JOBS 4ALL

STRENGTHENING THE EMPLOYABILITY AND KEY COMPETENCES OF YOUNG PEOPLE WITH DISABILITIES THROUGH THE DIGITAL TRANSFORMATION AND MODERNISATION OF YOUTH WORK

BOOKLET 1: EMPLOYABILITY SKILLS FOR ALL JOBS (GENERIC BUT BASED ON THE 3 JOBS)

PR2/A2: JOBS4ALL TRAINING PACK FOR SPECIFIC JOBS IN 3 DIFFERENT SECTORS

AUTHORS: METROPOLISNET | EMPHASYS CENTRE

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Project N°: 2021-2-EL02-KA220-YOU-000049207

Funded by the European Union

JOBS 4ALL

PROJECT INFORMATION

PROJECT ACRONYM: JOBS4ALL

WEBSITE: HTTPS://JOBS4ALL-PROJECT.EU/

SUB-PROGRAM OR KA: KA220-YOU - COOPERATION PARTNERSHIPS IN YOUTH

CONSORTIUM:

DEMOKRITOS
NATIONAL CENTRE FOR SCIENTIFIC RESEARCH

Emphasys CENTRE

MetropolisNet
European network of local development partnerships in metropolitan areas

LC YOUTH

APPDA | Coimbra

Zespół Szkół Specjalnych im. Janiny Porazińskiej w Ignacowie

2ο ΕΠΑΛ ΑΓΙΑΣ ΠΑΡΑΣΚΕΥΗΣ

Funded by the European Union

TABLE OF CONTENTS

DESCRIPTION 2
GLOSSARY 4
TOPIC 1: COMMUNICATION SKILLS 13
INTRODUCTION 13
TASKS 15
BEGINNER LEVEL 16
INTERMEDIATE LEVEL 24
ADVANCED LEVEL 31
TOPIC 2: ORGANIZATIONAL SKILLS 42
INTRODUCTION 42
TASKS 44
BEGINNER LEVEL 45
INTERMEDIATE LEVEL 48
ADVANCED LEVEL 52
TOPIC 3: COLLABORATION SKILLS 57
INTRODUCTION 57
TASKS 59
BEGINNER LEVEL 60
INTERMEDIATE LEVEL 69
ADVANCED LEVEL 75
TOPIC 4: INTERCULTURAL SKILLS 85
INTRODUCTION 85
TASKS 87
BEGINNER LEVEL 88
INTERMEDIATE LEVEL 96
ADVANCED LEVEL 101

DESCRIPTION

STARTING A JOB IS AN IMPORTANT STEP IN YOUR LIFE.

IT WILL BRING YOU MORE INDEPENDENCY,

OPPORTUNITIES FOR LEARNING,

MEETING NEW PEOPLE AND SATISFACTION.

THIS BOOKLET IS PREPARED ESPECIALLY FOR YOU.

YOU WILL LEARN SKILLS THAT YOU CAN USE

IN ANY JOB YOU DO, SUCH AS:

- **COMMUNICATION SKILLS**
  YOU WILL LEARN
  HOW TO TALK PROFESSIONALLY TO PEOPLE
- **ORGANIZATIONAL SKILLS**
  YOU WILL LEARN
  HOW TO ORGANISE YOUR WORK WELL
- **COLLABORATION SKILLS**
  YOU WILL LEARN
  HOW TO WORK PROFESSIONALLY WITH OTHER PEOPLE
- **INTERCULTURAL SKILLS**
  YOU WILL LEARN
  HOW TO BEHAVE APPROPRIATELY WHEN WORKING WITH PEOPLE FROM OTHER COUNTRIES AND CULTURES

YOU WILL GET TO KNOW SOME TYPICAL SITUATIONS IN WHICH

YOU CAN USE THESE SKILLS.

THE SKILLS ARE DIVIDED INTO THREE LEVELS:

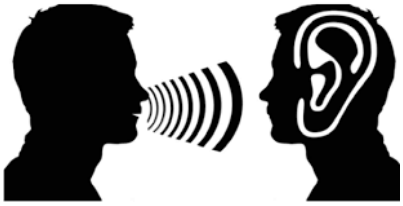
- BEGINNER LEVEL
- INTERMEDIATE LEVEL
- ADVANCED LEVEL

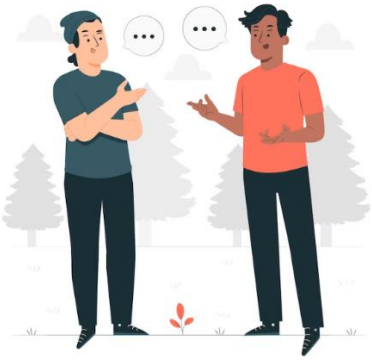
GLOSSARY

COLLABORATION	WORKING TOGETHER WITH OTHER PEOPLE PROFESSIONALLY	
SKILL	SOMETHING YOU HAVE LEARNED AND ARE ABLE TO DO	
EMPLOYABILITY	SKILLS AND ATTITUDES THAT HELP ONE FIND A JOB AND DO WELL IN THE JOB	
COMMUNICATION	EVERYTHING THAT IS SAID IN WORDS, GESTURES AND FACIAL MIMIC BETWEEN AT LEAST TWO PERSONS	

ORGANISATION	MAKING A PLAN OF HOW TO DO SOMETHING BEFORE STARTING, INCLUDING THE DIFFERENT STEPS AND TIME NEEDED	
BEHAVIOR	EVERYTHING YOU DO INTENTIONALLY	
DISCUSSION	A CHAT BETWEEN AT LEAST TWO PERSONS WITH DIFFERING OPINIONS ABOUT A SPECIFIC TOPIC. USING ARGUMENTS TO EXPLAIN AN OPINION.	

TRADITION	DOING THINGS, THE WAY THEY HAVE BEEN DONE ALREADY BY YOUR PARENTS AND GRANDPARENTS AND MANY OTHERS BEFORE YOU.
CULTURE	CUSTOMS AND TRADITIONS, ALSO RELIGION, OF A PERSON OR OF A COUNTRY OR OF A COMMUNITY
INTERCULTURALITY	INTERACTION BETWEEN PERSONS OF DIFFERENT CULTURES
AWARENESS	KNOWLEDGE ABOUT SOMETHING THAT YOU SHOULD KEEP IN MIND
HERITAGE	WHERE YOU ARE FROM (COUNTRY, CULTURE) OR WHERE YOUR FAMILY IS FROM

ACTIVE LISTENING	THE PROCESS OF FULLY FOCUSING, UNDERSTANDING, AND RESPONDING TO A SPEAKER, DEMONSTRATING ATTENTIVENESS AND ENGAGEMENT.	
VERBAL COMMUNICATION	THE EXCHANGE OF INFORMATION USING SPOKEN OR WRITTEN WORDS	
NON-VERBAL COMMUNICATION	THE TRANSMISSION OF MESSAGES WITHOUT THE USE OF WORDS, INCLUDING BODY LANGUAGE, FACIAL EXPRESSIONS, AND GESTURES.	

ONE-WAY COMMUNICATION	A COMMUNICATION MODEL WHERE INFORMATION FLOWS FROM THE SENDER TO THE RECEIVER WITHOUT IMMEDIATE FEEDBACK.	
TWO-WAY COMMUNICATION	A COMMUNICATION MODEL INVOLVING AN EXCHANGE OF INFORMATION BETWEEN A SENDER AND A RECEIVER WITH FEEDBACK.	
GREET CUSTOMERS	TO WELCOME AND ACKNOWLEDGE CUSTOMERS IN A POSITIVE AND FRIENDLY MANNER.	

INTERACT WITH CUSTOMERS	ENGAGING IN COMMUNICATION AND RESPONDING TO CUSTOMERS' NEEDS AND INQUIRIES.	
INTERPERSONAL SKILLS	ABILITIES AND BEHAVIORS THAT FACILITATE EFFECTIVE INTERACTIONS AND RELATIONSHIPS WITH OTHERS.	
CUSTOMER INTERACTION APPROACH	A METHOD OR STRATEGY USED IN COMMUNICATING WITH CUSTOMERS, ENCOMPASSING BOTH VERBAL AND NON-VERBAL ELEMENTS.	

DESIRABLE AND UNDESIRABLE RESPONSES	POSITIVE AND NEGATIVE REACTIONS OR BEHAVIORS IN THE CONTEXT OF COMMUNICATION	
EFFICIENT VERBAL AND NON-VERBAL COMMUNICATION	THE ABILITY TO CONVEY MESSAGES EFFECTIVELY AND APPROPRIATELY USING SPOKEN AND NON-SPOKEN ELEMENTS	

ORGANIZATIONAL SKILLS	THE ABILITY TO EFFICIENTLY MANAGE TIME, RESOURCES, AND TASKS, INVOLVING EFFECTIVE PLANNING, PRIORITIZATION, AND COORDINATION FOR ENHANCED PRODUCTIVITY AND GOAL ACHIEVEMENT.	
TIME MANAGEMENT	THE EFFECTIVE AND EFFICIENT UTILIZATION OF TIME TO PRIORITIZE TASKS, MEET DEADLINES, AND OPTIMIZE PRODUCTIVITY IN VARIOUS PERSONAL AND PROFESSIONAL CONTEXTS.	

TASK PRIORITIZATION	THE PROCESS OF ARRANGING AND RANKING TASKS BASED ON THEIR RELATIVE IMPORTANCE OR URGENCY, ENSURING EFFECTIVE TIME AND RESOURCE MANAGEMENT.	
SORTING	ARRANGING ITEMS IN A SPECIFIC ORDER, OFTEN BASED ON NUMERICAL OR ALPHABETICAL CRITERIA, TO MAKE DATA ORGANISATION MORE EFFICIENT.	

TOPIC 1: COMMUNICATION SKILLS

INTRODUCTION

IN THIS TOPIC YOU WILL LEARN SOME COMMUNICATION SKILLS.

STARTING A JOB IS AN IMPORTANT STEP IN YOUR LIFE

THAT WILL BRING YOU A LOT OF SATISFACTION

AND CHANCES FOR DEVELOPMENT.

THE PRIMARY PURPOSE OF THIS TOPIC

IS TO PROVIDE A STRUCTURED AND PROGRESSIVE

LEARNING PATH FOR INDIVIDUALS

LOOKING TO ENHANCE THEIR COMMUNICATION SKILLS.

THE PROGRAM AIMS TO CATER TO PARTICIPANTS

AT DIFFERENT PROFICIENCY LEVELS,

ENSURING A GRADUAL DEVELOPMENT OF ABILITIES.

THE OVERARCHING GOAL IS

TO EMPOWER INDIVIDUALS WITH THE

KNOWLEDGE, SKILLS AND ATTITUDES NECESSARY

FOR EFFECTIVE COMMUNICATION IN VARIOUS CONTEXTS,

ESPECIALLY WHEN INTERACTING WITH CUSTOMERS.

THE TRAINING MATERIAL IS DIVIDED INTO THREE LEVELS:

- BEGINNER LEVEL
- INTERMEDIATE LEVEL

- ADVANCED LEVEL

THE CONTENT FOCUSES ON DEVELOPING ESSENTIAL COMMUNICATION SKILLS.

YOU WILL LEARN COMMUNICATION SKILLS

THAT YOU CAN USE IN ANY JOB YOU DO SUCH AS:

- LISTEN ACTIVELY
- APPLY VERBAL AND NON-VERBAL COMMUNICATION
- RECOGNISE DESIRABLE AND NON-DESIRABLE RESPONSES
- GREET AND INTERACT WITH COSTUMERS
- GRASPING THE NUANCES OF ONE-WAY AND TWO-WAYS COMMUNICATION
- DEFINE INTERPERSONAL SKILLS
- BUILD CONFIDENCE IN COMMUNICATION

EXAMPLES AND ACTIVITIES HAVE BEEN SELECTED FOR YOU.

TASKS

NOW LET US SHOW YOU STEP BY STEP

HOW TO DO THE SIMPLE TASKS WHICH YOU NEED TO KNOW

AND PERFORM AT YOUR JOB IN ORDER TO

ENSURE PROPER COMMUNICATION.

DON'T WORRY IF YOU DON'T UNDERSTAND SOMETHING.

ASK FOR HELP WHEN YOU NEED IT.

GOOD LUCK!

BEGINNER LEVEL

BEING A GOOD COMMUNICATOR IS CRUCIAL IN ANY ROLE.

IN TODAY‘S BUSINESS WORLD WHICH HEAVILY RELIES ON THE EXCHANGE OF INFORMATION,

GREATER EMPHASIS IS BEING PLACED BY THE EMPLOYERS ON COMMUNICATION SKILLS.

DEVELOPING GOOD COMMUNICATION SKILLS

CAN HELP YOU IN ALL ASPECTS OF YOUR LIFE,

BOTH AT A PERSONAL AND A PROFESSIONAL LEVEL.

FOR INSTANCE, GOOD COMMUNICATION SKILLS

CAN HELP YOU WHEN YOU APPLY FOR A JOB

AND TO PERFORM WELL AT YOUR JOB.

AT A PERSONAL LEVEL, GOOD COMMUNICATION SKILLS

CAN IMPROVE YOUR PERSONAL RELATIONSHIPS

BY HELPING YOU TO BETTER UNDERSTAND OTHERS

AND TO BE UNDERSTOOD.

DEVELOPING EXCELLENT COMMUNICATION SKILLS

TAKES SOME TIME,

BUT HERE YOU CAN FIND A FEW THINGS

THAT YOU CAN APPLY IMMEDIATELY,

TO HELP YOU COMMUNICATE MORE EFFECTIVELY WITH OTHERS.

THIS TOPIC WILL PROVIDE YOU WITH

THE BASIC THEORETICAL BACKGROUND

REGARDING COMMUNICATION.

THEN, IT WILL GO THROUGH VARIOUS TIPS ON

HOW TO GET YOUR MESSAGE ACROSS EFFECTIVELY

(VERBALLY, NON-VERBALLY AND WRITTEN).

FINALLY, IT WILL SHOW YOU

HOW TO BECOME A BETTER LISTENER

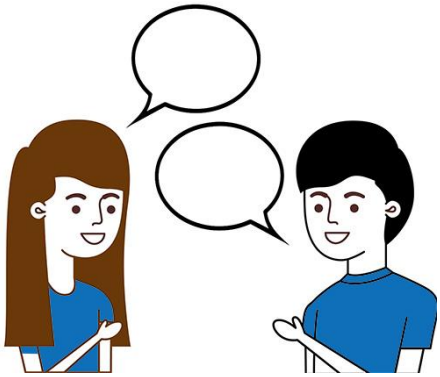
FOR DEEPER COMMUNICATION.

COMMUNICATION SKILLS ENCOMPASS

AN INDIVIDUAL'S ABILITY TO CONVEY INFORMATION OR

EXPRESS THOUGHTS, IDEAS, AND EMOTIONS TO OTHERS.

MESSAGE



SENDER **RECEIVER**

THREE ELEMENTS:

1. SENDER:

   THE PERSON WHO WANTS TO CONVEY THE INFORMATION
2. MESSAGE:

   CONTENT OF INFORMATION THAT THE SENDER WANTS TO TRANSFER
3. RECEIVER:

   THE PERSON TO WHOM THE MESSAGE IS DIRECTED TO

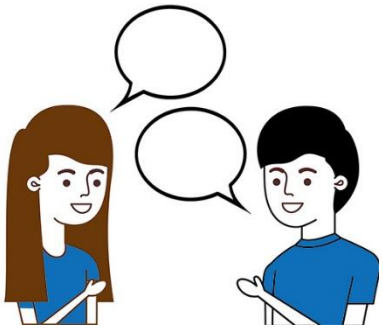
ACTIVE LISTENING:

RESPONDING TO SOMEONE SPEAKING TO YOU

INVOLVES HALTING YOUR CURRENT ACTIVITY

AND FOCUSING ON THEIR MESSAGE.

SUBSEQUENTLY, RESPOND TO WHAT THEY HAVE COMMUNICATED.

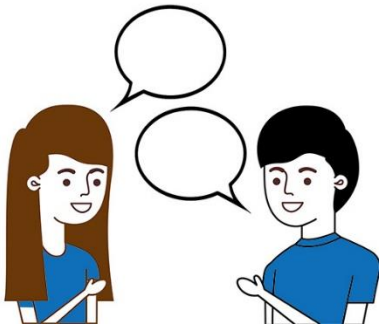


1. COULD YOU PLEASE CLEAN THE TABLE?
2. YES, SURE! I WILL DO IT NOW.

THERE ARE TWO TYPES OF COMMUNICATON:

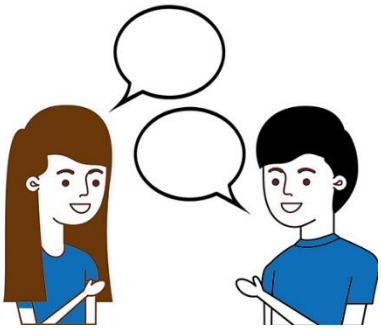
- VERBAL: SPOKEN WORDS AND LANGUAGE
- NON-VERBAL: GESTURES, FACIAL EXPRESSIONS, POSTURE, EYE CONTACT, TONE OF VOICE, APPEARANCE

VERBAL



1. HAVE A GOOD DAY!
2. SEE YOU AROUND!

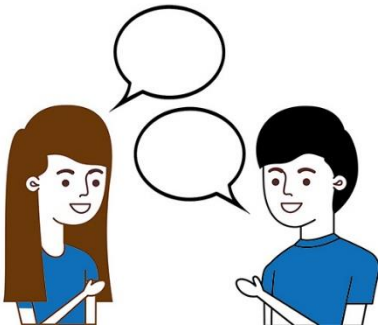
NON-VERBAL



INITIATING GREETINGS UPON ENCOUNTERING SOMEONE FOR THE FIRST TIME,

INVOLVES UTILIZING EITHER VERBAL OR NON-VERBAL COMMUNICATION.

- VERBAL: EXPRESS GREETINGS SUCH AS SAYING
  - "HELLO" OR
  - "GOOD MORNING",
  - "GOOD AFTERNOON" (AFTER 12:00 P.M.),
  - "GOOD EVENING" (AFTER 18:00 P.M.).
- NON-VERBAL: GENTLY NOD YOUR HEAD UPWARDS WHILE SMILING, OR SIMPLY WAVE YOUR PALM TO THE RIGHT AND LEFT.



1. GOOD MORNING! HOW ARE YOU?

2. HEY! GOOD MORNING! I AM FINE THANKS, AND YOU?

3. GOOD AS WELL!

DESIRABLE VS UNDESIRABLE RESPONSE

DESIRABLE:

POSITIVE, EMPATHETIC AND SUPPORTIVE RESPONSE

THAT ACKNOWLEDGES THE OTHER PERSON'S FEELINGS OR

THOUGHTS AND SEEKS TO UNDERSTAND OR

ADDRESS THEIR CONCERNS.

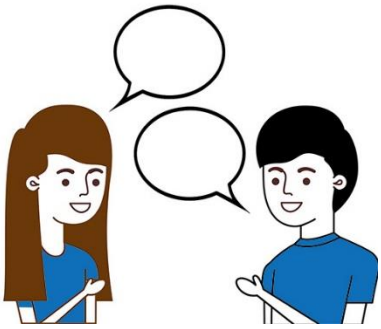
UNDESIRABLE:

NEGATIVE, DISMISSIVE, LACKS EMPATHY.

UNDESIRABLE RESPONSE CAN DAMAGE RELATIONSHIPS AND

CONTRIBUTE TO MISUNDERSTANDINGS AND CONFLICTS.

DESIRABLE RESPONSE



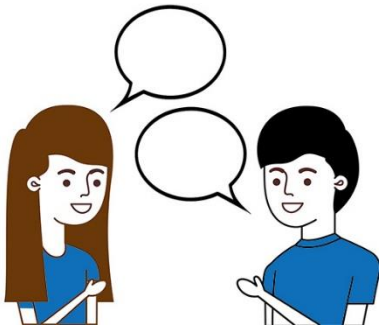
1. COULD YOU PLEASE HELP ME CHANGE THE SHEETS?

2. YES SURE!

OR

2. I WOULD LOVE TO BUT I HAVE TO MOP THE FLOOR.

UNDESIRABLE RESPONSE



1. COULD YOU PLEASE HELP ME CHANGE THE SHEETS?

2. NO

OR

2. NO I HAVE OTHER RESPONSIBILITIES.

INTERMEDIATE LEVEL

COMMUNICATION WAYS

ONE-WAY COMMUNICATION:

INFORMATION FLOWS FROM SENDER TO RECEIVER

WITH MINIMUM OR NO FEEDBACK.

THE RECEIVER SIMPLY RECEIVES IT

WITHOUT PARTICIPATION OR PROVISION OF INPUT.

TWO-WAY COMMUNICATION:

INFORMATION IS EXCHANGED BETWEEN

SENDER AND RECEIVER

WITH IMMEDIATE FEEDBACK.

ACTIVE PARTICIPATION FROM BOTH PARTIES

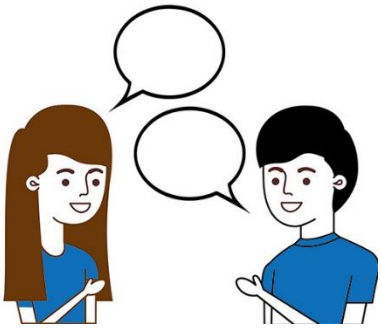
ALLOWING INTERACTIVE AND DYNAMIC CONVERSATION

WHERE MESSAGES ARE NOT ONLY SENT

BUT ALSO RECEIVED

AND ENCOURAGES DIALOGUE AND MUTUAL UNDERSTANDING.

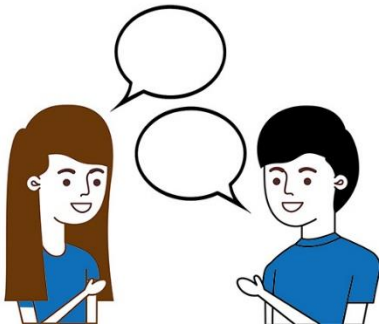
ONE-WAY



1. ARE DAIRY PRODUCTS PERISHABLE?

2. YES.

TWO-WAY



1. ARE DAIRY PRODUCTS PERISHABLE?

2. YES, AND SO ARE MEAT AND FISH.

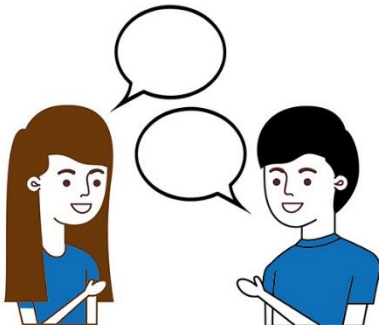
COMMUNICATION WITHIN THE WORK ENVIRONMENT

HOLDS SIGNIFICANT IMPORTANCE,

EMPOWERING INDIVIDUALS TO EXPRESS THEMSELVES

AND ENGAGE PROACTIVELY

IN CONTRIBUTING TO THE WORKPLACE.

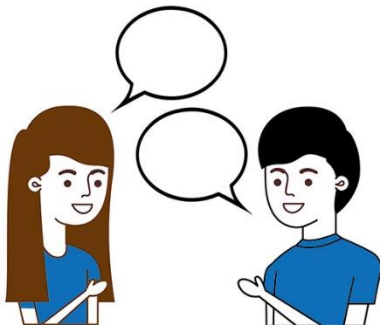


1. HEY! I AM DONE WITH MY TASKS!
IS THERE ANYTHING ELSE I CAN DO TO SUPPORT YOU OR A COLLEAGUE?

2. THAT'S GREAT! YES!
LET'S PREPARE THE TABLES FOR THE DINNER NOW TO SAVE SOME TIME LATER!

ESSENTIAL PRINCIPLES FOR APPROPRIATE COMMUNICATION INCLUDE:

- ARTICULATE YOUR THOUGHTS CLEARLY AND SPEAK AT A PACE THAT ENSURES UNDERSTANDING.
- AVOID INTERRUPTING WHEN SOMEONE ELSE IS SPEAKING; INSTEAD, WAIT FOR THEM TO COMPLETE THEIR SENTENCE BEFORE RESPONDING.
- PROVIDE UNDIVIDED ATTENTION TO OTHERS DURING CONVERSATIONS.



1. PLEASE BE CAREFUL WHEN PEELING THE ONION BECAUSE…

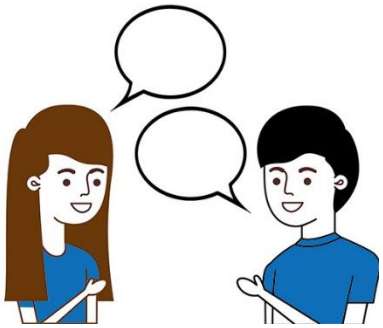
2. I AM EXTRA CAREFUL USING THE KNIFE!

3. I WAS TRYING TO WARN YOU THAT ONIONS MAKE YOUR EYES BURN.

EFFECTIVE LISTENING SKILLS

- STOP TALKING AND DON'T INTERRUPT -
  IF YOU ARE TALKING, YOU ARE NOT LISTENING
- KEEP AN OPEN MIND -
  LISTEN WITHOUT JUDGING THE OTHER PERSON
- LISTEN AND PICTURE WHAT THE SPEAKER IS SAYING -
  FOR BETTER COMPREHENSION AND UNDERSTANDING ALLOW YOUR MIND TO MENTALLY PICTURE
  THE INFORMATION BEING COMMUNICATED
- GIVE INDICATORS THAT YOU ARE LISTENING -
  A SIMPLE NOD OR A WELL-TIMED 'HMMM' OR 'UH HUH'
  CAN DO THE TRICK
- PAY ATTENTION TO NON-VERBAL CUES -
  AS MENTIONED EARLIER WORDS CONVEY ONLY
  A FRACTION OF THE MESSAGE, THUS
  ATTENTION NEEDS TO BE GIVEN TO THE
  BODY LANGUAGE AS WELL.

A SKILLED COMMUNICATOR DEMONSTRATES EFFECTIVE VERBAL AND NON-VERBAL COMMUNICATION.



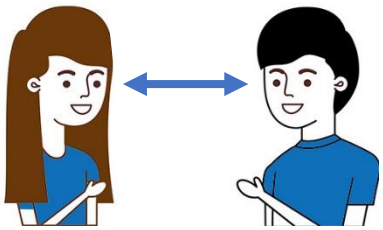
1. HEY MADAM! COULD YOU PLEASE TELL ME WHERE I CAN FIND THE FRESH FRUIT AND VEGETABLES?

2. CORRIDOR 5

TIPS TO IMPROVE NON-VERBAL COMMUNICATION:

1. MAINTAIN EYE CONTACT:

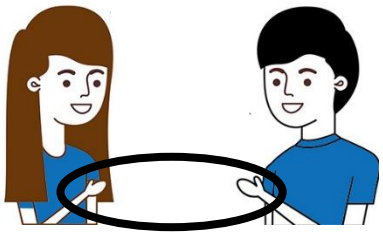
   BY MAINTAINING EYE CONTACT IT SHOWS THE PEOPLE YOU SPEAK TO THAT YOU ARE PRESENT



2. TALKING WITH YOUR HANDS:

   PEOPLE WHO USE HAND GESTURES TO COMMUNICATE TEND TO BE VIEWED AS WARM, AGREEABLE AND ENERGETIC.

   THUS, FOR BETTER COMMUNICATION USE YOUR HANDS.



ACTIVE LISTENING

ACTIVE LISTENING ENSURES A MORE ACCURATE

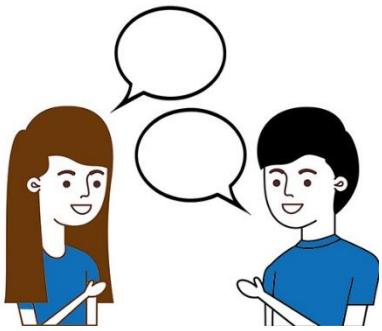
INTERPRETATION OF THE SPEAKER'S MESSAGE,

FOSTERS RAPPORT, AND

CREATES A CONDUCIVE ENVIRONMENT

FOR MEANINGFUL DIALOGUE:

- PAY ATTENTION, SHOW INTEREST AND
  AVOID DISTRACTION
- SHOW UNDERSTANDING,
  DEMONSTRATE ENGAGEMENT
  THROUGH NON-VERBAL COMMUNICATION
  LIKE NODDING AND EYE CONTACT
- RESPOND APPROPRIATELY, OFFER FEEDBACK,
  PARAPHRASE, ASK FOR CLARIFICATION
  TO CONFIRM UNDERSTANDING



1. I THINK THAT WOULD BE ALL.
DO YOU HAVE ANY QUESTIONS?

2. COULD YOU PLEASE REPEAT THE PREPARATION REQUIREMENT OF VEGETABLES?

3. SURE! I UNDERSTAND IT WAS TOO MUCH INFORMATION FOR ONE DAY.

ADVANCED LEVEL

INTERPERSONAL SKILLS ARE THE ABILITIES

THAT INDIVIDUALS USE TO INTERACT AND COMMUNICATE

EFFECTIVELY WITH OTHERS.

THESE SKILLS ARE ESSENTIAL FOR

BUILDING POSITIVE RELATIONSHIPS,

COLLABORATING IN A TEAM AND

NAVIGATING SOCIAL SITUATIONS.

APART FROM COMMUNICATION AND ACTIVE LISTENING,

AN INDIVIDUAL SHOULD ALSO POSSESS THE FOLLOWING SKILLS:

- EMPATHY
- CONFLICT RESOLUTION
- TEAMWORK
- ADAPTABILITY
- PROBLEM SOLVING
- NEGOTIATION

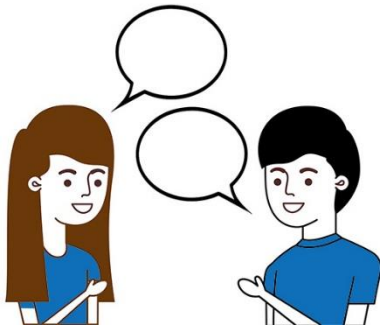
EMPATHY:

IT IS THE ABILITY TO UNDERSTAND AND SHARE

FEELINGS OF OTHERS,

ACKNOWLEDGING THEIR PERSPECTIVE

WITH CARE AND COMPASSION.



1. I MADE A MISTAKE WHILE PREPARING THE LAST ORDER.
I FEEL REALLY BAD ABOUT IT.

2. I CAN IMAGINE THAT MUST BE STRESSFUL FOR YOU.
WE ALL MAKE MISTAKES, AND I APPRECIATE YOUR HONESTY IN BRINGING IT UP.
LET'S FIND A SOLUTION AND MINIMIZE THE IMPACT ON THE TEAM.

IN THIS EXAMPLE,

COLLEAGUE 2 EXPRESSES UNDERSTANDING OF

COLLEAGUE 1'S FEELINGS,

ACKNOWLEDGES THE MISTAKE WITHOUT BLAME,

AND OFFERS SUPPORT IN FINDING A RESOLUTION.

THIS RESPONSE DEMONSTRATES EMPATHY

BY RECOGNIZING AND ADDRESSING

THE EMOTIONAL IMPACT OF THE SITUATION.

CONFLICT RESOLUTION:

IT IS THE ABILITY TO NAVIGATE CONFLICTS,

LISTEN TO DIFFERENT PERSPECTIVES

FIND COMMON GROUND AND

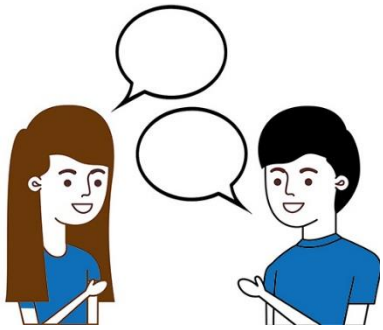
WORK COLLABORATIVELY TOWARDS SOLUTIONS

THAT SATISFY ALL PARTIES INVOLVED.

IT CONTRIBUTES TO A HARMONIOUS WORK ENVIRONMENT,

EFFECTIVE TEAMWORK AND

THE MAINTENANCE OF HEALTHY RELATIONSHIPS.



1. I HAVE NOTICED THAT YOU HAVE BEEN CONSISTENTLY MISSING SOME DETAILS IN ROOM CLEANING.

2. I APPRECIATE YOU BRINGING THIS TO MY ATTENTION. I APOLOGIZE. I WILL DO MY BEST.

IN THIS SCENARIO,

COLLEAGUE 2 ACKNOWLEDGES THE ISSUE,

TAKES RESPONSIBILITY,

AND PROPOSES A SOLUTION TO ADDRESS THE PROBLEM.

THIS RESPONSE DEMONSTRATES A COMMITMENT

TO CONFLICT RESOLUTION, IMPROVEMENT, AND MAINTAINING

HIGH STANDARDS IN CUSTOMER SERVICE.

TEAMWORK:

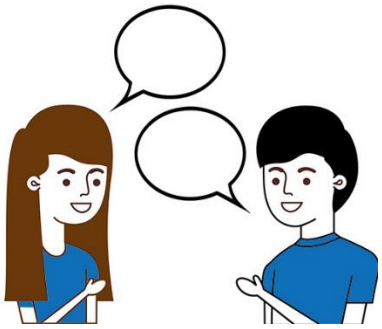
IT IS A COLLABORATIVE EFFORT OF INDIVIDUALS

WORKING TOGETHER TOWARDS A COMMON GOAL.

IT INVOLVES MUTUAL SUPPORT, EFFECTIVE COMMUNICATION,

AND THE POOLING OF SKILLS AND RESOURCES

TO ACHIEVE SHARED TASKS OR PROJECTS.



1. WE HAVE A LARGE DINNER RESERVATION TONIGHT AND THE KITCHEN IS GETTING BUSY.
WE NEED TO ENSURE EVERYTHING IS PREPARED ON TIME.

2. OK. PLEASE LET ME KNOW HOW I CAN SUPPORT.

IN THIS EXAMPLE,

COLLEAGUE 2 ACKNOWLEDGES THE SITUATION AND

SUGGESTS A CLEAR DIVISION OF RESPONSIBILITIES,

EMPHASIZING OPEN COMMUNICATION

FOR ASSISTANCE IF NEEDED.

THIS DEMONSTRATES A TEAMWORK-ORIENTED APPROACH

IN A KITCHEN SETTING, WHERE

COLLABORATION AND COORDINATION ARE ESSENTIAL FOR

DELIVERING HIGH-QUALITY SERVICE DURING A BUSY PERIOD.

ADAPTABILITY:

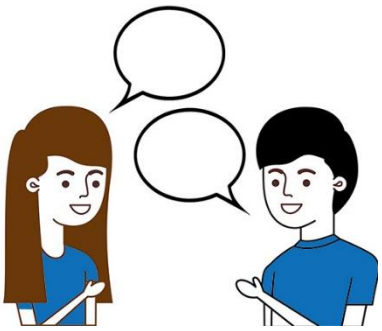
IT IS THE ABILITY TO ADJUST AND THRIVE IN CHANGING

CIRCUMSTANCES OR ENVIRONMENTS.

IT INVOLVES BEING FLEXIBLE, OPEN TO NEW IDEAS

AND ABLE TO MODIFY ONE'S APPROACH OR BEHAVIOR

IN RESPONSE TO EVOLVING SITUATIONS.



1. I WAS LOOKING FOR THIS PRODUCT BUT IT SEEMS YOU ARE OUT OF STOCK.
IT'S A BIT DISAPPOINTING.

2. I APOLOGISE FOR THE INCONVENIENCE.
IT SEEMS WE 'VE RUN OUT OF THAT SPECIFIC ITEM. WE HAVE ALREADY PLACED AN ORDER AND WE WILL HAVE IT BACK IN STOCK NEXT WEEK.

IN THIS EXAMPLE,

THE SHOP ASSISTANT ADAPTS TO THE SITUATION

BY ACKNOWLEDGING THE ISSUE,

OFFERING AN ALTERNATIVE, AND

SHOWING FLEXIBILITY TO MEET THE CUSTOMER'S NEEDS.

THIS DEMONSTRATES ADAPTABILITY

IN HANDLING UNEXPECTED CIRCUMSTANCES AND

ENSURING A POSITIVE CUSTOMER EXPERIENCE.

PROBLEM SOLVING:

IT IS THE PROCESS OF IDENTIFYING A CHALLENGE AND

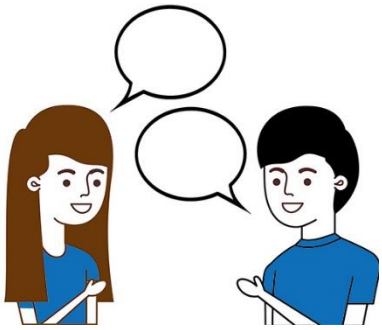
FINDING EFFECTIVE SOLUTIONS TO OVERCOME THE PROBLEM.

IT INVOLVES ANALYZING THE SITUATION,

EVALUATING POSSIBLE SOLUTIONS,

MAKING DECISIONS AND

IMPLEMENTING ACTIONS TO SOLVE IT.



1. WE'RE RUNNING LOW ON KEY INGREDIENTS FOR TONIGHT'S SPECIALS AND THE SUPPLIER WON'T DELIVER UNTIL TOMORROW.

2. LET'S CHECK OUR INVENTORY FOR ALTERNATIVES AND MAYBE MODIFY THE SPECIALS SLIGHTLY.
I WILL ALSO CONTECT ANOTHER SUPPLIER FOR AN EMERGENCY DELIVERY.
CAN YOU INFORM THE KITCHEN STAFF TO MAKE THE NECESSARY ADJUSTMENTS TO THE MENU?

IN THIS SCENARIO,

COLLEAGUE 2 ACKNOWLEDGES THE PROBLEM,

PROPOSES PRACTICAL SOLUTIONS, AND

ASSIGNS TASKS TO ADDRESS THE ISSUE IN THE KITCHEN.

THIS DEMONSTRATES A PROBLEM-SOLVING APPROACH

TO ENSURE A SMOOTH OPERATION AND

MAINTAIN THE QUALITY OF SERVICE

DESPITE UNEXPECTED CHALLENGES.

NEGOTIATION:

IT IS A COMMUNICATIVE PROCESS IN WHICH INDIVIDUALS

ENGAGE IN DISCUSSIONS TO REACH

A MUTUALLY ACCEPTABLE AGREEMENT.

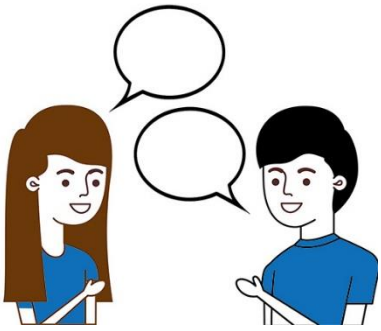
IT INVOLVES EXCHANGING IDEAS, MAKING CONCESSIONS

AND FINDING COMMON GROUND.

NEGOTIATION REQUIRES A WILLINGNESS TO CONSIDER

DIFFERENT PERSPECTIVES IN ORDER TO

CREATE OUTCOMES THAT SATISFY ALL PARTIES INVOLVED.



1. WE'RE SHORT ON STORAGE SPACE, AND I NEED TO ALLOCATE MORE SPACE FOR NEW INVENTORY.

2. HOW ABOUT WE REARRANGE THE LAYOUT?
I CAN PROPOSE A NEW ARRANGMENT THAT ACCOMODATES OUR NEEDS.

IN THIS EXAMPLE,

COLLEAGUE 2 ACKNOWLEDGES THE ISSUE,

PROPOSES A SOLUTION THAT CONSIDERS BOTH PARTIES'

NEEDS, AND INVITES INPUT FROM COLLEAGUE 1.

THIS DEMONSTRATES A NEGOTIATION APPROACH

TO FINDING A MUTUALLY BENEFICIAL RESOLUTION

IN A WAREHOUSE SETTING.

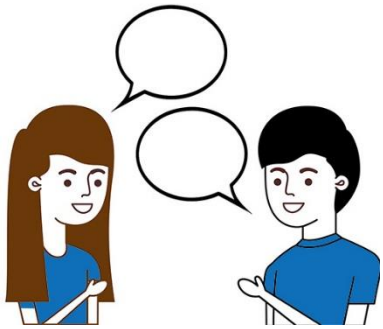
CUSTOMER SERVICE ORIENTATION:

CUSTOMER COMES FIRST:

OF COURSE, YOU WANT TO MAKE A GOOD FIRST IMPRESSION

AND START WELCOMING A CUSTOMER AND ESTABLISH

THE CONTACT IN A FRIENDLY AND RESPECTFUL WAY.



1. HELLO! WELCOME!
HOW CAN I HELP YOU?

2. I HAVE PLACED AN ORDER.
COULD YOU PLEASE TELL ME WHERE
THE COLLECTION POINT IS?

ONE GOOD CUSTOMER SERVICE EXPERIENCE

CAN CHANGE THE ENTIRE PERCEPTION

A CUSTOMER HOLDS TOWARDS THE ORGANISATION

(OR INTERNAL FACILITATING DEPARTMENT).

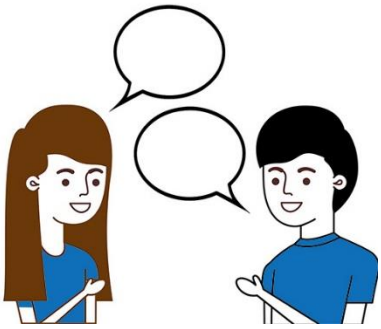
TIP!

TO ESTABLISH GOOD LONGER-TERM RELATIONS,

IT IS IMPORTANT TO ALSO REMEMBER PERSONAL DETAILS.

OF COURSE, UP TO A LEVEL THAT IS APPROPRIATE

TO THE KIND OF BUSINESS RELATION YOU HAVE.



3. SURE! WHAT IS YOUR NAME?

4. PAUL

5. THIS WAY MR. PAUL

IF YOU DEAL WITH CUSTOMERS

WHEN THEY COME TO YOU FRUSTATED OR UPSET,

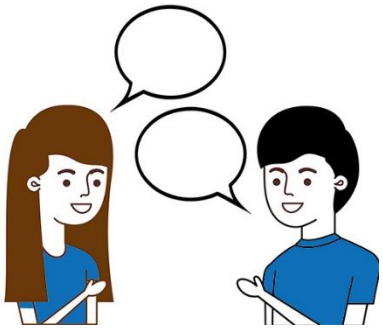
IT IS IMPORTANT TO STAY PATIENT.

MAKE SURE YOU TAKE TIME TO TRULY FIND OUT

WHAT THEY WANT.

TIPS:

- LISTEN IN AN EMPATHETIC WAY,
  DO NOT INTERRUPT
- LET OFF STEAM,
  DO NOT TELL THEM TO CALM DOWN
- TRY TO SUMMARISE THE PROBLEM
  TO SHOW YOU ARE LISTENING

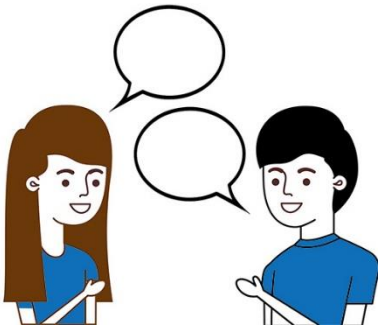


1. SO, YOU ARE TELLING ME THAT YOU HAVE RECEIVED AN ORDER WITH DELAY AND SOME OF THE ITEMS WERE MISSING.

2. THAT'S RIGHT.

- IF THERE IS CAUSE FOR THEM TO BE UPSET,

ASK WHAT YOU OR YOUR DEPARTMENT CAN DO
TO CORRECT THINGS OR TO IMPROVE



3. OKAY. WE APOLOGIZE.
LET ME CONTACT THE SALES
DEPARTMENT TO FIX OUR MISTAKE.

4. THANK YOU.

TOPIC 2: ORGANIZATIONAL SKILLS

INTRODUCTION

IN THIS TOPIC YOU WILL LEARN SOME ORGANIZATIONAL SKILLS.

STARTING A JOB IS AN IMPORTANT STEP IN YOUR LIFE

THAT WILL BRING YOU A LOT OF SATISFACTION

AND CHANCES FOR DEVELOPMENT.

THE PRIMARY PURPOSE OF THIS TOPIC

IS TO PROVIDE A STRUCTURED AND PROGRESSIVE

LEARNING PATH FOR INDIVIDUALS

LOOKING TO ENHANCE THEIR ORGANISATIONAL SKILLS.

THE PROGRAM AIMS TO CATER TO PARTICIPANTS

AT DIFFERENT PROFICIENCY LEVELS,

ENSURING A GRADUAL DEVELOPMENT OF ABILITIES.

THE OVERARCHING GOAL IS

TO EMPOWER INDIVIDUALS WITH THE

KNOWLEDGE, SKILLS, AND ATTITUDES NECESSARY

FOR EFFECTIVE TIME MANAGEMENT IN VARIOUS CONTEXTS,

ESPECIALLY WHEN BEING IN A WORK ENVIRONMENT.

THE TRAINING MATERIAL IS DIVIDED INTO THREE LEVELS:

- BEGINNER
- INTERMEDIATE

- ADVANCED

THE CONTENT FOCUSES ON DEVELOPING ESSENTIAL ORGANIZATIONAL SKILLS.

YOU WILL LEARN ORGANIZATIONAL SKILLS THAT YOU CAN USE IN ANY JOB YOU DO SUCH AS:

- MANAGE YOUR TIME
- PRIORITIZE TASKS
- CREATE TO DO LISTS
- FOLLOW THE PLAN

EXAMPLE AND ACTIVITIES HAVE BEEN SELECTED FOR YOU.

TASKS

NOW LET US SHOW YOU STEP BY STEP

HOW TO DO THE SIMPLE TASKS WHICH YOU NEED TO KNOW

AND PERFORM AT YOUR JOB IN ORDER TO

ENSURE PROPER ORGANIZATION.

DON'T WORRY IF YOU DON'T UNDERSTAND SOMETHING.

ASK FOR HELP WHEN YOU NEED IT.

GOOD LUCK!

BEGINNER LEVEL

ORGANISATIONAL SKILLS

ORGANISATIONAL SKILLS REFER TO A SET OF ABILITIES AND

COMPETENCIES THAT INDIVIDUALS POSSESS

TO EFFECTIVELY PLAN-PRIORITIZE-EXECUTE TASKS.

THEY ARE ESSENTIAL IN A WORKPLACE AND

THEY CONTRIBUTE TO THE INCREASE OF PRODUCTIVITY AND

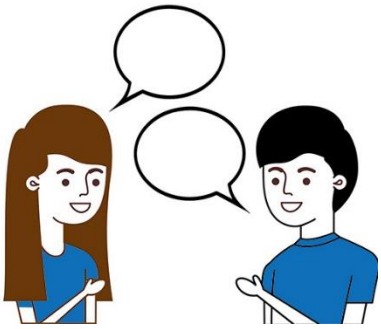
TO THE ACHIEVEMENT OF GOALS.

TIME MANAGEMENT IS THE ABILITY TO PRIORITIZE TASKS,

ALLOCATE TIME EFFICIENTLY AND MEET DEADLINES.

THIS INVOLVES UNDERSTANDING THE

URGENT AND IMPORTANT TASKS.



1. I HAVE TO FILE THE INVOICES TODAY.

2. FIRST, START BY SORTING THE INVOICES FROM THE OLDEST TO THE NEWEST AND THEN FILING THEM.

GOOD TIME MANAGEMENT ENABLES YOU

TO WORK SMARTER, NOT HARDER.

YOU WILL BE ABLE TO GET MORE DONE IN LESS TIME,

EVEN WHEN THERE IS LITTLE TIME AND

THE WORK PRESSURE IS HIGH.

TASK PRIORITIZATION

TASK PRIORITIZATION IS TO ARRANGE TASKS

BASED ON THEIR SIGNIFICANCE AND DEADLINES AND

ENSURE THAT IMPORTANT TASKS ARE ADDRESSED FIRST.

IT IS ESSENTIAL TO HAVE A CLEAR TIMELINE/DEADLINE

IN ORDER TO SET YOUR PRIORITIES RIGHT:

1. CREATE A TO-DO LIST:
   LIST ALL THE TASKS YOU
   NEED TO ACCOMPLISH
   INCLUDING THE DEADLINE

2. NUMBER TASKS BASED
   ON THE PRIORITY AND
   DEADLINE

KEEP YOUR TO-DO LIST UPDATED

REVIEW THE TASK LIST, SO THAT

YOU WILL NOT OVERLOOK SOMETHING IMPORTANT.

RUN THROUGH THESE TASKS

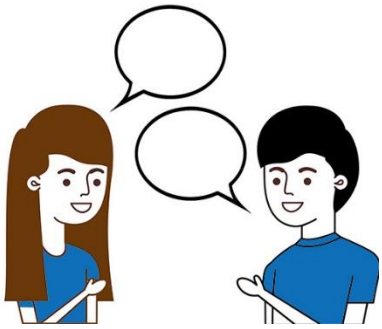
ALLOCATING IMPORTANCE AND

URGENCY AS DESCRIBED.

IF TOO MANY TASKS HAVE A HIGH PRIORITY,

RUN THROUGH THE LIST AGAIN AND

DENOTE THE LESS IMPORTANT ONES.



1. START THE DAY BY REVIEWING YOUR TASKS
2. I WILL DELETE THE TASKS I COMPLETED YESTERDAY
3. GREAT! THEN HIGHLIGHT THE TASKS TO BE DONE TODAY

INTERMEDIATE LEVEL

PLAN YOUR DAY

USING A CALENDAR TO ORGANISE YOUR DAY AND

THEREFORE, YOUR TIME.

STEPS:

1. CREATE TIME SLOTS

2. BLOCK SPECIFIC TIME FOR DIFFERENT TYPES OF TASKS

3. USE COLOR CODING TO VISUALLY DISTINGUISH

BETWEEN DIFFERENT TYPES OF ACTIVITIES OR CATEGORIES.

TIME	MON	TUE	WED	THU	FRI	SAT	SUN
07:00	WAKE UP						
08:00	BREAKFAST						
09:00	WORK						
11:00	COFFEE BREAK						
11:30	WORK						
13:00	LUNCH BREAK						
14:00	WORK						
16:00	FINISH WORK						
17:00	WATCH TV						
19:00	DINNER						
20:00	BATH						
21:00	SLEEP						

PLANNING INVOLVES

BREAKING DOWN LARGER TASKS INTO SMALLER TASKS

AND DEVELOPING A ROADMAP FOR THEIR COMPLETION.

BREAKING DOWN THE TASKS

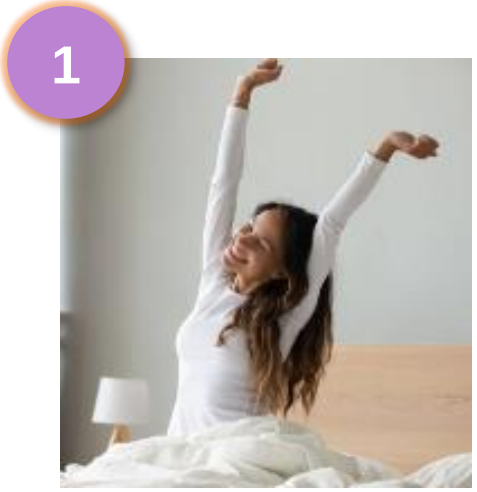
INTO SMALLER MORE MANAGEABLE SUBTASKS

HELPS TO ESTIMATE THE TIME REQUIRED FOR EACH SUBTASK.

EXAMPLE:

WAKE UP AND GET READY FOR WORK

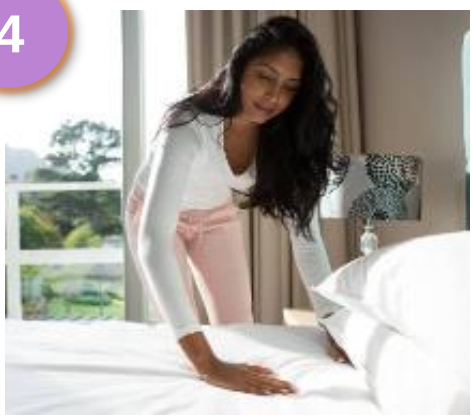
1. GET UP



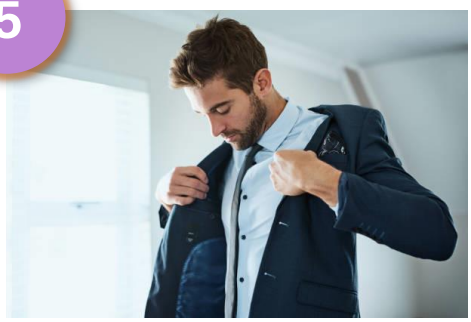
2. WASH YOUR FACE

3. BRUSH YOUR TEETH

4. MAKE THE BED



5. GET DRESSED



6. HAVE BREAKFAST

IN CASE YOU CANNOT ESTIMATE THE TIME FOR A SUBTASK,

CONSULT WITH COLLEAGUES WHO ARE MORE EXPERIENCED.

IN THAT CASE,

CONSIDER THAT YOU ARE INEXPRERIENCED AND

ESTIMATE ADDITIONAL TIME FOR YOU TO COMPLETE THE TASK.

ON THE OTHER HAND,

IF YOU ARE FAMILIAR WITH THE TASK,

YOU MIGHT BE ABLE TO COMPLETE IT MORE QUICKLY.

ADVANCED LEVEL

DECIDE WHAT MEDIUM WORKS BETTER FOR YOU

- OFFLINE: ON PAPER

- ONLINE: ON YOUR SMART DIGITAL DEVICE (SMARTPHONE OR LAPTOP)

IF YOU DECIDE TO GO WITH AN ONLINE TOOL,

PLEASE CHECK THE FOLLOWING EXISTING

FREE APPS AND TOOLS:

- TRELLO
- GOOGLE TASKS
- NOTES

TRY DIFFERENT ONES TO SEE WHICH ONE APPEALS TO YOU!

BENEFITS OF USING DIGITAL TOOLS:

- ACCESS AT ANY TIME WHEREVER YOU ARE
- EASY TO MODIFY
- SET REMINDERS
- TIME TRACKING

TIP!

KEEP TRACK OF THE TIME IT TOOK YOU

TO COMPLETE A CERTAIN TASK AND

REFLECT ON IT.

YOU WILL BE BETTER ABLE TO FORECAST

HOW MUCH TIME YOU WILL HAVE TO SPEND

NEXT TIME.

ONE OF THE MOST EFFECTIVE WAYS

OF IMPROVING YOUR PRODUCTIVITY

IS TO RECOGNISE TIME MANAGEMENT MISTAKES.

TIPS FOR TIME MANAGEMENT

- FOCUS:
  STAY FOCUSED WHILE
  EXECUTING YOUR TASKS

- TAKE BREAKS:
  TAKE SHORT BREAKS (10-15
  MIN), HAVE LUNCH!
  YOU NEED TO RELOAD.
  YOUR ENERGY WILL RETURN
  AND AFTER THE BREAK
  YOU MIGHT SUDDENLY FIND
  THE ANSWER TO A PROBLEM
  YOU WERE THINKING ABOUT
  BEFORE THE BREAK

- DEAL WITH STRESS:
  WHEN WORKLOAD IS
  GETTING TOO HIGH,
  STRESS OCCURS.
  AND UNDER STRESS
  YOU WILL GET TIRED EASILY,
  WHICH AFFECTS
  PRODUCTIVITY NEGATIVELY.
  TRY TO DELEGATE TASKS
  WHEN THERE IS AN
  OVERLOAD.

TAKING THE RESPONSIBILITY

EVERY PERSON WHO PERFORMS ANY KIND OF

MENTAL OR PHYSICAL EFFORT AS AN ASSIGNED TASK,

HAS A RESPONSIBILITY.

EACH PERSON HAS DIFFERENT RESPONSIBILITIES

DEPENDING ON THEIR POSITION.

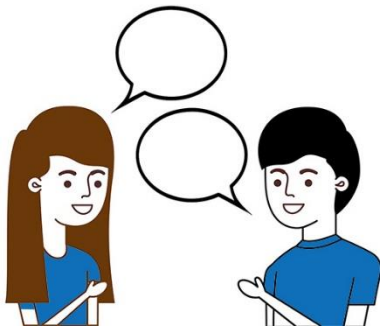
PLANNING IS IMPORTANT FOR DELIVERING TASKS ON TIME.

IN CASE OF FAILING TO PERFORM OR

IF DELAYS OCCUR,

THEN YOU ARE IN THE POSITION TO TAKE

FULL RESPONSIBILITY AND REACT.



1. I MADE A MISTAKE AND I APOLOGISE.
I AM SO SORRY ABOUT THIS.
IT IS TOTALLY MY FAULT.

2. DON'T WORRY.
LET'S TRY TO FIND A SOLUTION TOGETHER.

IF THERE IS A WAY TO RECOVER, THEN PROCEED.

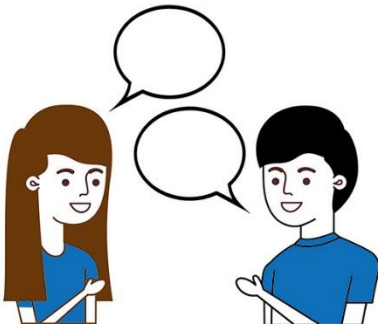
IF YOU NEED TO APOLOGIZE TO THE CUSTOMER, DO SO.

OTHERWISE,

YOU SHOULD COMMUNICATE WHAT HAPPENED

TO YOUR SUPERVISOR AND

DISCUSS POSSIBLE SOLUTIONS.



3. I WILL LET MY SUPERVISOR KNOW ABOUT IT AND I WILL SUGGEST ALTERNATIVES.

4. THAT'S GREAT!
EVERYTHING WILL BE ALRIGHT.

TOPIC 3: COLLABORATION SKILLS

INTRODUCTION

IN THIS TOPIC YOU WILL LEARN SOME COLLABORATION SKILLS.

STARTING A JOB IS AN IMPORTANT STEP IN YOUR LIFE

THAT WILL BRING YOU A LOT OF SATISFACTION

AND CHANCES FOR DEVELOPMENT.

THE PRIMARY PURPOSE OF THIS TOPIC

IS TO PROVIDE A STRUCTURED AND PROGRESSIVE

LEARNING PATH FOR INDIVIDUALS

LOOKING TO ENHANCE THEIR COLLABORATION SKILLS.

THE PROGRAM AIMS TO CATER TO PARTICIPANTS

AT DIFFERENT PROFICIENCY LEVELS,

ENSURING A GRADUAL DEVELOPMENT OF ABILITIES.

THE OVERARCHING GOAL IS

TO EMPOWER INDIVIDUALS WITH THE

KNOWLEDGE, SKILLS AND ATTITUDES NECESSARY

FOR EFFECTIVE COLLABORATION IN VARIOUS CONTEXTS,

ESPECIALLY WHEN WORKING WITH OTHER PEOPLE.

THE TRAINING MATERIAL IS DIVIDED INTO THREE LEVELS:

- BEGINNER LEVEL
- INTERMEDIATE LEVEL

- ADVANCED LEVEL

THE CONTENT FOCUSES ON DEVELOPING ESSENTIAL COLLABORATION SKILLS.

YOU WILL LEARN COLLABORATION SKILLS

THAT YOU CAN USE IN ANY JOB YOU DO SUCH AS:

- ASKING FOR HELP
- PROVIDING HELP
- DISCUSSING A TOPIC AND SHARING OPINION
- RECOGNIZE EMOTIONS
- FOLLOW BASIC ETIQUETTE AND CODE OF CONDUCT
- GETTING A TASK AND PERFORMING IT
- DISTRIBUTE TASKS WITHIN A TEAM
- MISTAKES AND CONFLICTS
- COLLEGIAL BEHAVIOR
- WORKING TOGETHER FOLLOWING A COMMON WORK PLAN
- DISCUSS AND FIND A COMPROMISE
- HOW TO SAY IF YOU DO NOT FEEL COMFORTABLE

EXAMPLE AND ACTIVITIES HAVE BEEN SELECTED FOR YOU.

TASKS

NOW LET US SHOW YOU STEP BY STEP

HOW TO DO THE SIMPLE TASKS WHICH YOU NEED TO KNOW

AND PERFORM AT YOUR JOB

IN ORDER TO

ENSURE PROPER COLLABORATION.

DON'T WORRY IF YOU DON'T UNDERSTAND SOMETHING.

ASK FOR HELP WHEN YOU NEED IT.

GOOD LUCK!

BEGINNER LEVEL

WORKING TOGETHER IS ALSO CALLED “COLLABORATION”.

ESPECIALLY IF YOU ARE WORKING TOGETHER

ON COMPLETING A COMMON TASK.

BUT ALSO, IF YOU EACH HAVE A DIFFERENT TASK

BUT THEY ALL DEPEND ON EACH OTHER.

WHEN YOU ARE WORKING,

YOU WILL HAVE OTHER PEOPLE WORKING WITH YOU.

THOSE ARE YOUR COLLEAGUES AND YOUR SUPERIORS.

WHEN YOU WORK TOGETHER WITH OTHER PEOPLE,

WHICH IS TO COLLABORATE,

YOU NEED TO KNOW

WHICH BEHAVIORS AND TYPES OF COMMUNICATION

ARE USEFUL AND APPROPRIATE.

THOSE CAN BE FOR EXAMPLE

HOW TO DISCUSS IN A USEFUL WAY WITH OTHERS OR

TO RESPECT EACH OTHER.

THIS WILL HELP YOU TO PERFORM YOUR TASKS WELL.

IT WILL ALSO HELP YOU TO HAVE A GOOD RELATIONSHIP

WITH YOUR COLLEAGUES AND YOUR SUPERIORS.

HAVING GOOD COLLABORATION SKILLS

CAN ALSO HELP TO AVOID CONFLICTS.

THEY ALSO HELP TO FIND GOOD SOLUTIONS

WHEN YOU HAVE DIFFERENT OPINIONS.

IN THIS LEVEL, YOU WILL LEARN

HOW TO PARTICIPATE IN A DISCUSSION.

THAT MEANS TO DISCUSS A WORK-RELATED TOPIC

WITH ONE OR MORE COLLEAGUES.

YOU WILL LEARN HOW TO COMMUNICATE DIFFERENT OPINIONS.

YOU WILL ALSO LEARN HOW TO FIND A SOLUTION

TO A PROBLEM TOGETHER.

YOU WILL LEARN HOW TO FOLLOW AN ETIQUETTE OR

A CODE OF CONDUCT AT YOUR WORKPLACE.

THAT MEANS TO KNOW, UNDERSTAND AND OBSERVE

THE RULES OF BEHAVIOR IN YOUR COMPANY

TOWARDS COLLEAGUES AND CUSTOMERS OR GUESTS.

YOU WILL BECOME AWARE OF DIFFERENT EMOTIONS OF

PEOPLE, FOR EXAMPLE,

IF THEY ARE HAPPY OR UNHAPPY,

STRESSED OR UPSET.

THAT MEANS YOU WILL LEARN DIFFERENT EMOTIONS

AND SIGNS HOW TO RECOGNIZE THEM IN OTHERS.

WHEN WORKING TOGETHER WITH COLLEAGUES

IT IS GOOD TO ASK QUESTIONS

WHEN YOU NEED HELP OR

WHEN YOU DO NOT KNOW SOMETHING.

THE SAME IS THE OTHER WAY AROUND:

YOU ALSO SHOULD OFFER YOUR HELP OR ADVICE

IF A COLLEAGUE IS NEEDING IT.

ASKING FOR HELP

FOR EXAMPLE, YOU MIGHT NEED
HELP WITH MOVING FURNITURE
WHEN CLEANING.

1. LOOK FOR A COLLEAGUE OF YOURS
2. GREET HIM OR HER
3. ASK IF HE OR SHE IS AVAILABLE
   TO HELP YOU AND WAIT FOR
   HIS OR HER REPLY
4. SAY WHAT YOU NEED
5. SAY “THANK YOU” AFTERWARDS

PROVIDING HELP

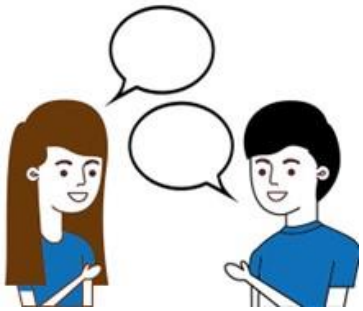
FOR EXAMPLE,

A COLLEAGUE DOES NOT KNOW WHERE TO PUT

THE NEWLY DELIVERED PALLETS.

YOU OFFER HELP.

1. YOU WATCH HOW A COLLEAGUE SEEMS LOST.
   YOU CAN SAY “DO YOU NEED HELP?”



2. OR IF THEY ASK YOU FOR HELP,
   YOU SAY “SURE, WHAT IS IT ABOUT?”
3. PROVIDE THE ANSWER IF YOU KNOW IT
   (FOR EXAMPLE “THE PALLETS GO TO FLOOR 11”).
4. IF YOU DON’T KNOW THE ANSWER TO THE QUESTION,
   SAY “I AM SORRY, I DON’T KNOW”.
5. AFTER THE COLLEAGUE THANKS YOU,
   YOU SAY “YOU’RE WELCOME”

DISCUSSING A TOPIC AND SHARING OPINION

IT WILL HAPPEN AT WORK

THAT YOU ARE HAVING A DISCUSSION WITH YOUR COLLEAGUES

AND YOU NEED TO EXPRESS YOUR OPINION.

WHEN DOING THIS,

LISTEN TO THE OTHER PERSON CAREFULLY AND

LET THEM FINISH.

THEY SHOULD ALSO LISTEN TO YOU AND

LET YOU FINISH.

YOU SHOULD GIVE A REASON FOR YOUR OPINION.

STAY CALM AND POLITE.

RECOGNIZE EMOTIONS

ALL PEOPLE HAVE DIFFERENT EMOTIONS.

THESE ARE FOR EXAMPLE

BEING HAPPY, BEING SAD, BEING ANGRY OR BEING SATISFIED.

THERE ARE MANY MORE EMOTIONS SUCH AS

UPSET, BORED, HOPEFUL OR EXCITED.

- AT YOUR WORKPLACE IT IS OFTEN USEFUL
  TO UNDERSTAND EMOTIONS.
  PERSONAL EMOTIONS AS WELL AS THOSE OF OTHERS.
- A PROFESSIONAL ATTITUDE AT WORK INCLUDES
  NOT SHOWING ALL EMOTIONS TO YOUR COLLEAGUES,
  FOR EXAMPLE ACT OUT WHEN YOU ARE ANGRY OR SAD.
- HOWEVER, IT IS OKAY IF YOU SAY THAT
  YOU DISAGREE WITH SOMETHING OR
  THAT YOU DO NOT FEEL WELL.
- THE OTHER WAY AROUND,
  IT IS GOOD TO RECOGNIZE
  WHETHER YOUR COLLEAGUE IS RELAXED OR STRESSED.
- IT IS GOOD TO SHOW EMPATHY. EMPATHY MEANS
  TO FEEL HAPPY FOR SOMEONE WHO IS HAPPY OR
  TO FEEL SORRY FOR SOMEONE WHO IS SAD.

HAVING SOME AWARENESS ABOUT

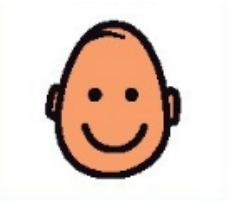
YOUR OWN FEELINGS AND EMOTIONS

AND THOSE OF OTHERS, HELPS YOU

TO FIT INTO A TEAM OF PEOPLE WHO COLLABORATE.

WHAT ARE THESE EMOTIONS?

HAPPY, CHEERFUL



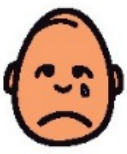
SCARED

SURPRISED

UPSET, ANGRY

FRUSTRATED,
STRESSED,
WORRIED

SAD



FOLLOW BASIC ETIQUETTE AND A CODE OF CONDUCT

AT ANY WORKPLACE AND IN ANY COMPANY,

YOU WILL FIND THE SO-CALLED CODE OF CONDUCT

OR ETIQUETTE.

THERE ARE RULES ON HOW TO DRESS AND

HOW TO BEHAVE TOWARDS YOUR COLLEAGUES AS WELL AS

TOWARDS CUSTOMERS OR GUESTS DURING WORK.

WHEN YOU START YOUR JOB,

GET FAMILIAR WITH THESE RULES AND OBSERVE THEM.

SOME RULES HOWEVER, ARE NOT WRITTEN DOWN SOMEWHERE

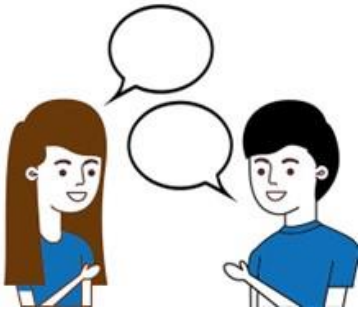
BUT ARE BASIC ETIQUETTE.

- FOR EXAMPLE,
  GREET YOUR COLLEAGUES
  WITH A “GOOD MORNING”
  OR A FRIENDLY “HELLO”

- ALSO, YOU SHOULD KNOW
  HOW TO INTRODUCE YOURSELF
  WHEN YOU ARE NEW.

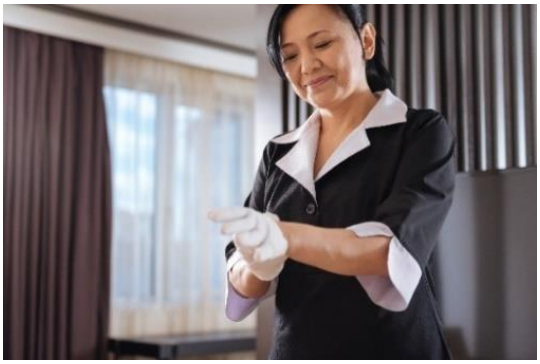
  SAY YOUR NAME AND
  YOUR WORK POSITION.

  ASK THE OTHERS FOR THEIR NAMES.



- IN GENERAL, YOU SHOULD FOLLOW THE RELEVANT ETIQUETTE BASED ON WITH WHOM YOU ARE ON A FIRST-NAME BASIS AND WITH WHOM YOU ARE ON A LAST-NAME BASIS.
- FINALLY, MAKE SURE TO BE DRESSED NEATLY AND ACCORDING TO WORKPLACE RULES.

  FOR EXAMPLE, CHECK COLOR REQUIREMENTS OR IF YOU NEED TO WEAR LONG TROUSERS OR BLOUSES.



INTERMEDIATE LEVEL

IN THIS LEVEL, YOU WILL LEARN

HOW TO PERFORM TASKS WITHIN A TEAM.

YOU WILL LEARN WHAT IT MEANS

TO TAKE RESPONSIBILITY FOR A TASK.

RESPONSIBILITY MEANS TO STICK TO AGREEMENTS AND

TO FULFILL YOUR OWN TASKS.

MOREOVER, YOU WILL UNDERSTAND WHAT TO DO

IN DIFFICULT SITUATIONS, SUCH AS CONFLICTS.

GETTING A TASK AND PERFORMING IT

AT ANY KIND OF JOB, YOU WILL HAVE A SUPERIOR WHO ASSIGNS TASKS TO YOU AND YOUR COLLEAGUES.

- WHEN YOU GET A TASK ASSIGNED, MAKE SURE YOU LISTEN CAREFULLY WHEN IT IS EXPLAINED TO YOU.
- ASK, IF YOU DO NOT UNDERSTAND SOMETHING.
- ASSESS IF YOU ARE ABLE TO DO IT OR IF YOU NEED SOME ASSISTANCE. ESPECIALLY WHEN YOU ARE NEW IN A JOB, YOU PROBABLY NEED TO LEARN SOME THINGS IN THE BEGINNING.
- WHEN YOU ARE PERFORMING YOUR TASK, MAKE SURE YOU DO IT WELL.
- YOU CAN ASK FOR FEEDBACK FROM COLLEAGUES OR YOUR SUPERIOR.
- ALSO, MAKE SURE YOU UNDERSTAND UNTIL WHEN YOU NEED TO BE FINISHED WITH YOUR TASK. THIS MAY BE A SPECIFIC TIME OR DAY.
- BE SURE THAT YOU HAVE ALL THE TOOLS YOU NEED TO PERFORM YOUR TASK. IF YOU ARE MISSING SOMETHING, ASK WHERE TO FIND IT.

DISTRIBUTE TASKS WITHIN A TEAM

WHENEVER YOU WORK WITH OTHER PEOPLE IN A TEAM, YOU MIGHT BE INVOLVED IN DECIDING TOGETHER WHO DOES WHAT.

- WHEN TASKS ARE DISTRIBUTED, MAKE SURE YOU ARE ABLE TO PERFORM THEM.
- WHEN YOU ARE NOT SATISFIED WITH THE DISTRIBUTION, POLITELY ASK IF YOU COULD HAVE ANOTHER TASK.
- HOWEVER, REMEMBER THAT TASKS SHOULD BE FAIRLY SHARED.
- ALL TASKS TOGETHER, WILL COMPLETE THE TEAM'S WORK.
- EACH PERSON, YOU AND YOUR COLLEAGUES, DEPEND ON EACH OTHER.
  SO, MAKE SURE YOU COMPLETE YOUR TASK AS INSTRUCTED AND TRY TO BE ACCURATE.

FOR EXAMPLE, THE CATERING TEAM IS ASSIGNED A TASK TO SET THE TABLES FOR A BIG EVENT:

- SOME PERSONS SET THE TABLECLOTH.

- SOME PERSONS SET THE PLATES.

- SOME PERSONS SET THE GLASSES AND POLISH THEM.

- SOME PERSONS SET THE DECORATION.

- SOME PERSONS FOLD AND PLACE THE NAPKINS.

- SOME PERSONS SET THE CUTLERY.

- SOME PERSONS PREPARE THE BUFFET TABLE.

THE RESULT WILL BE THE ONE OF GOOD TEAMWORK.

MISTAKES AND CONFLICTS

MISTAKES HAPPEN.

IT CAN HAPPEN TO YOU AND
IT CAN HAPPEN TO A
COLLEAGUE OF YOURS

TO MAKE A MISTAKE.

IF YOU MADE A MISTAKE,
IT IS IMPORTANT
THAT YOU MAKE SURE TO LEARN FROM IT.

THIS MEANS:

1. TELL YOUR COLLEAGUE OR SUPERIOR WHAT HAPPENED.
2. FIND OUT WHY IT HAPPENED.
3. IDENTIFY WHAT HELPS YOU TO PREVENT IT FROM HAPPENING AGAIN.
4. APOLOGIZE IF SOMEONE ELSE WAS AFFECTED BY YOUR MISTAKE.
5. MAKE IT BETTER NEXT TIME.

IF A COLLEAGUE OF YOURS MADE A MISTAKE,
TELL HIM OR HER IN A CALM WAY AND
DO NOT BE RUDE EVEN IF YOU ARE AFFECTED.

TRY TO UNDERSTAND WHAT HAPPENED.

MAYBE YOU CAN EVEN HELP YOUR COLLEAGUE
TO PERFORM BETTER NEXT TIME.

ADVANCED LEVEL

IN THIS LEVEL YOU WILL IMPROVE YOUR SKILL

TO FOLLOW A WORK PLAN AND

TO TAKE RESPONSIBILITY FOR YOUR OWN TASKS

AS WELL AS TEAMWORK.

WHEN WORKING TOGETHER WITH COLLEAGUES

YOU SHOULD KNOW HOW TO BEHAVE COLLEGIALLY.

THIS MEANS HOW TO SUPPORT EACH OTHER AND

TREAT EACH OTHER WITH FRIENDLINESS AND RESPECT.

AT WORK, YOU CAN ALSO LEARN A LOT FROM YOUR

COLLEAGUES BY WATCHING OR ASKING QUESTIONS.

THEY CAN ALSO LEARN THINGS FROM YOU.

IN A WORKPLACE THERE CAN BE DIFFERENT OPINIONS OR

SITUATIONS OF DISAGREEMENT.

THEREFORE, IT IS IMPORTANT TO KNOW HOW TO BEHAVE

IN SITUATIONS WHERE YOU HAVE ANOTHER OPINION OR

WHERE YOU DO NOT FEEL COMFORTABLE.

COLLEGIAL BEHAVIOR

AT ANY WORKPLACE,

A GOOD RELATION WITH YOUR COLLEAGUES

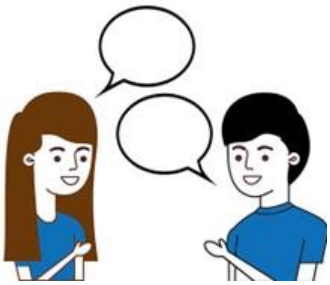
WILL HELP YOU TO FEEL COMFORTABLE AT WORK.

WHEN YOU SHOW A COLLEGIAL BEHAVIOR,

YOU WILL ENFORCE A GOOD RELATION.

YOU CAN SHOW COLLEGIAL BEHAVIOUR BY:

- ASKING
  "HOW ARE YOU?"



- OFFERING HELP

- HAVING A COFFEE OR LUNCH BREAK TOGETHER FROM TIME TO TIME

- KEEPING YOUR WORKSPACE CLEAN AND TIDY
- RESPECTING THAT YOUR COLLEAGUE MAY BE BUSY OR

NOT IN THE MOOD
TO CHAT

- BEING PUNCTUAL AT WORK
- COMPLETING YOUR TASKS ON TIME
- SHOWING INTEREST IN THEIR OPINIONS

WORKING TOGETHER FOLLOWING A COMMON WORK PLAN

IT WILL HAPPEN THAT YOUR SUPERIOR WILL ASSIGN TO YOU AND YOUR COLLEAGUES A COMMON WORK PLAN.

IF THIS IS THE CASE:

- MAKE SURE YOU KNOW WHAT IS YOUR PART OR TASK.
- BE CLEAR IF YOU WORK ALONE OR TOGETHER WITH A COLLEAGUE.
- MAKE SURE YOU HAVE AN OVERVIEW OF THE WORK PLAN AT HAND IN CASE YOU NEED TO LOOK SOMETHING UP.
- IT IS IMPORTANT TO UNDERSTAND THAT A COMMON WORK PLAN MEANS THAT YOU AND YOUR COLLEAGUES HAVE THE SAME GOAL TO ACHIEVE. FOR THIS, YOU NEED TO COMPLETE YOUR PARTS RELIABLY.

YOU MAY ALSO COMMUNICATE WITH EACH OTHER

SOME TIME IN BETWEEN.

EXAMPLE: PREPARING ALL INGREDIENTS FOR DINNER

- YOU AND YOUR TEAM ARE ASSIGNED
  TO PREPARE ALL INGREDIENTS FOR A DINNER.
- SOME ARE RESPONSIBLE FOR MEASURING THE AMOUNTS,
  SOME FOR CUTTING THE CHICKEN,
  SOME FOR WASHING OR PEELING THE VEGETABLES,
  SOME FOR CUTTING THE VEGETABLES.
- THE CHEF AND THE CHEF ASSISTANTS
  NEED THE INGREDIENTS AT A CERTAIN TIME
  TO START COOKING.

  SO, IT IS IMPORTANT THAT THE PERSONS
  WASHING OR PEELING THE VEGETABLES
  START EARLIER THAN THOSE WHO CUT THEM.

DISCUSS AND FIND A COMPROMISE

AT WORK, IT CAN ALSO HAPPEN THAT
YOU HAVE DIFFERENT OPINIONS.

FOR EXAMPLE,

- IF YOU DO NOT AGREE WITH DOING
  THE SAME TASK ALWAYS AND
  WANTING TO CHANGE IT.

  OR

- A COLLEAGUE OF YOURS TELLS YOU THAT
  YOU SHOULD DO YOUR WORK DIFFERENTLY.

IF SUCH A SITUATION OCCURS,
IT IS GOOD TO FOLLOW A PROFESSIONAL ATTITUDE.

- THIS MEANS NOT TO BE RUDE OR BE OFFENDED.
- RATHER, YOU SHOULD EXPLAIN CLEARLY
  WHAT IS BOTHERING YOU.
  YOU CAN ALSO MAKE A SUGGESTION
  ON HOW TO CHANGE IT.

ON THE OTHER HAND,
IF A COLLEAGUE COMPLAINS OR
TELLS HIS OR HER OPINION TO YOU,
YOU SHOULD LISTEN.

YOU CAN THEN EXPRESS WHAT YOU THINK.

TOGETHER YOU SHOULD FIND AN ARRANGEMENT
THAT IS SATISFYING FOR BOTH OF YOU.

THIS MEANS GETTING SOMETHING YOU WANT AND HAVING TO MAKE A CONCESSION.
BUT THE SAME APPLIES FOR YOUR COLLEAGUE.

THIS IS CALLED A “COMPROMISE”.

YOU CAN ALSO MAKE AN ARRANGEMENT FOR A CERTAIN TIME PERIOD AND THEN FIND A NEW ARRANGEMENT.

EXAMPLE:

- YOU DO NOT WANT TO BE RESPONSIBLE FOR TAKING OUT THE TRASH EVERY TIME.

- YOU PREFER TO BE RESPONSIBLE FOR SORTING THE DISHES FROM TIME TO TIME.

- SO, YOU COULD AGREE ON YOU TAKING OUT THE TRASH ONE TIME AND SORTING THE DISHES THE NEXT TIME.
  AND SO ON.

HOW TO SAY IF YOU DO NOT FEEL COMFORTABLE

AT WORK IT MAY HAPPEN THAT

YOU DO NOT FEEL COMFORTABLE,

FOR EXAMPLE, WITH A TASK.

OR WITH A PERSON.

IF THIS HAPPENS,

YOU SHOULD BE ABLE TO TALK PROFESSIONALLY

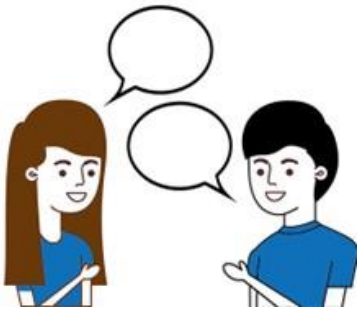
ABOUT THIS ISSUE.

THEN, YOU CAN PROBABLY FIND A SOLUTION

TOGETHER WITH YOUR COLLEAGUE OR YOUR SUPERIOR.

EXAMPLE: A TASK SEEMS TOO DIFFICULT.

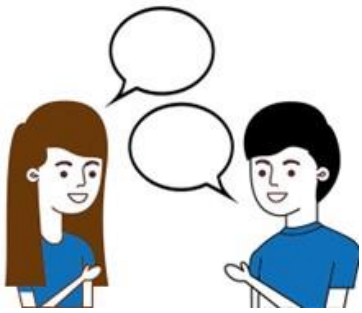
- IT IS IMPORTANT THAT YOU SHARE THIS TO AVOID THAT THE TASK IS NOT DONE OR THAT IT IS NOT PROPERLY DONE IN THE END.
- SO, ASK YOUR COLLEAGUE OR YOUR SUPERIOR FOR A CHAT.
- EXPRESS WHAT YOUR DOUBT.
- MAYBE YOU JUST NEED SOME MORE EXPLANATION OR HELP TO MANAGE THE TASK.



OTHERWISE, YOU SHOULD AGREE ABOUT
WHAT OTHER TASK YOU CAN DO.

EXAMPLE: YOU FEEL UNCOMFORTABLE WITH A PERSON.

- MAYBE SOMEONE IS REPEATEDLY UNFRIENDLY TO YOU.
  THEN YOU SHOULD SEEK FOR A CHAT AS WELL.
- YOU CAN SPEAK DIRECTLY TO THE PERSON.
- FOR INSTANCE, YOU CAN START BY
  ASKING HIM OR HER TO HAVE A
  COFFEE TOGETHER.



- WHEN SITTING TOGETHER
  ASK IF HE OR SHE LIKES
  WORKING WITH YOU.
- EMPHASIZE THAT YOU WOULD BE HAPPY
  IF THE COLLABORATION WAS A BIT SMOOTHER.
  ASK IF THERE IS SOMETHING YOU CAN DO.
- SOMETIMES, SUCH A TALK OPENS UP
  TO BETTER RELATIONS.

IF YOU DO NOT WANT TO TALK DIRECTLY OR
ALONE TO THAT PERSON,
YOU SHOULD FIRST SPEAK TO YOUR SUPERIOR.

- TELL HIM OR HER WHAT IS THE MATTER AND
  YOU COULD THEN SPEAK TOGETHER:
  YOU, YOUR SUPERIOR AND YOUR COLLEAGUE.

YOUR SUPERIOR CAN MEDIATE AND HELP FIND A SOLUTION.

TOPIC 4: INTERCULTURAL SKILLS

INTRODUCTION

IN THIS TOPIC YOU WILL LEARN SOME INTERCULTURAL SKILLS.

STARTING A JOB IS AN IMPORTANT STEP IN YOUR LIFE

THAT WILL BRING YOU A LOT OF SATISFACTION

AND CHANCES FOR DEVELOPMENT.

THE PRIMARY PURPOSE OF THIS TOPIC

IS TO PROVIDE A STRUCTURED AND PROGRESSIVE

LEARNING PATH FOR INDIVIDUALS

LOOKING TO ENHANCE THEIR INTERCULTURAL SKILLS.

THE PROGRAM AIMS TO CATER TO PARTICIPANTS

AT DIFFERENT PROFICIENCY LEVELS,

ENSURING A GRADUAL DEVELOPMENT OF ABILITIES.

THE OVERARCHING GOAL IS

TO EMPOWER INDIVIDUALS WITH THE

KNOWLEDGE, SKILLS AND ATTITUDES NECESSARY

FOR EFFECTIVE INTERCULTURAL SENSITIVITY

IN VARIOUS CONTEXTS,

ESPECIALLY WHEN INTERACTING WITH FOREIGN CUSTOMERS

AND COLLABORATING WITH FOREIGN CO-WORKERS.

THE TRAINING MATERIAL IS DIVIDED INTO THREE LEVELS:

- BEGINNER LEVEL
- INTERMEDIATE LEVEL
- ADVANCED LEVEL

THE CONTENT FOCUSES ON DEVELOPING ESSENTIAL INTERCULTURAL SKILLS.

YOU WILL LEARN INTERCULTURAL SKILLS

THAT YOU CAN USE IN ANY JOB YOU DO SUCH AS:

- WHAT IS CULTURE?
- IDENTIFY PEOPLE FROM OTHER CULTURES
- BODY LANGUAGE
- HOW YOU CAN LEARN MORE ABOUT OTHER CULTURES
- TOLERATE DIFFERENCES
- RULES OF THE WORKPLACE APPLY
- USE KNOWLEDGE ABOUT CULTURES TO ACT SENSITIVELY
- LEARN SOME BASICS IN FOREIGN LANGUAGES

EXAMPLE AND ACTIVITIES HAVE BEEN SELECTED FOR YOU.

TASKS

NOW LET US SHOW YOU STEP BY STEP

HOW TO DO THE SIMPLE TASKS WHICH YOU NEED TO KNOW

AND PERFORM AT YOUR JOB IN ORDER TO

ENSURE PROPER INTERCULTURAL SENSITIVITY.

DON'T WORRY IF YOU DON'T UNDERSTAND SOMETHING.

ASK FOR HELP WHEN YOU NEED IT.

GOOD LUCK!

BEGINNER LEVEL

NO MATTER WHAT KIND OF JOB YOU DO,

YOU WILL MEET PEOPLE FROM OTHER

CULTURES AND COUNTRIES.

THESE MAY BE YOUR COLLEAGUES,

THESE MAY BE CUSTOMERS, GUESTS, OR SUPPLIERS.

IT IS VERY HELPFUL TO KNOW A BIT ABOUT OTHER CULTURES.

YOU WILL UNDERSTAND PEOPLE AROUND YOU BETTER AND

HELP THEM TO UNDERSTAND YOU BETTER.

EVERYBODY BELONGS TO ONE OR MORE CULTURES.

SIMPLY PUT, “CULTURE” MEANS

A SPECIFIC SET OF CUSTOMS AND TRADITIONS.

THEY ARE OFTEN STRONGLY RELATED TO

A SPECIFIC COUNTRY OR RELIGION OR COMMUNITY OF PEOPLE.

CULTURAL DIFFERENCES MAY BE

HOW PEOPLE GREET EACH OTHER,

WHAT THEY ARE EATING, OR

HOW THEY DRESS.

THE SO-CALLED “INTERCULTURAL SKILLS”,

ARE ABOUT HOW YOU CAN RECOGNIZE AND

DEAL WITH CULTURAL DIFFERENCES.

A LOT OF IT IS ABOUT JUST KNOWING SOME THINGS AND BEARING THEM IN MIND.

FOR EXAMPLE, WHEN YOU ARE DEALING WITH CUSTOMERS OR GUESTS OR COLLABORATING WITH COLLEAGUES.

THIS IS CALLED “AWARENESS”.

AT THIS LEVEL YOU WILL LEARN WHAT CULTURE IS AND WHY IT SOMETIMES MATTERS AT WORK.

YOU ARE GOING TO LEARN

HOW TO IDENTIFY PEOPLE FROM OTHER CULTURES.

YOU WILL UNDERSTAND HOW TO BEHAVE AND SPEAK POLITELY IN INTERCULTURAL SITUATIONS AT WORK.

WHAT IS CULTURE?

THERE ARE MANY COUNTRIES AROUND THE WORLD.

EACH COUNTRY HAS ITS OWN CULTURE.

MANY EVEN HAVE VARIOUS CULTURES CONNECTED TO

DIFFERENT PEOPLE LIVING IN THE COUNTRY.

CULTURE HAS MANY ELEMENTS.

HERE YOU SEE SOME OF THEM:

LANGUAGE IS PART OF A CULTURE

EXAMPLES:

- GREEK, CHINESE, PORTUGUESE, SWAHELI, RUSSIAN, POLISH, GERMAN, DUTCH, ENGLISH, JAPANESE…

RELIGION IS PART OF A CULTURE

EXAMPLES:

- CATHOLIC, EVANGELIC, HINDU, MUSLIM, ORTHODOX, BUDDHIST, SHINTO…

CUSTOMS AND TRADITIONS IN DAILY LIFE ARE CULTURE SPECIFIC

EXAMPLES:

- BREAKFAST CAN BE RATHER EXTENSIVE
  (FOR EXAMPLE, IN SWEDEN).

  OR RATHER SMALL
  (FOR EXAMPLE, IN ITALY).

- DINNER TIME CAN BE RATHER EARLY
  (FOR EXAMPLE IN POLAND)
  OR RATHER LATE
  (FOR EXAMPLE IN GREECE).
- DRESSING CAN BE DIFFERENT,
  FOR EXAMPLE SOME MUSLIM OR HINDU WOMEN WEAR SCARVES ON THEIR HEADS.
- IN SOME ARAB COUNTRIES,
  MEN ARE DRESSED IN LONG WHITE CLOTHS.
- IN SOME COUNTRIES,
  MEN DO NOT WEAR SHORT TROUSERS.

COMMUNICATION DIFFERS AMONG CULTURES

EXAMPLES:

- IN SOME CULTURES, ASKING FIRST ABOUT
  WELLBEING AND FAMILY IS
  AN IMPORTANT PART OF A CONVERSATION
  (FOR EXAMPLE IN TURKEY).
- IN SOME CULTURES, ON THE CONTRARY,
  TALKING DIRECTLY ABOUT THE ISSUE IS COMMON
  (FOR EXAMPLE IN GERMANY).

WHAT IS PUNCTUAL IS DIFFERENT AMONG CULTURES

- IN SOME CULTURES, BEING PUNCTUAL MEANS
  YOU SAY TO MEET AT 6 O' CLOCK AND
  ALL APPEAR AT 6 O' CLOCK.
  PEOPLE FEEL THEY ARE LATE IF THEY APPEAR AT 6.10
  AND CALL TO SAY THEY ARE GOING TO BE LATE.
- IN OTHER CULTURES,
  YOU ARE NOT LATE WHEN YOU SAY TO MEET AT
  6 O' CLOCK AND APPEAR AT 6.30.

HOWEVER, WHEN YOU START A JOB, YOU SHOULD ASK WHAT IS EXPECTED.

IDENTIFY PEOPLE FROM OTHER CULTURES

APPEARANCE OFTEN CAN BE A GOOD HINT

THAT A PERSON ORIGINATES FROM

ANOTHER CULTURE OR COUNTRY.

BUT IF THIS IS NOT POSSIBLE FOR YOU,

DO NOT WORRY.

THE EASIEST WAY TO FIND OUT WHERE A PERSON IS FROM,

IS TO SIMPLY ASK.

- MOST PEOPLE LIKE TO TALK ABOUT
  WHERE THEY COME FROM.
- MOST PEOPLE LIKE IT
  IF YOU ARE INTERESTED IN THEM.

OF COURSE, IT IS POSSIBLE THAT THE PERSON

HAS BEEN LIVING IN YOUR COUNTRY SINCE MANY YEARS OR

WAS BORN HERE, TOO.

THEN THE PERSON MIGHT BE AT HOME IN TWO CULTURES.

IF YOU ASSUME THAT THEY MAY BE

FROM ANOTHER COUNTRY AND CULTURE,

YOU MAY ASK THEM THESE QUESTIONS:

- WHERE ARE YOU FROM?
- HAVE YOU BEEN HERE BEFORE?
- “DO YOU UNDERSTAND POLISH, GREEK, GERMAN AND PORTUGUESE… WELL?”
- DO YOU HAVE ANY SPECIAL NUTRITIONAL REQUIREMENTS?

THIS INFORMATION MAY BE RELEVANT,
IF YOU WORK IN A HOTEL OR IN GASTRONOMY.

BODY LANGUAGE

IN ALL CULTURES PEOPLE USE BODY LANGUAGE,

INCLUDING GESTURES AND MIMIC, TO COMMUNICATE.

GESTURES ARE BEING DONE WITH THE HANDS AND BODY.

MIMIC ENCOMPASSES ALL FACIAL EXPRESSIONS.

THOSE IN PART DIFFER BETWEEN CULTURES.

EXAMPLES:

- WAVING TO SAY “HELLO” AND “GOODBYE”
- BENDING A BIT TO SAY “HELLO”
  (FOR EXAMPLE IN JAPAN)
- NODDING FOR “YES”
  (FOR EXAMPLE IN POLAND, SWEDEN, GERMANY)
- NODDING FOR “NO”
  (FOR EXAMPLE IN GREECE, TURKEY, INDIA)
- SHAKING HEAD FOR “NO”
  (FOR EXAMPLE IN POLAND, SWEDEN, GERMANY)
- SHAKING HEAD FOR “YES”
  (FOR EXAMPLE IN INDIA)
- OPEN HANDS TO SAY “WELCOME”
- SMILING AND NODDING TO SAY “HELLO”
- SAYING “THANK YOU” BY PUTTING
  A HAND TO THE HEART AND LOWER HEAD
- STEP ASIDE AND OPEN HAND TO SAY “PLEASE PASS BY”

INTERMEDIATE LEVEL

IF YOU WANT TO UNDERSTAND

PEOPLE FROM OTHER CULTURES,

IT IS GOOD TO KNOW A FEW THINGS ABOUT

THEIR COUNTRIES,

THEIR CUSTOMS AND

THEIR TRADITIONS.

YOU WILL LEARN MORE ABOUT

BASIC ASPECTS OF CULTURAL DIFFERENCES AND

HOW TO RESPECT THEM AT WORK.

YOU WILL ALSO LEARN

HOW TO GET YOURSELF INFORMATION

ABOUT OTHER CULTURES.

IT IS IMPORTANT THAT YOU RESPECT CULTURAL DIFFERENCES.

HOW YOU CAN LEARN MORE ABOUT OTHER CULTURES

THERE ARE MANY WAYS YOU CAN LEARN MORE ABOUT OTHER CULTURES AND PEOPLE FROM OTHER COUNTRIES.

YOU CAN:

- TALK TO PEOPLE FROM OTHER CULTURES AND ASK THEM TO TELL YOU MORE.

- SEARCH ON THE INTERNET, FOR EXAMPLE ON “WIKIPEDIA”.

- WATCH DOCUMENTARIES ON TV.

- READ TRAVEL MAGAZINES OR BOOKS.

- TRAVEL TO OTHER COUNTRIES.

TOLERATE DIFFERENCES

AS YOU LEARNED ALREADY,

PEOPLE FROM OTHER CULTURES

SOMETIMES HAVE DIFFERENT CUSTOMS AND WAY OF LIFE.

NO MATTER WHAT YOU THINK ABOUT

THESE CUSTOMS AND TRADITIONS,

IT IS IMPORTANT THAT YOU RESPECT THESE DIFFERENCES.

TOLERATING DIFFERENCES IS MUTUAL.

SO, YOU ACCEPT AND RESPECT OTHER CULTURES AND

OTHERS WILL ACCEPT AND RESPECT YOUR CULTURE.

FOR EXAMPLE:

- A MUSLIM COLLEAGUE OF YOURS NEEDS TO
  TAKE A SHORT BREAK BECAUSE HE WANTS TO PRAY.
- MUSLIM GUESTS MIGHT NOT EAT ANY FOOD WITH PORK.
- IN SOME CULTURES,
  WOMEN DO NOT SPEAK TO MEN OUTSIDE THEIR FAMILY.

IT IS GOOD TO BE POLITE AND FRIENDLY

EVEN IF YOU DO NOT AGREE WITH OTHER CUSTOMS.

ONLY IF IT HURTS YOU PERSONALLY, SHOULD YOU

EXPRESS THIS TOWARDS THE COLLEAGUE OR YOUR SUPERIOR.

RULES OF THE WORKPLACE APPLY

NO MATTER WHAT CULTURE

YOU AND YOUR COLLEAGUES ARE FROM,

AT WORK, THE RULES OF THE COMPANY APPLY FOR ALL.

FOR EXAMPLE:

- BEING PUNCTUAL.
  FOR EXAMPLE, 9 AM MEANS 9 AM,
  EXCEPT IF IT IS EXPLAINED THAT BEING A BIT LATE IS OK.
- OBSERVING HOW LONG BREAKS ARE AND
  HOW OFTEN YOU CAN TAKE A BREAK.

  YOU MIGHT HAVE THE RIGHT TO TAKE A LONGER BREAK
  OR MORE FREQUENT BRAKES DUE TO YOUR DISABILITY.
- DRESS CODE IS TO BE OBSERVED.
- BEING RELIGIOUSLY AND POLITICALLY NEUTRAL
  TOWARDS COLLEAGUES AND CUSTOMERS:

  THIS MEANS THAT AT WORK
  YOU SHOULD NOT TRY TO
  CONVINCE SOMEONE OF
  YOUR BELIEFS.

  AND NO ONE SHOULD TRY
  TO PERSUADE YOU OF HIS
  OR HER BELIEFS.

ADVANCED LEVEL

WORKING TOGETHER WITH PEOPLE

FROM OF OTHER CULTURES CAN BE VERY INTERESTING.

YOU CAN LEARN FROM THEM AND

THEY CAN LEARN FROM YOU.

YOU CAN USE YOUR LANGUAGE AND YOUR BODY LANGUAGE

TO BEHAVE APPROPRIATELY IN INTERCULTURAL SITUATIONS.

THAT IS, WHAT YOU LEARNED IN THE PREVIOUS LESSONS.

YOU DEVELOPED ALREADY THE SO-CALLED

“CULTURAL AWARENESS”.

THIS MEANS THAT YOU ALWAYS KEEP IN MIND

THAT PEOPLE FROM OTHER CULTURES

MAY BEHAVE AND SPEAK DIFFERENTLY THAN YOU.

BEAR THIS IN MIND

WHEN COMMUNICATING AND WORKING

WITH PEOPLE FROM OTHER CULTURES.

YOU WILL NOW BE ABLE TO ACT MORE CULTURE SENSITIVE AND

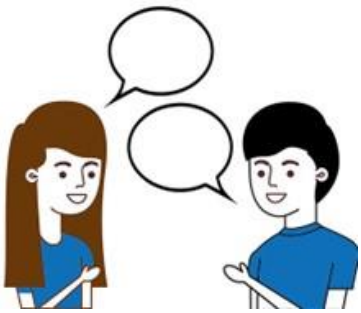
ALSO GAIN SOME FOREIGN LANGUAGE BASICS.

USE KNOWLEDGE ABOUT CULTURES TO ACT SENSITIVELY

- SHOW A COURTEOUS AND FRIENDLY ATTITUDE TOWARDS PEOPLE FROM ALL CULTURES.
- USE INFORMATION THAT YOU HAVE ABOUT A CULTURE TO MAKE PEOPLE FEEL UNDERSTOOD AND COMFORTABLE.
- BE OPEN AND LISTEN CAREFULLY.
- MAKE SURE YOU UNDERSTAND EVERYTHING PROPERLY AND ASK IF YOU HAVE DOUBTS.

LEARN SOME BASICS IN FOREIGN LANGUAGES

KNOWING A FEW WORDS OR SENTENCES IN A FOREIGN LANGUAGE WILL HELP YOU TO EARN SOME EXTRA CREDIT.



IT WILL ALSO HELP YOU TO CONNECT MORE WITH CUSTOMERS AND GUESTS AND MAKE THEM FEEL COMFORTABLE.

HERE ARE SOME EXAMPLES:

WORD	**TRANSLATION**	**LANGUAGE**
HELLO	CIAO	ITALIAN
	HEJ	DUTCH
	HELLO	ENGLISH
	SALUT	FRENCH
	HOLA	SPANISH

WORD	**TRANSLATION**	**LANGUAGE**
WELCOME	BENVENUTO	ITALIAN
	WELKOM	DUTCH
	WELCOME	ENGLISH
	BIENVENUE	FRENCH
	BIENVENIDO	SPANISH

WORD	TRANSLATION	LANGUAGE
HOW ARE YOU?	COME STATE?	ITALIAN
	HOE DOEN ZE HET?	DUTCH
	HOW ARE YOU?	ENGLISH
	COMMENT VAS-TU?	FRENCH
	¿CÓMO ESTÁS?	SPANISH

- OTHER USEFUL PHRASES ARE GOODBYE OR MY NAME IS….
- THINK OF WHICH LANGUAGE IS MOST USEFUL TO YOU.
- YOU CAN LISTEN HOW IT IS PRONOUNCED ON GOOGLE TRANSLATE. https://translate.google.com/

IF YOU ARE INTERESTED IN LEARNING MORE,
THERE ARE SOME TRANSLATION TOOLS ON THE INTERNET:

- GOOGLE TRANSLATE: https://translate.google.com/
- DEEPL: https://www.deepl.com/

IF YOU WANT TO LEARN A LANGUAGE WELL,
YOU CAN CONSIDER TAKING LANGUAGE COURSES.