonable forms of access and equity, differential opportunity and the practical production of the future' will not be addressed (Kress, 1997).

The embedded nature of literacy within training packages means that literacy requirements have to be located before they can be acted upon. There seems to be an assumption that all those working in the VET area will have sophisticated understandings about functional, sociocultural and critical multiliteracies; that they will be adept at identifying what literacy skills trainees will need to successfully complete particular tasks, and that they will know how to scaffold (support) trainees as they tackle the literacy demands inherent within tasks.

The requirement that literacy be integrated within industry training packages has raised issues for many involved in the VET area. Literacy is viewed by some trainers as an extra imposition—something generic, that they don't feel confident about tackling. Concerns have been expressed about the lack of explicit references to literacy within training packages; the summative nature of many assessment tasks; the way in which literacy appears to be 'bolted on' rather than 'built in' with the development of other skills (Wignall, 1998); and the ever-increasing gap that exists between the narrow concept of literacy

constructed in the discourse of training packages and current understandings about social and critical literacies.

Various support materials acknowledge that VET teachers, trainers and assessors will need guidance as they work through issues related to workplace literacies. They recommend that flexible partnerships be established with language and literacy practitioners or 'experts'. Suggestions for partnership models include using experts for language support between sessions, for follow-up tasks, team-teaching during courses, running stand-alone communication units, assisting with the writing of easy-to-understand materials, assessing trainees' communication skills, developing language programs that address units of competency and checking assessment tasks that trainers have developed. These recommendations imply that there is still a lot of work at the system level needed to upskill VET teachers, trainers, assessors and writers—across all industries—in all matters to do with workplace literacies.

The use of 'literacy experts' means that those working in the VET area get the message that literacy is something difficult that only experts can take on board; that it is something that can be fixed by 'getting someone in to help'; and that it is not their responsibility to teach literacy. There is a danger that little explicit teaching of literacy will occur once the support of the expert is removed and a danger in the perception that if a literacy expert is working with trainees, little else needs to be done. Too often, VET teachers and trainers remain disempowered because they lack the skills or confidence to know what to do in this area. Yet with training, VET teachers, trainers, writers and assessors could develop the skills required to support literacy and learning. The skills are not difficult to learn.



Pat Kidney is manager of the Stepping Out suite of literacy resources at ECU Resources for Learning. The suite includes Stepping Out, for teachers of students aged 11–16, and VETsteps for teachers of VET in Schools and VET trainers.

Notemaking Framework

Work is Another Country by Pat Kiddey

(Education Quarterly, Spring 2003, Curriculum Corporation, Victoria)

SECTION TWO (KEY IDEAS)

Critical Workplace Literacies

VET Training Package Literacies



The reality is that language and literacy skills underpin all VET learning, writing, teaching, training and assessment processes. Literacy isn't a set of narrow skills, something that can be tacked on, or assessed externally to the context within which it is enacted. Skills learned in one unit will not necessarily support the successful and independent application of literacy skills across all other competencies. Language is used differently for different purposes, audiences and contexts. It is not something generic that works in the same way, across all industries and all contexts.

According to Luke (2002), literate competence is the 'cultural capital' that students take out into the social field of workplaces and educational institutions. Those involved in the school-to-work field need to help students and trainees develop that capital.

It is not easy to predict the kinds of knowledge, skills and multi-literacies that will be valued in the future, but there is no doubt that they will continue to be a key requirement for successful participation in society. Therefore, the functional, cultural and critical dimensions of workplace multi-literacies need to be addressed by all stakeholders in the VET area, if VET literacies are to work, not only in the present, but in the future. ●

References

- Gee, J (1990). *Social Linguistics and Literacies: Ideology in Discourses*, Falmer Press, London.
- Kress, G (1997). 'Visual and verbal modes of representation in electronically mediated communication: The potentials of new forms of text' in *Page to Screen: Taking literacy into the electronic age*, J Snyder ed, Allen & Unwin, Sydney.
- Luke, A (2002). *Getting Over Method: Literacy teaching as work in new times*, Language Arts, US NCTE.
- Wignall, L (1998). 'Built In Not Bolted On', Department of Employment, Education Training and Youth Affairs, and Australian National Training Authority.

Industry and community interests, both here and internationally, are voicing support for better recognition of skills, including those gained through informal learning.

Surveying the Landscape

Task:

- Divide up the allocated readings and allocate sections of them to team members
- Read the section and take a set of notes on this framework
- Share ideas with team and fill in the rest of the framework
- Come up with a team statement about preparing students for the world of work

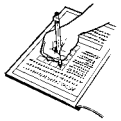
**Background
pp 5-7**

**New Capitalist Needs
p 8**

Key Ideas

Key Ideas





Finding Common Ground



Task:

- Divide up the reading on pp 13-20 and allocate sections to team members.
- Read your section and take a set of notes in the appropriate section of the framework.
- Share ideas with team.
- Agree on key points and fill in the other parts of the framework.
- As a team, come up with a statement about literacy in the workplace.

Tip of the iceberg:
a team statement about literacy in the workplace

Literacy is "messy" p 14

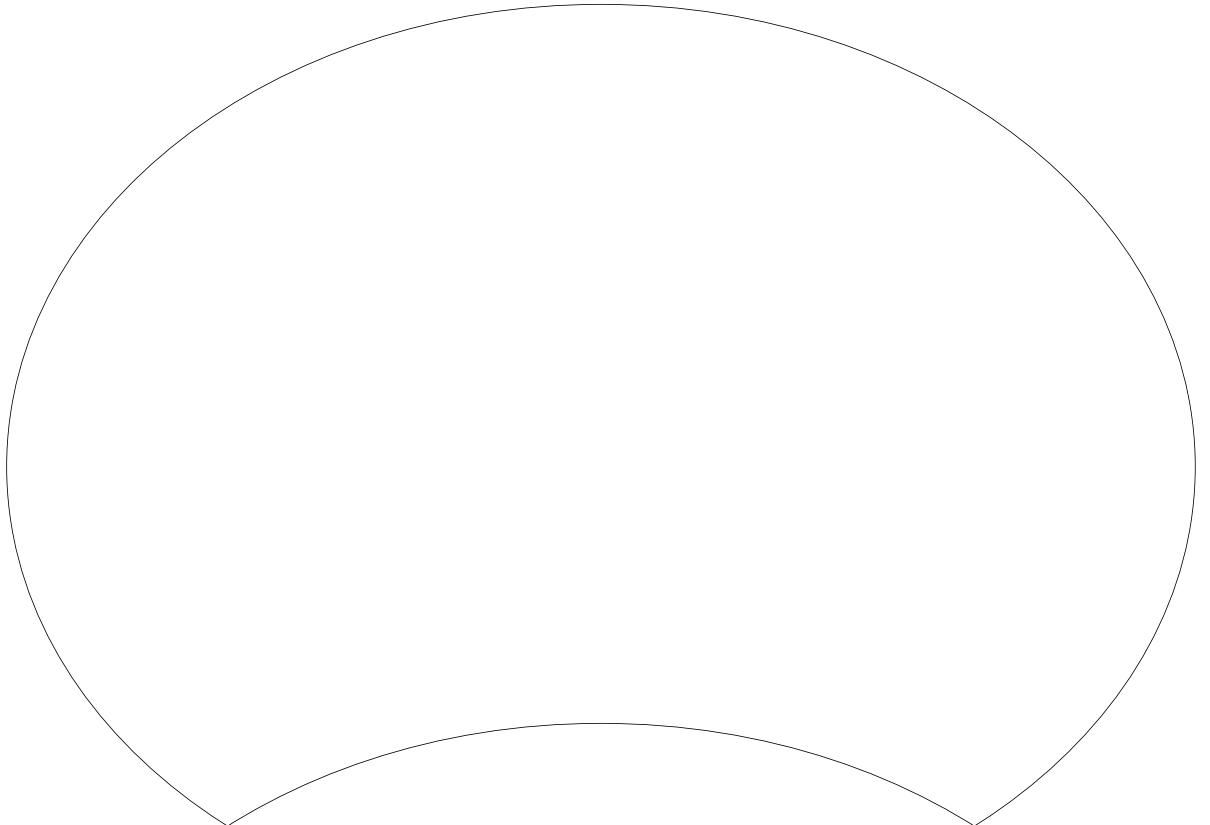
Literacies pp 15-16

Impact of Technology p 17

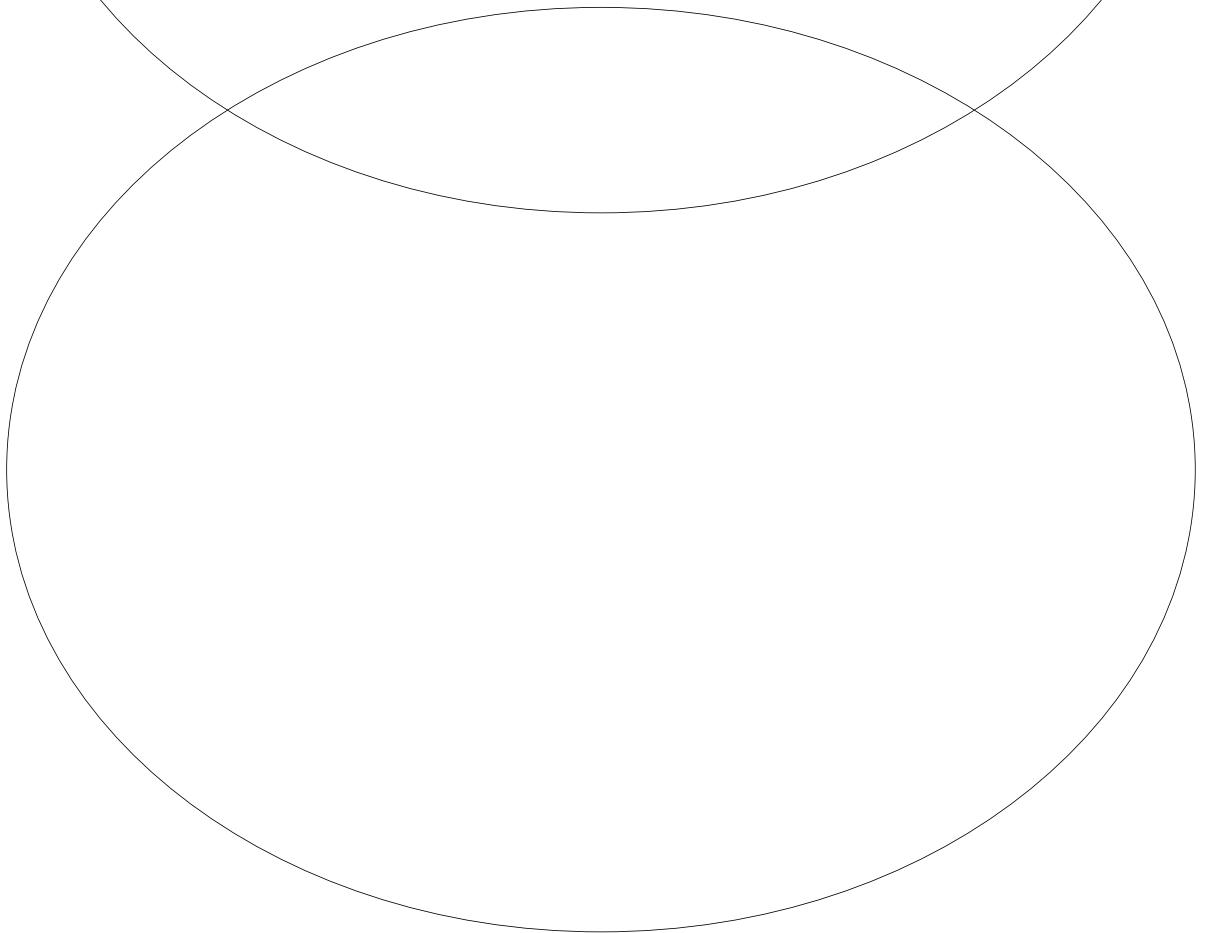
Finding Common Ground pp 13-20



Coalface

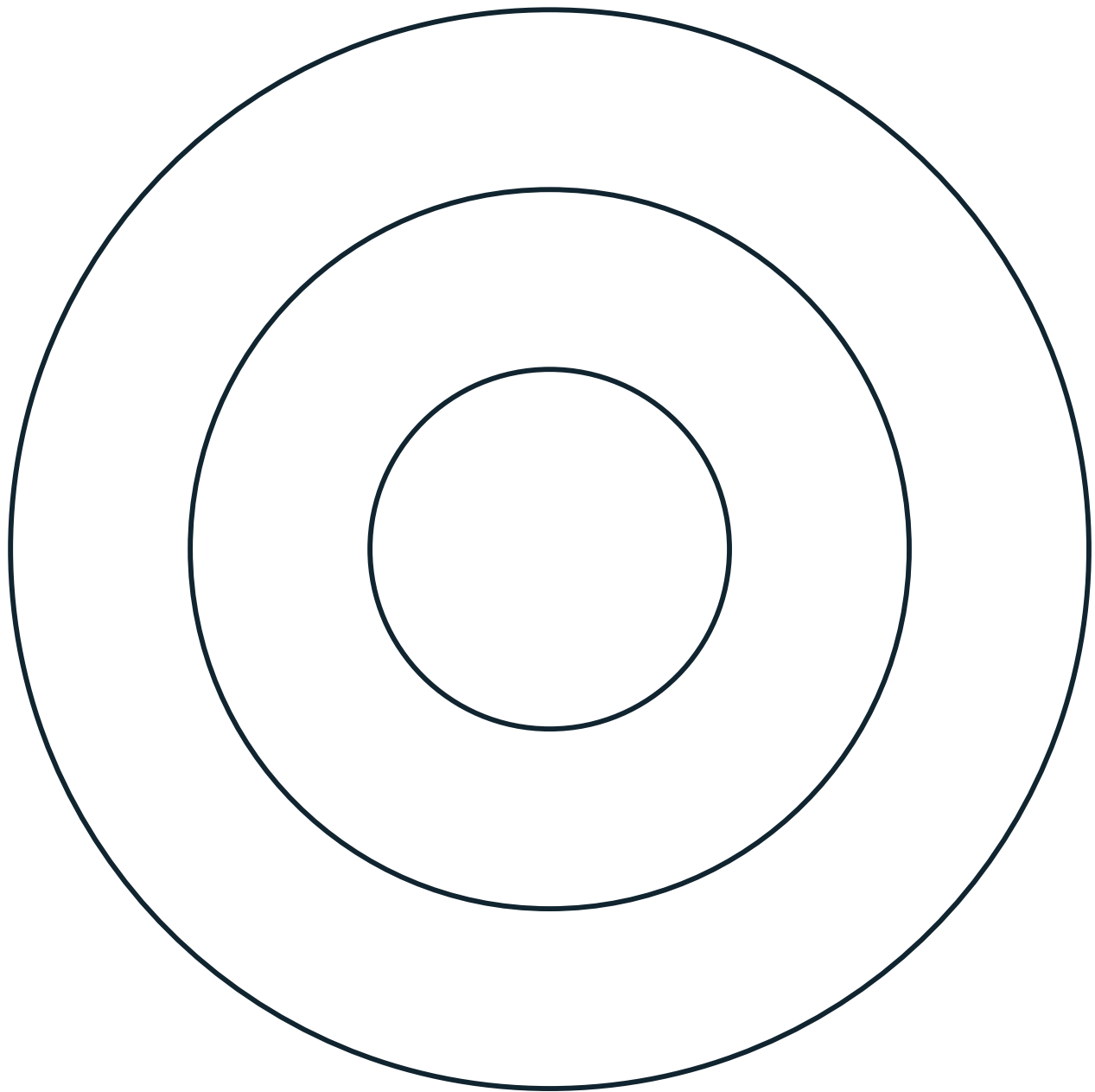


Chalkface





Bulls-eye Task





Case Study: Terry

Terry is a week into his new job as a sales assistant in an automotive parts shop. The main function of his job is to provide advice and sell car parts and accessories to customers. He thinks his job is "too easy!"

Ms Russell has walked in the door. She seems to be looking at windscreen wipers.

Terry yells out from the counter: Gudday. Lookin' for something?

Ms R: Ahh, yes. The rubber bit has come off my windscreen wiper. I want to replace it.

Terry: That one hanging next to your hand will do the trick.

Ms R: Are you sure? It doesn't look long enough.

Terry: What sort of car do you have?

Ms R: Well, it's not exactly a car – it's a 2-tonne truck.

Terry: Oh. I dunno if we stock those. I'll ask my boss.

Terry yells out the back: GAZZA – DO WE HAVE WINDSCREEN WIPERS FOR 2-TONNE TRUCKS?'.... YEAH, OK, I'LL TELL HER. Sorry, we don't have them, but I can order them in. I'll grab your details off you.

This is what Terry writes down on the order form.

PARTS ORDER FORM		
Date: Tuesday	Name: Mrs Russle	Contact No: 45458989
Part Required: WS wyper - truk		Model No: ? Don't Know
Order Taken By: Tezza		

Thanks Mrs Russell. You'll hear from us, OK?

Just as Ms Russell is about to ask Terry a question, the phone rings. Terry walks away and answers it.

Terry: Hi.....Nah, he's not here. He's out the back having a smoke. Call back in 5 minutes.



Graphic Outline

Place the various components of the Unit of Competency in each of the following boxes.
Write the purpose for each component against each entry. For example: Unit Code: Identifies the Unit of Competency.

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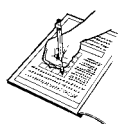
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Unit Code	Identifies the unit.
Unit Title	States the general area of competency.
Unit Descriptor	Assists in clarifying the Unit Title, and notes any relationship to other industry units.
Elements	Describe the functions that a person working in a particular area needs to perform, in order to gain a particular qualification.
Performance Criteria	Describe the skills, knowledge and understandings that need to be demonstrated during assessment procedures.
Range of Variables	Explain the contexts and conditions to which the Performance Criteria apply.
Evidence Guide	Assist with the interpretation and assessment of the unit.



E	PC	Action Words	Text Type	Communication Channel	L	S	R	W

E = Element L = Listening S = Speaking PC = Performance Criteria R = Reading W = Writing

Types of Text

Abbreviation	Directions	Letter	Questioning
Agenda	Directory	List	Quote
Announcement	Description	MSDS	Receipt
Application	Discussion	Memo/Message	Report
Appointment	Drawings/Sketches	Menu	Referral
Appraisal	Enquiry	Minutes	Reflection
Article	Greeting	Negotiation	Request
Award/Agreement	Inform	Notice	Reservation
Brochure	Instruction	Plan/Map/Chart	Roster
Bulletin	Introduction	Policy/Guidelines/Industry Standard	Schedule
Chart	Invitation	Portfolio	Signs
Codes	Invoice	Poster	Signs/Symbols
Complaint	Itinerary	Press release	Stocksheet
Confirmation	Duty Statement/JDF.	Procedures	Suggestion
Conversation	Labels	Proforma	Summary
Corrections	Legislation/Regulations	Program	Other

Communication Channel

Face-to-face
Telephone
Video
Video conferencing
Email
Voice mail
Paper
Proforma
Facsimile
Noticeboard
Other



Self-Generated Questions

Questions	Answers



Goal Planning

The importance of having a goal plan

Goal Planning is a strategy used by high-flyers in the business and sporting worlds.

It is a formal process for establishing and achieving goals. It recognises that it is not enough just to 'have' goals. In order to make goals work for you, they must become part of a process for establishing and achieving them.

Establishing goals helps you decide what you want to achieve, and then move towards achieving these goals. This process enables you to decide what you want from life and allows you to concentrate on achieving these things. It gives you long-term vision and short-term motivation.

In 1953, Yale University conducted a survey that found that only 3 per cent of its graduates had specific, written goals for their future. Twenty years later, the researchers surveyed the same group and found that the 3 per cent with goals had accumulated more personal financial wealth than the other 97 per cent of the group, combined! The moral of the story is, Goals work!

How many goals should I plan for?

There is no definitive number of goals you can work on at the same time. However, it would be easy to overload yourself with too many goals-in-progress. After all, there are only so many hours in a day and so many things you can do at a time. So, work out a manageable number, which, for most people, is somewhere between 5 to 7 goals.

You should always have at least one short-term and one long-term goal at the same time. Long-term goals are those that you want to achieve in two years or longer. These goals keep you headed in the right direction and can give you something exciting to work towards, e.g. *I am aiming to be organised and confident person who handles responsibility with ease.*

Short-term goals are usually simpler and easier to achieve than long-term ones. They help you achieve frequent victories and keep the momentum going in the right direction, e.g. *I keep my work area neat and organised at all times.*



Putting the process into action

Choose your goals – the best example of goal-setting is to try setting your own goals. Put aside two hours to think through your lifetime goals. Work backward through a 25-year plan, 5-year plan, 1-year plan and 6-month plan to a 1-month plan.

Develop belief – the more you believe, the more you will strive to accomplish your goals. Without belief, your goals have little chance of being achieved.

Write it down – this way it no longer just a thought. Writing it down gives our goal shape and substance. Goals should be written as positive statements and in present tense as if you already are the person you want to be.

Set realistic deadlines for the achievement of your goal. Setting a deadline increases motivation to achieve a goal.

Define your reasons – by ensuring you have strong, honest reasons why you want to achieve a particular goal, you give motivation to the act of accomplishing that goal.

Set your sub-goals – by breaking a goal down into sub-goals, you make it easier to achieve the smaller parts of the whole. You'll find yourself making real progress towards your greater goals which may look too intimidating to achieve.

Step-by-step – there are usually tasks you need to do to accomplish a sub-goal. By focusing on the easy-to-achieve tasks, you'll feel less overwhelmed.

Visualise your goals – the sub-conscious drives behaviour. When you form an image in your mind of the achievement of the task, it is as if you are already there – your actions will move you toward the image you have created.

Read your goals regularly – never underestimate the power of verbal suggestion and repetition on the accomplishment of goals.

Build in rewards – when you have achieved your sub-goals, check them off. Reward and encourage yourself to be confident about your abilities to accomplish what you have set out for yourself.



Goal setting

Before planning any event or occasion, it is necessary to decide what you want to achieve – your *goals* – through your planning.

The detail and time-frames associated with planning have parallels in goal setting. Short-term goals usually refer to those that can be achieved in the foreseeable future. They may have a time-frame of weeks or months, but they are the ones you can realistically expect to achieve if you follow a set plan. They are also the ones you can plan for in detail, with a reasonable expectation of accuracy.

For example, most students can reasonably expect to complete this year, or at least this semester, at their current school. With knowledge and experience of school and your own strengths and weaknesses you can set yourself goals. You can plan and achieve them by the end of each week, term or semester. These will then extend to the end of the year and become part of your long-term goals.

Long-term goals – the ones that have a year or more as a time-frame – have a greater degree of uncertainty about them. This doesn't mean they can't be achieved. What it does mean is that the path to their achievement is likely to be more convoluted (it can have lots of sidetracks before it is reached). Achieving long-term goals depends on achieving the short-term goals to get there. To do this, it is important to set goals that are realistic.

In Sarah's case, it looks as though achievement of the long-term goal is not going to be as straightforward as she had thought.

Sarah expects to complete year 12 in a few months and has her heart set on becoming a media presenter. Long-term, she wants to freelance, travel the world and present TV reports from overseas.

Sarah decided a long time ago that media was all she wanted to do. All her plans have focused on achieving this. She did all the 'right' things: appropriate subjects – ones with a media emphasis, she worked consistently and achieved above-average levels in her subjects; and she had work experience in media.

Sarah has approached the radio and TV stations, looking for a job – preferably on air – when she finishes school. So far, no success. She is disappointed, but hasn't changed her mind. Currently she is working extra hours in her casual job.



Goal setting continued..

Strategies for achieving goals

Are you getting there?

- A List your goals that you have achieved in the past week.
- B List your goals you have achieved this term.
- C In the table below, tick the actions you have done in the past week and month that will help you to achieve your goals.

Action	Week	Month
I did some planning		
I did work experience		
I identified one or more personal qualities		
I identified one or more talents		
I did some handy preparation		
I did some useful organizing		

Action	Week	Month
I was persistent		
I identified one or more skills		
I had a positive attitude		
I used some good timing		
I completed a useful investigation		
I acquired some handy information		

If you can tick all the above items, things are really happening for you. Keep going! If not, it is time to start making them happen.

Source: adapted from Boyd, S., Maguire, J. & Sanders, D. (1998). Work Studies: a Career Education Approach. Book 2 Macmillan, pp 248–251.



Glossary

Word	Page number	Approximate meaning	Confirmed meaning



Anticipation Guide

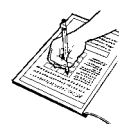
Reflect on the following statements and check the *True* or *False* columns. You will have an opportunity to revisit and reflect on your responses at the end of the activity.

	True	False
Customer service skills learnt on the front counter of a fast food outlet will be valuable in future employment situations.		
You should always smile when answering the telephone.		
It is acceptable to put a client on hold so that an important email can be responded to.		
What we hear is always what was said.		
Jobs requiring you to deal with customers are less stressful than purely technical jobs.		
Eye contact should be avoided when dealing with customers.		
It is important that customers realise how well informed you are.		
Service industries employ fewer people than other industry areas because of advances in technology.		
The way you dress and stand has nothing to do with communicating with customers.		
Listening requires the use of only the ears.		



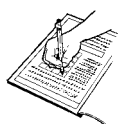
Transformers

Negatives	Positives	Criteria
It's not my job		<input type="checkbox"/> shows empathy <input type="checkbox"/> acknowledges customer's position <input type="checkbox"/> recognises customer's needs <input type="checkbox"/> facilitates a positive conclusion to a transaction
Hang on a tick...		<input type="checkbox"/> shows empathy <input type="checkbox"/> acknowledges customer's position <input type="checkbox"/> recognises customer's needs <input type="checkbox"/> facilitates a positive conclusion to a transaction
What's up?		<input type="checkbox"/> shows empathy <input type="checkbox"/> acknowledges customer's position <input type="checkbox"/> recognises customer's needs <input type="checkbox"/> facilitates a positive conclusion to a transaction
You can't say that!		<input type="checkbox"/> shows empathy <input type="checkbox"/> acknowledges customer's position <input type="checkbox"/> recognises customer's needs <input type="checkbox"/> facilitates a positive conclusion to a transaction
You don't understand		<input type="checkbox"/> shows empathy <input type="checkbox"/> acknowledges customer's position <input type="checkbox"/> recognises customer's needs <input type="checkbox"/> facilitates a positive conclusion to a transaction
I can't do that		<input type="checkbox"/> shows empathy <input type="checkbox"/> acknowledges customer's position <input type="checkbox"/> recognises customer's needs <input type="checkbox"/> facilitates a positive conclusion to a transaction
I'm too busy		<input type="checkbox"/> shows empathy <input type="checkbox"/> acknowledges customer's position <input type="checkbox"/> recognises customer's needs <input type="checkbox"/> facilitates a positive conclusion to a transaction
I don't know how		<input type="checkbox"/> shows empathy <input type="checkbox"/> acknowledges customer's position <input type="checkbox"/> recognises customer's needs <input type="checkbox"/> facilitates a positive conclusion to a transaction
You have to		<input type="checkbox"/> shows empathy <input type="checkbox"/> acknowledges customer's position <input type="checkbox"/> recognises customer's needs <input type="checkbox"/> facilitates a positive conclusion to a transaction



Checklist: Customer Service Skills

Process	Criteria	Very Good	Satisfactory	Poor
Attends	<input type="checkbox"/> Greets customers/clients promptly			
	<input type="checkbox"/> Smiles when greeting clients			
	<input type="checkbox"/> Makes direct eye contact			
	<input type="checkbox"/> Uses customer's name if known			
	<input type="checkbox"/> Uses appropriate language			
	<input type="checkbox"/> Maintains appropriate posture			
Assesses	<input type="checkbox"/> Uses open questions to assess needs			
	<input type="checkbox"/> Uses closed questions to obtain details			
	<input type="checkbox"/> Repeats requests to ensure understanding			
	<input type="checkbox"/> Reassures customers			
Acts	<input type="checkbox"/> Resolves the requirements of customers or clients			
	<input type="checkbox"/> Invites customers or clients to return			
	<input type="checkbox"/> Uses closing phrases			
	<input type="checkbox"/> Makes sure business with customers is completed before conducting other business			



Matchmaking

Match each of the scenarios on the left with the most suitable medium for communicating with the customers.

A car that is at the dealer for its regular service is due to be collected by its owner at 5pm. At 4.30pm it becomes obvious that the car won't be ready in time because a part has not been delivered. The car's owner has completed the standard service form and left a work number and a mobile telephone number.

Mobile phone

A letter of complaint is received from a man who is angry that his driver's licence has been cancelled for 'no reason'. The writer is also upset that his 'repeated efforts' to telephone the agency have been unsuccessful. His licence has been cancelled because he has failed to pay a fine. The writer demands an immediate response to his inquiry.

Telephone

A UK customer of an Australian on-line shopping service has ordered a number of Christmas gifts for Australian family members. One of the items ordered is not available, despite the fact that its purchase was confirmed at the time of the original transaction.

Sign

A potential client wants to discuss options for catering a private function next month. Information about prices and menus is sought. Contact details have been left, including phone/fax numbers and email and postal addresses.

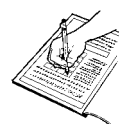
Notice

One of the children in a busy childcare centre has been found to have head lice. This discovery was not made until late in the afternoon and it took some time to contact the child's father. Parents of all children in the centre need to be advised of this when they collect their children. They also need information about the symptoms and treatment of head lice. There are some brochures with this information already in the reception area.

Letter

There has been a problem with the meat display cabinet in a busy supermarket. Despite the best efforts of staff, water from the cooling unit continues to leak slowly onto the floor. Customers need to be warned of this potential hazard until the leak is stopped.

Email



Pre-Post-Plan

PRE	POST
ACTION PLAN	



Anagrams

1. It seems that one hug is sufficient
_____ (6)
2. Transform a roc into fabulous sea creature
_____ (4)
3. Let's tip our hat to this writer
_____ (6)
4. A single thing which can be a mite upset
_____ (4)
5. See a change and take a break
_____ (4)
6. When you watch Glen dig he can become slightly annoyed
_____ (7)
7. The postal system is certainly confused in Lima
_____ (4)
8. You need tools to manufacture this seat
_____ (5)
9. A disembowelment predictably, though strangely, rids
Nan of these entrails
_____ (7)
10. Tried my ax out in a way which stuffed the animals
I worked on
_____ (9)



Teamwork

Being a team player means demonstrating the capacity to work effectively with other people on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.

(Key Competencies, 1996)

Possibly the greatest cause of communication breakdown within any organisation is the failure of groups of individuals to work harmoniously. Team skills are those that enable us to work constructively with others.

The idea of teamwork is not a new one. People have known for a long time that shared knowledge is often of higher quality, and therefore of greater benefit, than ideas generated by one person alone, however creative that person may be. Benefits may include:

Worker	Customers/Clients	Organisation
<ul style="list-style-type: none">• More diverse tasks to work on• Opportunity to observe different ways of doing things• Access to help when needed• Networking with others• Personal interaction• Job satisfaction	<ul style="list-style-type: none">• Faster, higher quality service• Direct link to the appropriate people delivering the product or service in the organisation• Access to more than one person to solve problems	<ul style="list-style-type: none">• Faster production/ service• Reduced costs• Improved quality of service/product• Access to shared brain-power• Dispersion of expertise and knowledge within organisation



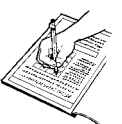
What skills and understandings do people need to work as 'well-oiled' members of a team?

The following behaviours are a good start:

Members:

- Work toward the same goal
- Acknowledge the different roles each member plays in the team
- Realise that they depend upon each other for success
- Value the diverse skills, abilities and personalities in the team
- Feel that decisions belong to them
- Listen to others' points of view
- Put forward ideas and suggestions
- Share information
- Contribute to the positive nature of the team
- View conflict as healthy and an opportunity to develop
- Deal with conflict constructively
- Strive for a positive result.

'Dream Teams' are not made overnight. They require time and effort to develop and maintain.



Conflict and teamwork

It is a popular myth that effective teams are characterised by the absence of conflict. In fact, in effective teams conflict becomes productive. Conflicting ideas are critical in discovering solutions to problems.

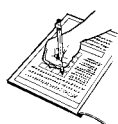
Mediocre teams are characterised by:

- An apparent absence of conflict – members believe they must suppress their conflicting views in order to maintain harmony; and
- Polarity– managers speak out but conflicting views are deeply entrenched; everyone knows where everyone else stands, but there is little movement - everyone takes a defensive position.

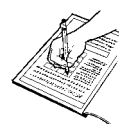
What sort of a team player are you?

Current research supports the idea that each member of the team makes a unique contribution. The following is a summary of Belbin’s research on roles in effective teams. For a work team to be fully effective, all nine roles need to be played out. Each role describes a set of ‘contributions’ and ‘allowable weaknesses’. Weaknesses are allowable provided the team has all nine roles represented.

Role	Contribution	Allowable weaknesses
Plant	Creative Imaginative Intelligent Solves difficult problems Introverted	Ignores details Too preoccupied to communicate effectively – needs to be drawn out
Resource/ Investigator	Extrovert Popular Enthusiastic Sociable Relaxed Explores opportunities Needs the team to pick up his contributions	Overly optimistic Loses interest once initial enthusiasm has passed
Coordinator	Mature Confident Good chair-person Focused Balanced Clarifies goals Delegates Good talker and listener Promotes decision-making Works well through others	Not brilliant or creative Can be seen as manipulative Delegates personal work



Role	Contribution	Allowable weaknesses
Shaper	Outgoing Dynamic Challenging Lots of drive Passionate Task leader Thrives on pressure Dominating	Over-sensitive Irritable Impatient Can provoke others Intolerant Hurts people's feelings
Monitor/ Evaluator	Intelligent Analytical Discerning Dependable Good judge Can pick flaws in arguments	Lacks drive Fails to inspire others Can be aloof Can be tactless
Teamworker	Holds team together Supportive Cooperative Efficient Practical Encourages others Popular and likeable Diplomatic	Uncompetitive Indecisive Easily influenced
Implementer	Disciplined Reliable Practical Organiser Strong planner Efficient Turns ideas into manageable tasks	Inflexible Does not lead Slow to respond to new possibilities
Completer or Finisher	Conscientious Urges the team to meet deadlines Checks details Delivers on time	Relentless follow-through can be unpopular Worries unduly Reluctant to delegate A bit of a 'nit-picker'
Specialist	Self-starter Single-minded Determined Dedicated Provides inputs of technical knowledge and skills	Contributes only to area of personal interest Gets bogged down with technicalities Not interested in 'vision' and 'big picture'





Good listening skills

The business of being a good listener is not easy. However, there are some basic delivery clues good listeners are 'cued' in to. They are:

Delivery Clues:

Identification:

1. Visual

What is written on the board or overheads. Any props the speaker uses give clues to the message being communicated.

2. Verbal

Of course, the actual **wording chosen** by the speaker gives clues to the message; but the **way the speaker uses the words** is also crucial to understanding.

What tone does the speaker adopt? Pitch? Speed? Repetition of ideas or phrases? Pauses?

Good listeners also **check for understanding**. They ask questions for clarification and more information.

The rate at which we listen is four times the rate at which most people speak. Good listeners make constructive use of the difference between **speed of thought** and talk rates.

3. Non-verbal

Hand gestures, facial expressions, eye contact and the way the instructor moves give clues to meaning. Good listeners **interpret** the meaning of non-verbal cues. They also **reflect** these cues back to the speaker, i.e. show empathy for and encouragement to the speaker.

Good listeners also use **note making strategies** to obtain and organise information.



Observation Key

Name	Works with others to set and achieve team goals	Participates actively in the team	Asks questions of clarification and information
	<input type="checkbox"/> Yes <input type="checkbox"/> No Notes:	<input type="checkbox"/> Yes <input type="checkbox"/> No Notes:	<input type="checkbox"/> Yes <input type="checkbox"/> No Notes:
	<input type="checkbox"/> Yes <input type="checkbox"/> No Notes:	<input type="checkbox"/> Yes <input type="checkbox"/> No Notes:	<input type="checkbox"/> Yes <input type="checkbox"/> No Notes:

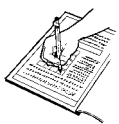


<p style="text-align: center;">Backs up opinions</p>	<p style="text-align: center;">Considers other members' ideas</p>	<p style="text-align: center;">Deals with conflict/ disappointment constructively</p>
<p><input type="checkbox"/> Yes <input type="checkbox"/> No Notes:</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No Notes:</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No Notes:</p>
<p><input type="checkbox"/> Yes <input type="checkbox"/> No Notes:</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No Notes:</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No Notes:</p>

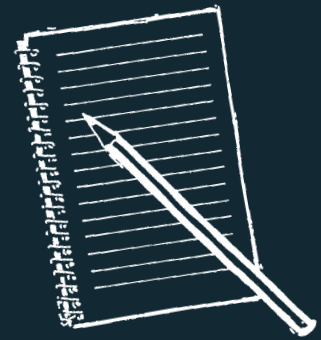


Spelling

1st	2nd	3rd	Other
accommodation	acommodation	accomodation	
burocracy	beauocracy	bureaucracy	
comitee	committee	comittee	
corespondance	correspondence	correspondance	
definite	definate	definet	
environmental	enviromental	enviromentle	
Febuary	Feburury	February	
ford	foreword	forward	
govament	government	goverment	
maintainance	maintenance	maintainence	
mescelaneous	miscellaneous	misellaneous	
occassion	occasion	ocasion	
recomendation	recommendation	reccomendation	
reconnaissance	reconaisence	reconnaisance	
their	thier	there	



Logbook





Some benefits of using logbooks in training include:

Recording

- your observations and reactions to activities presented during the workshop;
- descriptions of interesting ideas for future reference.

Reflecting on

- key points from each session in the workshop;
- the effectiveness of strategies implemented between modules.

Reshaping

- ideas presented in the workshop in order to apply them to your own situation.

Evaluating

- the content of sessions in order to provide the facilitator with feedback.

Exploring

- other participants' ideas and comments.

Your logbook pages are your personal property. You are free to keep your written notes to yourself, to or share them with the facilitator or other participants as you wish.

People learn through using language; the more thought you put into reflecting how the ideas and strategies presented can apply to your teaching situation, the more likely it is that **VETsteps** will make an impact on your teaching and your students' learning.

