**SESSION OUTLINE**

**COURSE:** ABE Level 4 Employability and Self-development

**ELEMENT:** Element 4 – Establishing yourself in a new role

**LEARNING OUTCOME 4**

**Appraise how employability skills can help establish you in a new job role and become part of the team (Weighting 30%)**

4.1 Explain the usefulness of employability skills when starting a new job and how these could be evidenced during a probationary period

4.2 Describe how employability skills can help a new employee integrate with and become an effective contributor to a team

**NUMBER OF SESSIONS:** Four - approximately 12-15 hours in total. LO4 RESOURCE PPT; Activities 1-8

**SESSION TOPICS:** Session 10: Making a good first impression

Session 11: Making a positive contribution and working to achieve probationary goals

Session 12: Settling into the role and working effectively

Session 13: Learning from others and responding positively to feedback

**Note to tutors: These are the recommended session outlines for Learning Outcome 4 of the ABE Level 4 Employability and Self-development. You should follow the plan, using the resources (referenced as ‘slides’) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.**

### SESSION 10: Making a good first impression (3 hours)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| Introduction to session and learning outcomes | Use file: **LO4 RESOURCE**  Assessment Criterion 4.1 | 1-4 | Listen |  |
| Debrief Homework Activity 10 from Element 3  Encourage learners to share useful sources they have found on interviewing skills | 5 | Contribute to discussion. |  |
| Making a good impression | **Class Discussion –** how do you make a positive first impression when you start a job  Note down ideas on board | 6 | Contribute ideas to the discussion |  |
| Highlight key points   * Arrive on time * Look professional bearing in mind company culture; even if it’s casual, don’t be too casual * Be confident but not arrogant * Be enthusiastic * Be open-minded and show interest; take the view that everyone can teach you something, so be friendly and willing to listen and learn. * Make notes. You will forget a lot of what people tell you and it will give you something to go back to instead of having to ask again. But don’t be afraid to ask. * Read information that will enable you to be informed and put what you do into context * Teamwork enables the organisation to get the best out of people and is generally more productive than individuals working in isolation   Making a positive impression is important as it will help you establish good relationships with your co-workers and build your reputation within the organisation | 7 | Contribute to discussion. Listen and make notes on other people’s contributions. |  |
| Becoming part of the team | Brief **Activity 1** – effective teams  Circulate and prompt group discussions by encouraging their input and asking questions |  | **Activity 1** – in small groups, think about what makes effective teams and therefore what qualities ‘good’ team members have and what characteristics ‘bad’ ones have. | **E4 LO4 Activity 1**: Effective teams |
| Facilitate feedback to highlight key points about effective teamwork:   * Shared goals * Need people with a variety of different qualities * 6-8 people is the ideal size otherwise the group tends to split * Recognise and trust each other’s contribution * Utilise individual’s strengths to best effect * Compensate for each other’s weaknesses with strengths * Problem-solving approach * Constructive rather than a defensive attitude * Sense of commitment to group task/objective | 8 |  |  |
| Brief on **Homework Activity 2** |  | Listen and ask questions as necessary  Individual activity as homework | **E4 LO4 Activity 2**: Team players |
| Review of session and learning outcomes |  |  | Listen |  |

### SESSION 11: Making a positive contribution and working to achieve probationary goals (3 hours)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| Introduction to session and learning outcomes | Use file: **LO4 RESOURCE**  Assessment Criterion 4.1 | 9 | Listen |  | |
| **Debrief Homework** Activity 2 – Individual strengths and weaknesses in terms of being a team player | 10 | Contribute to class discussion. Ask questions as necessary |  | |
| Making a positive contribution | **Facilitate Class Discussion** - having made a good initial impression, what can you do to ensure you make a positive contribution going forward? | 11 | Contribute to class discussion |  | |
| Highlight key points - evidencing competences in work situations   * Listening to instructions * Asking questions to clarify understanding * Applying skills diligently * Checking work carefully before passing it on * Meeting deadlines * Responding positively to feedback * Getting to grips with the corporate culture | 12 | Listen and make notes. |  | |
| Corporate culture | Corporate culture – the way things are done around here  Refer to ‘Tarish’ Case Study in the Study Guide. | 13 |  |  | |
| **Activity 3** – Corporate culture  <https://www.youtube.com/watch?v=gficoigz1xs> |  | **Group Activity 3** – see activity sheet | **E4 LO4 Activity 3**: Corporate culture | |
| Facilitate feedback, highlighting key points:   * Formality/informality – dress, the way people speak to each other, format of meetings, etc. * Timekeeping and flexibility in terms of working hours, time in lieu, etc. * Flexible working – office/working from home | 14 |  |  | |
| Working towards probationary goals | Probationary period   * How long * What do you need to demonstrate/achieve? Ask for clear goals so that you know * Work on these as a priority * Seek ongoing feedback so that you know how you are doing * Formal meeting at end of probationary period to review progress and hopefully receive a permanent contract   Refer to the Meiyang Case Study in the Study Guide | 15 |  |  | |
| Brief on **Homework Activity 4** |  | Listen and ask questions as necessary  Individual activity as homework | **E4 LO4 Activity 4**: Examples of corporate culture |
| Review of session and learning outcomes |  |  | Listen |  |

### SESSION 12: Settling into the role and working effectively (3 hours)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| Introduction to session and learning outcomes | Use file: **LO4 RESOURCE**  Assessment Criterion 4.2 | 16 | Listen |  | |
| Corporate norms and expectations | **Debrief Homework Activity 4** | 17 | Contribute to class discussion. Make notes from other people’s contributions. |  | |
| Integrating and becoming an effective contributor | Once you have a permanent contract, you should feel more secure, but you will now be expected to make an ongoing contribution to the team.   * You will be set some clear objectives for your contribution * If you make a tangible contribution, this achievement should provide you with job satisfaction * Accept your role and work within boundaries | 18 |  |  | |
| **Activity 5** – using the Org charts, mission, value statement and strategy docs that people have brought in.  Coordinate feedback |  | **GROUP ACTIVITY 5**: In small groups, discuss how an individual’s role fits into the organisation and contributes to departmental/corporate objectives. | **E4 LO4 Activity 5**: Contributing to the organisation | |
| Using skills effectively | Applying the skills you have effectively and efficiency but being willing to learn by:   * Talking to colleagues to learn more about them, their skills and experience – so that you know who to go to if you need help and advice * Listen and remain open to new ideas * Seek feedback * Ask for advice * Being willing to take up training opportunities to close skill gaps – on the job mentoring; online training; face to face training * Keeping up to date by reading sector/technical press and journals | 19 |  |  | |
| Valuing diversity | Goes beyond the dimensions of culture, sex, age, race, etc; it extends to valuing every team member and the contribution they make in terms of strengths and talents, and how together we can achieve more than as a collection of individuals.  Belbin’s team roles:   * Resource investigator * Team worker * Co-ordinator * Plant * Monitor evaluator * Specialist * Shaper * Implementer * Completer finisher   (Refer to descriptors in the Study Guide) | 20-21 |  |  |
| Brief on **Homework Activity 6** |  | Listen and ask questions as necessary  Individual activity as homework | **E4 LO4 Activity 6**: Belbin team roles |
| Review of session and learning outcomes |  |  | Listen |  |

### SESSION 13: Learning from others and responding positively to feedback (3 hours)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| Introduction to session and learning outcomes | Use file: **LO4 RESOURCE**  Assessment Criterion 4.2 | 22 | Listen |  | |
| Belbin team roles | **Debrief Homework Activity 6** – what team roles do different people have and what are the implications of this in terms of their contributions to teams and potentially the challenges they may present to others? | 23 | Contribute to class discussion with own findings. Listen to others. |  | |
| Highlight the benefits of this insight in terms of:   * Valuing different people’s contributions * Appreciating that if we find some people difficult to work with, we too may present challenges to other people * Seeing beyond the challenges/conflicts to appreciate and value other people’s contribution | 24 | Listen and make notes as necessary |  | |
| Learning from others | * Being open-minded * Listen * Ask questions * Seek feedback | 25 |  |  | |
| Responding positively to feedback | * Be responsive * Be accountable for own actions; try not to be defensive * Go the extra mile – it shows your commitment and enthusiasm * Show initiative (within the boundaries of your remit) * Support others * Developing your soft skills as well as your technical skills | 26 |  |  |
| **Brief PAIRED ACTIVITY 7** - responding positively to feedback.  Refer to article: <http://money.usnews.com/money/blogs/outside-voices-careers/2015/07/14/5-tips-for-responding-to-negative-feedback-at-work>  Then role play the situations on the Activity Sheet. |  | **ACTIVITY 7** – Read article and then take it in turns to provide feedback to each other in the areas suggested on the Activity Sheet, and try to respond positively. | **E4 LO4 Activity 7**: Responding to feedback |
|  | **Brief Homework Activity 8** – identifying opportunities to go the extra mile |  | Listen and ask questions as necessary  Individual activity as homework | **E4 LO4 Activity 8**: Going the extra mile |
| Review of session and learning outcomes |  |  | Listen |  |