



Task-based Activity Cover Sheet

Task Title: Supporting a Work Colleague

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes ___ No ___	
<b>Goal Path:</b> Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
<b>Task Description:</b> Learners will choose a scenario where a co-worker is struggling at the workplace and will think of various ways to support/help their colleague.	
<b>Competency:</b> F: Engage with Others	<b>Task Group(s):</b> F: Engage with Others
<b>Level Indicators:</b> F: Engage with Others	
<b>Performance Descriptors:</b> see chart on last page <a href="#">or click here.</a>	
<b>Links to skill building activities:</b> see the last page <a href="#">or click here.</a>	
<b>Materials Required:</b> <ul style="list-style-type: none"><li>• Group of at least two or more learners to allow for discussion</li><li>• Scenarios handout and task set</li><li>• Paper, pen/pencil</li><li>• Instructor can (it is not a prerequisite to doing this activity) review the skillbuilding process for this task by downloading the document “Working Together, Working Well” from Project READ Literacy Network, Learning Activity 3 – 1 (<a href="http://www.projectread.ca/resources/publications">http://www.projectread.ca/resources/publications</a>)</li></ul>	
<b>ESKARGO:</b> <b>Interpersonal Skills</b> <ul style="list-style-type: none"><li>• Builds good rapport</li><li>• Communicates effectively</li><li>• Demonstrates interest and attentive listening through body language and facial expression</li><li>• Lets people finish the point they are making without interruption</li><li>• Checks for meaning; asks questions to check for correct understanding</li><li>• Asks for more details when necessary; asks questions for clarification</li><li>• Shares own thoughts and ideas</li></ul>	

- Leave silences so other people can enter the dialogue or work out their own
- position
- Phrases suggestions as questions (e.g., instead of “I think we should...” asks, “What about doing...?”)
- Demonstrates respect for others
- Understands that people are different, have different strengths and abilities, different perspectives, different ways of doing things
- Considers the feelings, views and values of others
- Demonstrates tolerance, patience and flexibility
- Understands the need for different roles and responsibilities in working together
- Negotiates to establish consensus
- Acknowledges and uses the skills, strengths, ideas and opinions of other team members
- Contributes to decision-making by stating own ideas and points of view
- Accepts decisions made by the group
- Maintains honest and respectful communication
- Gives and receives feedback and criticism in constructive ways
- Considers feedback and advice given by other team members
- Helps out others when necessary

**Group Work or Team Work Skills**

- Understands what team work means, for example:
  - putting the desired team outcome first: individual interests take a secondary place
  - recognizing that members have different strengths and will make different contributions
  - taking steps to ensure that nobody feels left out or undervalued
  - exercising flexibility; sometimes accepting and going with someone else’s way of doing things
- Works as a member of a team
- Assumes appropriate share of the work load
- Participates in making group decisions and respects decisions once they are made

**Attitudes:**

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important                     
  Attitude is somewhat important                     
  Attitude is very important



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Co-workers on any job should support each other create a positive, team-work environment. Look at the workplace scenarios and choose one scenario to discuss and answer the tasks as a group of learners.

**Learner Information and Tasks:**

**Task 1:** Who does the scenario involve?

**Task 2:** What is the problem?

**Task 3:** Where is the problem taking place?

**Task 4:** When is the problem occurring?

**Task 5:** Why might the problem be occurring?

**Task 6:** How can co-workers support this colleague to solve the problem?



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## Scenarios

### Scenario 1

Fred, part of the accounting team, has a report due. The deadline is causing him stress. He is struggling to make the deadline. He has already been given extra time to complete the report but he just is not making any headway. This makes the accounting team look weak. How do they support Fred?

### Scenario 2

Jenny has come in late every day for week. She is part of the secretarial team along with 3 others. She has already received 2 warnings and if she is caught again, she will be fired. How can her co-workers help her arrive for work on time?

### Scenario 3

Sally works on the line with another colleague in a manufacturing company. She constantly makes mistakes measuring wood which causes them to throw out or waste a lot of wood. They work as a team. The more mistakes she makes, the more difficult it is for them to make their quotas. She makes repeated mistakes and yet she won't read any of the notices or memos sent around to employees. She says that there's nothing worth reading on the company bulletin board. Her co-worker thinks that Sally has a problem with reading and it's not just her being stubborn. How can they help her?



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**Answer Key**

**Task 1:** Who does the scenario involve?

**Scenario 1** - Fred and two other co-workers

**Scenario 2** – Jenny and three other co-workers

**Scenario 3** – Sally and one other co-worker

**Task 2:** What is the problem? (all problems could also include the effect the issue has on the work team)

**Scenario 1** - Fred is struggling to reach the deadline for a report and is stressed

**Scenario 2** – Jenny is coming in late every day

**Scenario 3** – Sally is making measuring mistakes and seems to have literacy issues

**Task 3:** Where is the problem taking place?

**Scenario 1** - could be at home or work

**Scenario 2** – could be at home or work

**Scenario 3** – at work – on the line

**Task 4:** When is the problem occurring?

**Scenario 1** - when the report is due (there could be varying answers to when)

**Scenario 2** – every day Jenny is suddenly late

**Scenario 3** – every shift (there could be varying answer to when)

**Task 5:** Why is the problem occurring?

**Scenario 1** - Fred is stressed with deadlines and can't seem to make them even though they are part of the job (there could be varying answers dependent on group discussion)

**Scenario 2** – something is occurring in Jenny's life lately that is making her consistently late (there could be varying answers dependent on group discussion)



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**Scenario 3** – Sally seems to have literacy issues and cannot make proper measurements or read memos on how to complete work properly

**Task 6:** How can co-workers support this colleague to solve the problem?

All answers for Task 6 will be based on the discussion of the learners and the validity will need to be determined by the instructor.



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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
F	<ul style="list-style-type: none"><li>recognizes roles of others</li></ul>			
	<ul style="list-style-type: none"><li>acknowledges and accepts others' perspectives</li></ul>			
	<ul style="list-style-type: none"><li>demonstrates a willingness to help others</li></ul>			

**This task:** was successfully completed\_\_\_ needs to be tried again\_\_\_

<b>Learner Comments</b>

\_\_\_\_\_  
**Instructor (print)**

\_\_\_\_\_  
**Learner Signature**



## Skill Building Activities

### Links to online resources:

NWT Literacy Council – “Soft Skills for Work Workbook” -

[http://www.nwtliteracy.ca/resources/adultlit/career\\_life\\_work/soft\\_skills\\_for\\_work\\_workbook.pdf](http://www.nwtliteracy.ca/resources/adultlit/career_life_work/soft_skills_for_work_workbook.pdf) - “Communication” section begins on page 17; complete a self-assessment of skills, learn about non-verbal cues

NWT Literacy Council – “Dealing with Conflict Workbook”

[http://www.nwtliteracy.ca/resources/adultlit/career\\_life\\_work/dealing\\_with\\_conflict\\_workbook.pdf](http://www.nwtliteracy.ca/resources/adultlit/career_life_work/dealing_with_conflict_workbook.pdf) – learn how to engage with others during conflict; learn healthy ways for managing conflict, including collaborating with others to ensure everyone’s needs and values are recognized

BBC Skillswise – “Communication Skills: Listening and responding” -

<http://www.bbc.co.uk/skillswise/factsheet/en36comm-l1-f-listen-and-respond> - get tips for conversing with others; show interest by listening carefully and acknowledging another’s comments with useful and appropriate responses

“Workplaces that Work: Interpersonal Communication” - <http://hrcouncil.ca/hr-toolkit/workplaces-interpersonal.cfm> -

article examines common misconceptions about the art of communicating and the importance of self-awareness in communication, and offers advice for sending and receiving verbal messages

“5 Tips for Successful Interaction in the Workplace” - <http://legacycultures.com/five-tips-for-respectful-interaction-in-the-workplace/> -

article describes 5 “Rules of Engagement” which include, being empathetic, seeking knowledge from many sources, looking for areas to agree or connect with others, acknowledging difference of opinion, and acting in ways that will build the self-esteem of others

### LearningHUB online courses available:

- **Essential Skills, Independent Study**

- Basic Skills for the Real World, Assignment 1 (improving phone skills, improving communication skills, compromising to resolve conflicts)
- Basic Skills for the Real World, Assignment 2 (how to deal with social issues, e.g. gangs, drugs, peer pressure)
- Basic Skills for the Real World, Assignment 3 (learning about customer service)
- Communications, Assignment 1: Interpersonal Communication (context, listening, speaking, making and answering requests)
- Communications, Assignment 2: Small Group Communication (working as a team, resolving disputes, participating in a meeting)

- **Essential Skills, Independent Study, Short Courses**

- Conflict Resolution Skills & Strategies
- Improving Your Job Skills
- Customer Service Essentials

- **Live Classes (SABA)**

- Essential Skills 101





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**\*To access LearningHUB courses**, learners must register for the LearningHUB e-Channel program by completing the registration form on their website and completing the course selection (page 2 of the registration form): [https://www.learninghub.ca/get\\_registered.aspx](https://www.learninghub.ca/get_registered.aspx)

**\*To Access LearningHUB Course Catalogue:**

<http://www.learninghub.ca/Files/PDF-files/HUBcoursecatalogue,%20December%202023,%202014%20revision.pdf>