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# MODULE 7

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## Engaging with Others



CESBA

*Work Skills Manual*

## Contents

Engaging with Others .....	3
<b>Lesson 1: Team Work and Collaboration.....</b>	<b>3</b>
Key vocabulary in this lesson .....	3
Activity 1: Teamwork .....	4
Activity 2: Collaborating.....	5
Communication Skills .....	5
Working with Feedback.....	6
The Nice Sandwich .....	7
Activity 3: What Should You Do?.....	8
<b>Lesson 2: Being Reliable .....</b>	<b>9</b>
Key vocabulary in this lesson .....	9
Activity 1: Managing Time.....	10
Activity 2: Dictionary Practice.....	11
<b>Lesson 3: Understanding Hierarchies .....</b>	<b>12</b>
Key vocabulary in this lesson .....	12
Activity 1: Understanding Hierarchy.....	13
<b>Lesson 4: Problem Solving.....</b>	<b>15</b>
Key vocabulary in this lesson .....	15
Activity 1: Fun with Problem Solving.....	17
Helpful Problem-Solving Language.....	18
Activity 2: Choosing the Right Language .....	18
<b>Lesson 5: Harassment, Discrimination and Respecting Boundaries .....</b>	<b>20</b>
Key vocabulary in this lesson .....	20
Types of Harassment.....	20
Activity 1: Match the Type of Harassment with the Situation .....	22
Activity 2: Workplace Memo .....	23
<b>Lesson 6: Working with Different Personalities.....</b>	<b>24</b>
Key vocabulary in this lesson .....	24
Activity 1: Extrovert or Introvert?.....	24
The Birds at Work.....	26

Doves.....	26
Owls.....	26
Peacocks.....	27
Eagles .....	27
Activity 2: Applying What You Have Learned .....	27
Activity 3: Video Review.....	28
Activity 4: Working with Bird Personalities.....	28
Activity 5: Your Bird Personality.....	30
Suggestions for Further Study: Conflict Resolution Skills and Strategies.....	30

## Engaging with Others

Most jobs involve working with others. At work you will often have to work as a team to accomplish goals and tasks. You will need to help other people and be a good team player. You will also need to accept and offer feedback in a professional way and deal with conflicts with team members. This module will help you with the skills you need to work well with others.

### Lesson 1: Team Work and Collaboration

#### Key vocabulary in this lesson

<b>Approach</b>	<b>Collaborate</b>	<b>Communicate</b>	<b>Cooperate</b>
<b>Engaging Feedback</b>	<b>Goal</b>	<b>Produce</b>	<b>Team</b>

Remember what team stands for:



A **team** is a group of people who work together toward a common **goal**. Teams **collaborate** on tasks. Collaborate means to work together on an activity to **produce** or create something. Sometimes, employers will create workplace groups based on everyone's skills and abilities. You may not have a choice about who you are teamed up with. Being able to **cooperate**

and collaborate with people who have different personalities and ideas is an important skill in the workplace.

Joseph, a trade's helper, is finished his shift for the day when he sees the labourers on the job site all standing around while his supervisor backs onto the site with a dumpster. The labourers should be headed home as well. He can just ignore them and go home to start his evening, but he stops and asks what is going on. They tell him that the dumpster was not delivered on schedule, so they need to clear the site of debris before they can leave for the night, since it would be dangerous to leave it on an unsupervised work site all weekend.

These kinds of situations can happen regularly at a job, and Joseph must decide if he wants to pitch in and help even though it is not his responsibility. He decides to stay and lend a hand, and his supervisor and the labourers are very thankful. Joseph works together with everyone to reach a common goal and complete an important task.

Sometimes, the common goal is ongoing and larger. Pedro works at the cash-out window at a casino. The employees are expected to make the gamblers feel special and valued. Every single person who works there including the dealers, greeters, wait staff, and the person putting out the daily buffet are all expected to work toward this goal. This is not a specific project but it is important teamwork, and it takes everyone at the casino working together to reach this goal. Teamwork happens all the time in customer service environments.

### **Activity 1: Teamwork**

Share a time you have worked as part of a team. What was the common goal? Was it a good experience?

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## Working with Feedback

Feedback will be given when you communicate within a group. **Feedback** often happens in jobs. Being able to offer feedback and receive feedback will make you more successful at work. Feedback helps everyone see things that they need to improve which helps people be successful at their jobs.



The following suggestions are for when you are offering feedback to others:

- Never make your suggestions for improvement personal. Use your "I" statements and be objective (make it just about the goal).
- Try not to directly single out one of your teammates. Addressing the group can help make someone feel less stressed about receiving feedback.
- Highlight what has been working well and offer compliments and encouragement along with the feedback.
- Only give feedback you think it is necessary.

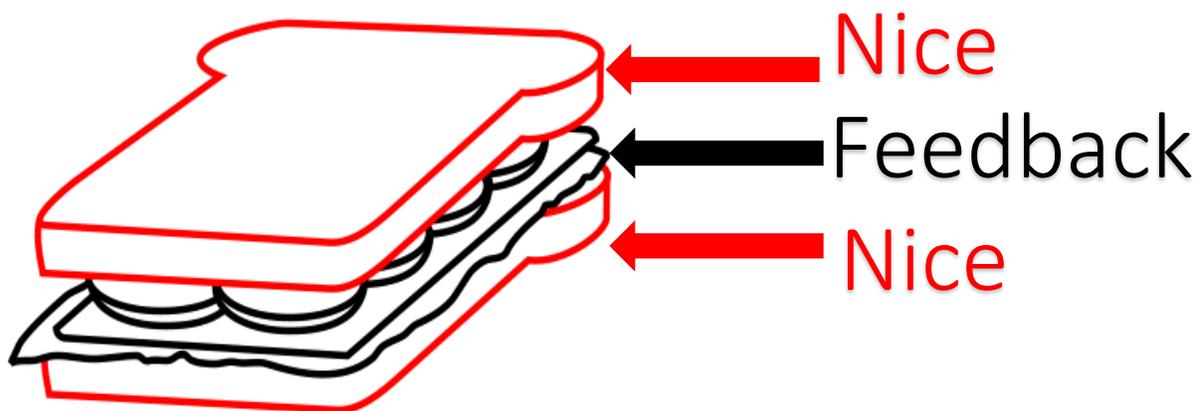
The following suggestions are for when you are accepting feedback from others:

- Do not take it personally. It is about work and not about you.
- Do not become defensive. Be open to the directions and ideas of others.
- See it as a chance to improve or start a discussion on how things can improve.
- Take a deep breath, stay positive and focus on what is being offered. Try not to feel stressed or overly nervous about the feedback.
- Do not get upset or depressed by receiving feedback; know that is a normal part of every job. Use the ideas presented to help yourself improve.

## The Nice Sandwich

The nice sandwich (sandwich leadership) is a way to offer feedback in a less stressful and more helpful way.

The idea is simple. You take the feedback and offer it between two compliments or nice things that you can say about your co-worker or employee.



Pat is working on a Health and Safety presentation with his two teammates. He wants to talk to everyone about not being able to set a deadline. He knows that it is because Mary has not finished all her work. He addresses them both using the nice sandwich **approach**.

Pat: I am happy to be doing this with you both because you are both good workers. I feel we must set a deadline now for the presentation, so our boss knows we are on top of it. I know you will have great ideas on how to do this project and that you will work hard to get it done on time.

Pat uses this approach to offer feedback, but in a way that will not make Mary feel stressed or singled out. This allows the team to set a date and gives Mary a solid idea of when her share of the work needs to be completed.



## Lesson 2: Being Reliable

### Key vocabulary in this lesson

<b>Honest</b>	<b>Punctual</b>	<b>Reliable</b>
<b>Respect</b>	<b>Scheduled</b>	<b>Trustworthy</b>



Being a **reliable** employee means that you are someone that can be counted on. Reliable people are **punctual**, which means they come in to work on time and when they are scheduled. It is much better to work with a reliable co-worker. Reliable workers can be counted on by the people that they work with each day.

Reliable people have plans in place for how they will get to work on time for each **scheduled** shift.

Here are some other ways to be a reliable employee:

- Complete tasks on time.
- Finish work when it needs to be finished.
- Avoid being late or leaving early.
- Do not exceed the lengths of your breaks.
- Be **honest**.
- Be **trustworthy**.
- **Respect** others.
- Use appropriate language.
- Dress appropriately for work.
- Respect workplace privacy.
- Avoid workplace gossip.
- Focus on work and not on personal matters.
- Be there for your co-workers when they need you.

- Say yes to extra tasks or work when possible, but know your **limits** and feel comfortable saying no if it is something you know you cannot handle.

### **Activity 1: Managing Time**

Carlos has work at 9am. He takes the bus that leaves at 8am, so he can be at work fifteen minutes early. Carlos has timed all his morning tasks. Add up the time for each task to help him decide the time that he needs to get up in the morning to meet his bus.

Wake up and make coffee – 10 minutes

Shower and shave – 20 minutes

Get dressed – 10 minutes

Comb and style hair – 10 minutes

Make breakfast – 10 minutes

Eat breakfast and have coffee – 15 minutes

Get lunch ready – 10 minutes

Brush teeth – 5 minutes

1. How long does Carlos' morning routine take in total?

\_\_\_\_\_

2. What time should he get up to get to work?

\_\_\_\_\_

3. Carlos knows that people need at least seven-to-eight hours sleep to function well, be rested and to be healthy. Based on his wake-up time, what time should he be going to bed at night?

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## Activity 2: Dictionary Practice



1. Go to the website [www.dictionary.com](http://www.dictionary.com) and look up the definition for the following words:

a) Trustworthy

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b) Respect

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2. Give an example of the following characteristics in the workplace:

a) Being trustworthy

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b) Being respectful

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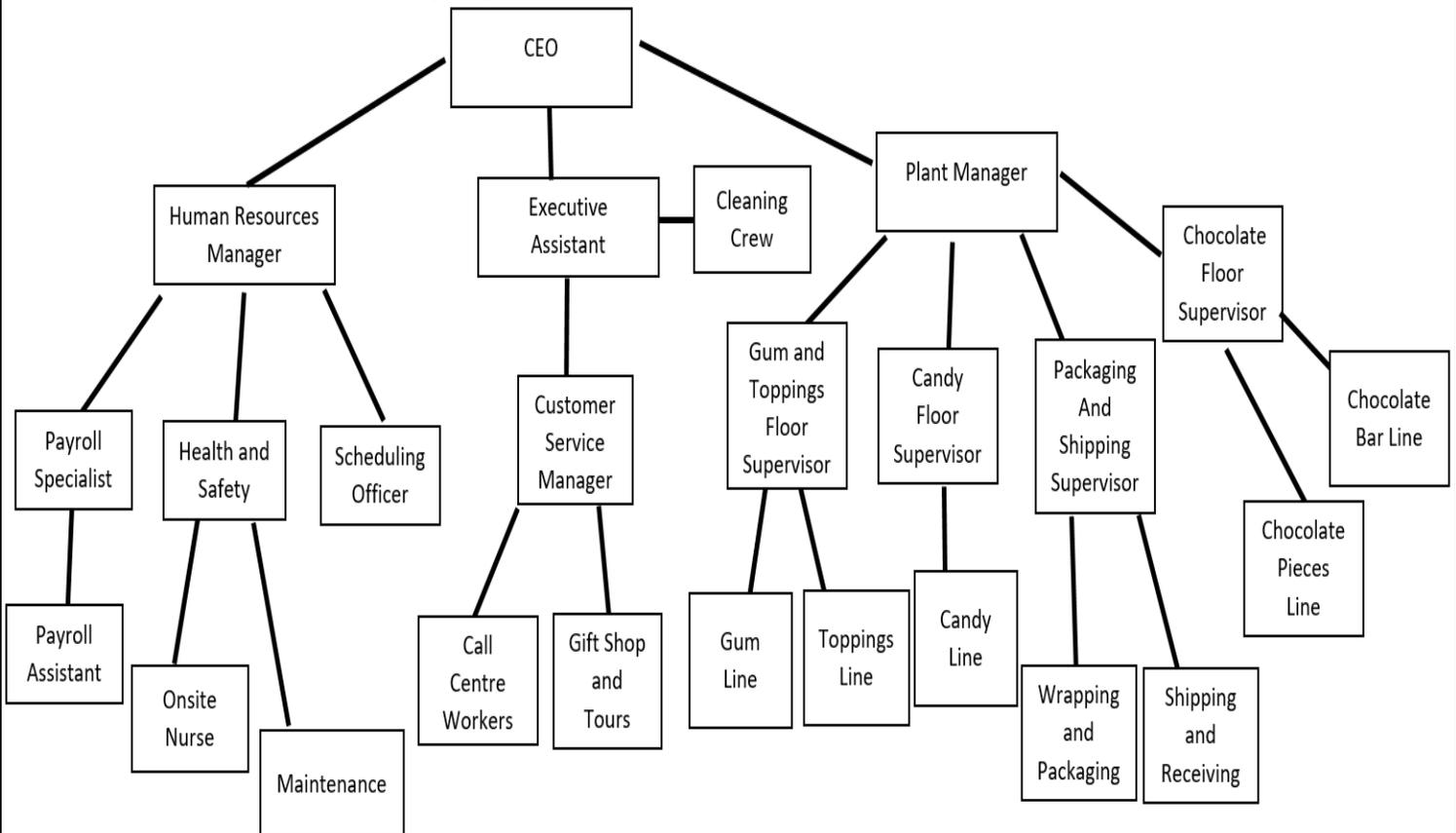
### Lesson 3: Understanding Hierarchies

#### Key vocabulary in this lesson

**Chain of Command**      **Departments**      **Hierarchy**      **Management Structure**      **Organizational Charts**

When beginning a new job, it is helpful to understand the **hierarchy** (chain of command). The **chain of command** shows an employee who to go to for help and who reports to who in the business. Knowing who to ask for help can save you and your supervisors time when you need assistance. For example, a problem with a paycheck might be taken to payroll or the business accountant and not your assistant manager.

**Organizational charts** are made to help employees, stock holders, and other interested parties understand the **management structure** in a workplace. The chain of command at Mountain Candy Factory is shown in the chart below. It begins with the company CEO (Chief Executive Officer) and includes all employees in the factory.



The lines show who each employee will report to when they have questions. For example, if a floor worker has an issue with the line, then they report it to their line supervisor. The **departments** on the chart show what options are available to employees. For example, questions about paycheques would first be made to the payroll assistant. When you start a new job, it is important to know who to go to with questions and issues. When starting a job, it is good to ask questions about job roles if you need to.

### **Activity 1: Understanding Hierarchy**

Look at the organizational work chart above and answer the following questions.

1. Who reports directly to the factory's CEO?

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2. If someone has a worksite health and safety concern regarding a machine, who would they talk to first?

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3. How many people report to the plant manager directly?

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4. Who oversees the gift shop and tour guides?

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5. An employee in the wrapping department needs someone to cover her break. Who should she ask for help?

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6. Sam on the cleaning crew needs to take time off for surgery and will need someone to cover his shifts for two weeks. Who should he talk to about this?

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## Lesson 4: Problem Solving

### Key vocabulary in this lesson

<b>Accomplishment</b>	<b>Blame</b>	<b>Brainstorm</b>	<b>Evaluate</b>
<b>Identify</b>	<b>Overcome</b>	<b>Phrases</b>	<b>Solution</b>



Good team players work toward solving problems that arise. They work to identify problems and then work on collaborating with their team to find a solution. They don't place **blame** on others. They recognize that the problem belongs to the team and try to find positive ways to work on solving it.

Steps to use when solving a problem include the following:

1. **Identify** the problem.
2. **Brainstorm** any ideas you can think of that may help solve the problem. Be creative. Share any ideas that you may have.
3. Write the ideas down.
4. **Evaluate** (discuss) each idea on the list.
5. Choose a **solution**.
6. Use the chosen solution.

**Example:** Joseph and Sophie need the electrician to come before they can finish the work that they are doing in the bathroom. The electrician has had a medical emergency and cannot come until the next day. It is only 9am, and they need to figure out what to do. Their supervisor is offsite today. They decide to sit down and discuss options.

**The problem:** No electrician and unable to continue work on the bathroom.

## Brainstorming ideas

- Take the day off without pay
- Work on another job in the house
- Spend the day cleaning up around the worksite
- Email the supervisor and see if they respond
- See if anyone else on-site needs help

## Evaluations

- They really need the pay and do not think they can leave without permission of a supervisor.
- They cannot start another job in the house because they do not have all the needed materials.
- The worksite needs maybe half a day of cleaning.
- Their supervisor would want them to deal with this problem themselves, as he has many jobs that he is overseeing.
- They are not sure if anyone else needs any help.

Sophie goes out to see the other workers to ask if they could use their assistance. The on-site labourers have materials to move in after lunch if they want to help.

**Choose a solution:** Clean up until noon and help the labourers after lunch.

**Use the solution:** Joseph and Sophie follow this new plan, and Sophie emails her supervisor at the end of the day to let him know about the electrician not coming and what work they did to keep him up-to-date.

During this problem solving, Joseph and Sophie both had ideas that were put on the list. They wrote down any idea they could come up and then evaluated it later. They did not say no to each other's ideas. They waited until the list was made and talked each one over practically. This way each person felt heard and valued.

### **Activity 1: Fun with Problem Solving**

Enjoy this YouTube video based on a popular television show that demonstrates group problem solving. Please type:

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

into your web browser or **Solving Problems in Groups Millie Garcia** into your YouTube search box.

Fill out the following using the examples from the video:

Identify the problem: \_\_\_\_\_

What are some of the brainstormed solutions?

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How are these solutions evaluated?

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What is the final solution to the problem in the video?

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## Helpful Problem-Solving Language

Nothing feels like more of a workplace **accomplishment** than **overcoming** an issue with your team. When working through a problem with others, there are certain things you can say to keep your group on task. Some work better in a leadership role, but many can be used by any group member to help when people do not agree or are not staying focused.

Here are some examples of helpful problem solving **phrases**:

1. I didn't realize this was going on, so tell me more about it.
2. I want to listen to your point of view, but I can't do it when you are upset.
3. We all need to put more effort into this if it is going to work out.
4. Why do you not agree with my idea?
5. We seem to be having trouble reaching an agreement; let's take a break to think about it and come back to work on more solutions.
6. What can we do differently to improve things in our group?
7. Let's take a moment and clear the air and then get back to work.
8. What can I do to help you with this work?
9. What do you think this team effort needs to be more successful?
10. Let's pick our two best options, do a secret vote and go with the majority.

### Activity 2: Choosing the Right Language

Read the examples on the next page and choose a problem solving phrase from the previous page that would help best in each situation. Write the number of the phrase you have chosen beside each situation.

1. Your team is stressed and some of the members are being irritable with each other. \_\_\_\_\_
2. One of your team members comes to you to tell you that a fellow teammate is asking for extra work, so she does not have to attend the team planning meeting. \_\_\_\_\_
3. One of your teammates, just yells out, "No," when you share your ideas. \_\_\_\_\_
4. One of the members of the team has been having health problems and is finding his share of the work overwhelming. \_\_\_\_\_
5. None of the team can agree on just one solution. \_\_\_\_\_
6. One of the team members is talking to another about what a joke the team is. \_\_\_\_\_
7. When you tell one of the team why you think his idea will not work, he starts yelling at you. \_\_\_\_\_
8. You realize that your team might not meet their deadline. \_\_\_\_\_

## Lesson 5: Harassment, Discrimination and Respecting Boundaries

### Key vocabulary in this lesson

<b>Accommodate</b>	<b>Boundaries</b>	<b>Degrades</b>	<b>Discrimination</b>	<b>Equally</b>
<b>Harassment</b>	<b>Humiliates</b>	<b>Inappropriate</b>	<b>Insensitive</b>	<b>Offends</b>
<b>Offensive</b>	<b>Prevent</b>	<b>Stereotypes</b>		

**Harassment** is a physical, verbal, or written act that upsets, **humiliates**, or **degrades** someone. It is behaviour that upsets or **offends** another worker. There are rules at work to **prevent** harassment. There is no place at work for harassment. If you offend someone, the only thing that matters is how the person feels not whether you meant to do it. Harassment can cause stress and anxiety. It can make people lose self-esteem. It can keep someone from being able to go to work or do their job. There are many types of workplace harassment. You might not realize that some behaviours could be hurtful or **offensive**. Read the points on the next page to see what types of harassment should not occur at work.

### Types of Harassment

- **Discrimination**, bullying, or hateful actions based on someone's race, gender, religion, culture, or age
- Physical or sexual abuse
- Culturally **insensitive** or sexually **inappropriate** jokes or comments about people in the workplace
- Physical actions of any kind such as hugging, kissing, touching, patting, pinching, slapping, kicking, or hitting
- Bullying or intimidating
- Ignoring appropriate **boundaries**, such as asking co-workers for dates or telling them that you like their appearance
- Cruel remarks, verbal abuse, or making fun of someone

- Negative **stereotypes**
- Abuse of power or favouritism
- Refusal to **accommodate** persons with disabilities
- Comments about a person's body

When you are in the workplace, it is always important to respect your co-workers and treat them all **equally** and fairly. It is also important for you to be treated fairly and with respect. You should not **tolerate** harassment at work. If you are harassed, tell the person harassing you that it is not acceptable and then report it to a supervisor. Make sure that you keep a record of the date(s) and time(s) of the incident(s). If you are not satisfied with how this situation is dealt with by your supervisor or if the problem is with your supervisor, you can call the Labour Board to discuss further options. In these cases, you can report the incident on your own, but if you have witnesses or fellow employees with similar harassment issues, it can help to band together for support. It is necessary, but not easy to file complaints about harassment.

Sometimes, people do not realize their behaviour is harassment, so if you feel safe enough to do so, always start by telling the person harassing you to stop and why you are upset.

Paul is a personal support worker (PSW). He loves helping the elderly. At work, some of his female co-workers all joke about how good he looks in scrubs and whistle at him when he walks by. The men in the kitchen make jokes about him being a male nurse and call him Paula. Paul deals with sexually inappropriate remarks and behaviours daily at work as well as negative stereotypes about gender roles in his job (being a male PSW). He is starting to feel like quitting his job and now avoids talking to his co-workers. This means he does not always get important information about patients. Human Resources calls him in to discuss the change in his work. They ask him what is going on, and he tells them how he feels. The Human Resource Officer speaks to all the employees involved and demands that Paul be treated fairly. Some of the employees feel embarrassed about their actions and apologize to Paul for their behaviour.

## Activity 1: Match the Type of Harassment with the Situation

Choose a type of harassment from the box and match it to the action at work.

Bullying	Inappropriate joking	Ignoring boundaries
Abuse of power	Gender harassment	Body type discrimination

1. Sheila is working her way through college waitressing at a local restaurant. The cook in the kitchen, who is over twice her age, always tells her how much he likes how she looks in her tops and skirts. He has asked her on more than one occasion if she is "into" older guys.  
\_\_\_\_\_
2. Ahmed is upset that Jin is too busy to help him with his work in the office, so he spends the day yelling at him and saying that Jin is slow at his job.  
\_\_\_\_\_
3. Kevin puts a cartoon up on his cubicle that makes fun of immigrants.  
\_\_\_\_\_
4. During the staff meeting, the boss tells Kevin in front of the entire morning shift to tie back his hair because he doesn't want customers to think that "there's a little girl running the cash register."  
\_\_\_\_\_
5. One of the employees at the construction site constantly forwards revealing pictures of women and degrading jokes about women to everyone on the company's employee list, which includes Sophie who works as a trade's helper.  
\_\_\_\_\_

6. Juan hears two staff members on the floor talking about his weight and trying to guess what clothing size he wears.

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## Activity 2: Workplace Memo

### MEMO

Attention: All employees

Regarding: Comment written in men's washroom

If anyone has any information about the inappropriate comment that was posted in the men's staff washroom, please report to management as soon as possible. Workplace harassment is not allowed at this store.

Employees responsible for workplace harassment may be:

- Suspended
- Required to attend counseling
- Be terminated

This business takes its staff's welfare very seriously.

Thank you.

Read the workplace memo above.

Do you feel this memo is a fair response? Why or why not? Explain your answer.

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## Lesson 6: Working with Different Personalities

### Key vocabulary in this lesson

<b>Detail-Oriented Personality</b>	<b>Extroverted Stubbornness</b>	<b>Introverted</b>
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Some people are **introverted**. Some people are **extroverted**. Some people like spending time with many different people. Some people would rather be alone. You may thrive on engaging with others. You might feel very tired after spending the day working in a team or serving customers. Understanding your **personality** can help you in the workplace.

Extroverted people renew their energy by being around people. They feel comfortable in groups and have confidence in their abilities to talk to others.

Introverted people renew their energy by being alone. They prefer smaller social groups and talking to people one-on-one. They are more likely to be nervous attending events with large crowds. If they do attend an event and enjoy it, they feel tired or run down afterwards.

If you are an introvert, you may feel like engaging with others is a struggle. It can be easier for extroverts to shine at work. They are more comfortable talking and connecting with others. Introverts can still shine at work. They tend to think things through more and be very good listeners. Quiet workers are generally seen as hard workers. Just because you are an introverted person does not mean you cannot be successful in a team. Use your ability to be calm and thoughtful as your strengths. Work on getting to know people. Start with connecting with one or two co-workers and keep going from there.

### Activity 1: Extrovert or Introvert?

There are many different personality tests online that can tell you about yourself and what you are like as a worker.

In this activity you will be trying an online test at the website *16 Personalities*.

Please open your web browser and type in the following web address:

**16personalities.com**

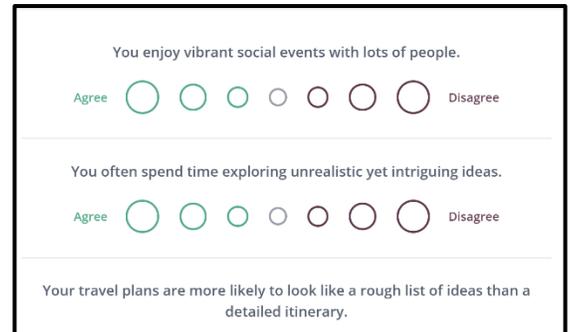


Click **Take the Test**.

Scroll down and answer all the questions in the survey.

Click **Next** to complete answers on each page.

The site will give you your personality style and will explain it and its strengths and weaknesses. Click the options at the side to read everything said about this personality.



1. What personality style did you get?

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2. Do you think the personality style you were given is accurate? Please discuss why or why not on the lines below.

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## The Birds at Work

Now, that you have read a bit about your extroverted or introverted personality type, it is time to learn about the four main personality styles you will encounter in the workplace.

The most common four types are called the DOPE Bird Personalities. DOPE stands for dove, owl, peacock, and eagle. Understanding these different personalities will help you know how to get the best results out of the people you work with or assist in the workplace. The 4 styles have been compared to birds to make them easier to remember.

### *Doves*



Doves like a friendly and easy-going workplace. They are peacemakers and team players. They worry and care about others. They try hard to make people happy. Being seen as a nice and helpful co-worker is very important to them. Doves also like to be around helpful people. They like to be thanked and appreciated for all they do to create a happy workplace for their co-workers. Other workers can sometimes take advantage of the dove. To get best results, always be willing to share the work and always be appreciative of the dove's efforts.

### *Owls*



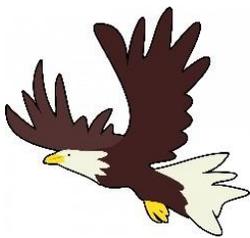
Owls like structure. They are **detail-oriented**. They enjoy problem solving and being given difficult tasks. Owls do not make the same mistakes twice and prefer to work with people that listen and learn from feedback. They appreciate new workers that ask questions, so the work will be done right. They like being with people who work hard and follow the rules. The owl can sometimes be **rigid** or overly picky. For best results while working with the owl, be patient and understanding of this part of the owl's personality.

## Peacocks



Peacocks are upbeat. They like to chat. Peacocks do not thrive in an environment that is too strict. They do not work well with a lot of structure. They approach each day with passion and enthusiasm. They are high energy and flexible. The peacock sometimes can veer off task when looking to be the centre of attention. For best results, encourage the peacock to get back on task by chatting to them. Peacocks love conversation.

## Eagles



Eagles do not like to spend much time on small talk or personal chat. An eagle's time is very valuable to them, and the eagle wants to focus on tasks and deadlines. Eagles tend to be very direct and assertive and they respect that in other people too. Eagles can often push too hard or can be insensitive to the needs of others. For best results, remind the eagle of what you need when working together and understand that an eagle's **stubbornness** comes from how determined they are to complete the task at hand.

## Activity 2: Applying What You Have Learned

Read these workers examples and decide which bird personality is being described.

1. Ahmed is working on an office budget problem. When Maria starts telling him about a movie she watched, he tells her he cannot talk because he must get back to work. \_\_\_\_\_
2. Sophie brings everyone at the construction site coffee on Fridays and checks in with everyone to make sure they are all having a good day. \_\_\_\_\_
3. Ling loves being a hairdresser. She enjoys chatting with all the customers and talking to them about their lives. She is always

happy when they tell her how much they like her hair or her new shoes. \_\_\_\_\_

4. Charlie is frustrated because the employee he trained last month keeps breaking the rules. He makes a checklist for him hoping it will help him improve. \_\_\_\_\_

### **Activity 3: Video Review**

Open your web browser and type the following website:

<https://www.youtube.com/watch?v=qALxbCXMcw4>

or go to YouTube.com and enter **How to Work with Different Personality Styles Using the Birds** in the search box.

### **Activity 4: Working with Bird Personalities**

1. Jin and Jennifer are working together on a project. Jennifer has done all of Jin's photocopying for him and each time they meet she brings him a tea. Jennifer keeps asking Jin whether he is happy working on the project and whether he likes what they have done so far.

a) What type of personality is Jennifer? \_\_\_\_\_

b) How should Jin treat Jennifer if he wants a good result on the project?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Joseph and Carlos are working on a deadline. They need to finish the display at the hardware store by 5pm. Carlos is upset because Joseph has set the display up a foot higher than what is outlined in the safety regulations, and Carlos thinks they need to change it.

a) What type of personality is Carlos? \_\_\_\_\_

b) What should Joseph do to get the best results working with Carlos?

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3. Shakir and Maria are serving customers at the hotel. Maria is training Shakir on the front desk. Maria takes a long time checking in the customers and chats with them about where they are from and what they are doing in town. She has a great sense of humour and keeps them all laughing. She keeps putting Shakir on the spot and bringing him into the conversation. Between customers, she asks him about his life and why he wants to work there.

a) What kind of bird personality is Maria?

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b) What should Shakir do to get the best results when working together with Maria?

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4. Pat goes into Gustava's office to pick up his paystub. She is working on a report. She hands him the stub. Pat starts talking to her about his weekend. She smiles and nods. Pat keeps talking and notices halfway through his story that she looks like she just really wants to get back to work.

a) What type of personality is Gustava? \_\_\_\_\_

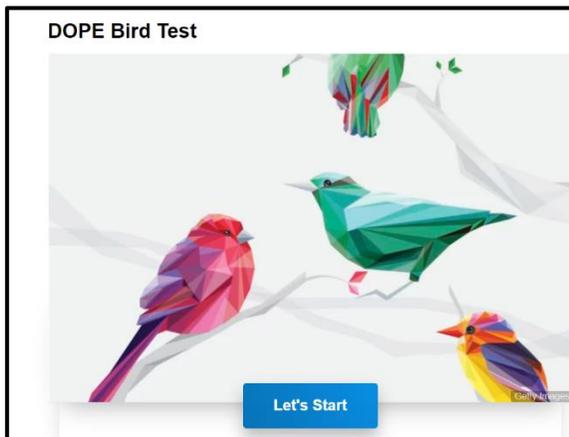
b) What should Pat do to get the best results when engaging with Gustava?

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## Activity 5: Your Bird Personality



Open your web browser and type the following website into your address bar:

<https://www.playbuzz.com/zacharyw21/dope-bird-test>

Which bird personality are you most like?

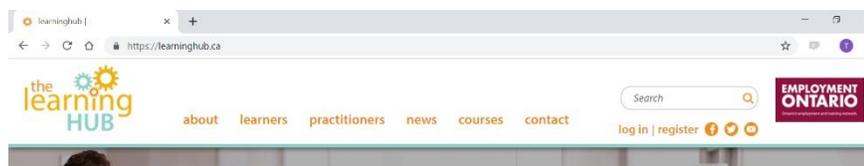
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## Suggestions for Further Study: Conflict Resolution Skills and Strategies



Discuss this opportunity for further learning with your instructor.

Please open your browser and type **www.learninghub.ca** in the address bar.



Please note the following:

- 🖥️ This course is FREE.
- 🖥️ You will gain a certificate to add to your resumé for completing this course.
- 🖥️ There will be a short assessment process and a three-to-four day wait time to enter the course.

1. Open your web browser. Type **Learninghub.ca** in the address bar.



2. Click **register** on the right of the page.
3. You will be taken to the registration screen, click in the boxes to fill out the information. The Learning Hub is funded by Employment Ontario and needs this information for their funding (to keep these classes free of charge).

A screenshot of the LearningHub registration form. The title is 'registration form' with a gear icon. Below the title, there is a paragraph: 'Complete this form to register for the LearningHUB and complete your intake assessment.' followed by a 'Helpful Hint: You can use your "tab" key to move to next input box.' and a note for 'Attention Practitioners: In order to keep our stats accurate, please do not register as a learner using this form. If you have further questions, please contact us.' Below this is a progress indicator with five numbered circles (1-5), where circle 1 is highlighted with a gear icon. The main section is titled 'about you' and 'name'. It contains four input fields: 'Legal First Name \*' (with a question mark icon) containing 'Test', 'Legal Last Name \*' (with a question mark icon) containing 'Student', 'Middle Name' containing 'A', and 'Preferred Name' containing 'Test'.

4. Scroll down the page, click in all the white boxes, and fill them all out. Click **Next** when you have entered all the information.

**status**

When Were You Born? \* ? 16/02/1987

Identify As \* Female

Status In Canada \* Canadian Citizen

Date Arrived In Canada (If Born Outside Canada) \* ?

Marital Status \* Single

**next >**

5. This will take you to the next registration page.
6. When you have completed this, click **Next**.
7. You will be asked whether you have a history of interrupted education. You will say **Yes** to this if you left high school and then returned later or if you did not get your diploma.

Do You Have A History Of Interrupted Education? \* ?

Yes

No

8. In the training section, you will say that you were referred by an Adult Learning Centre.

**self identification, language & income**

**Self Identification**

Do You Have A Disability? \* ? Undisclosed

Are You A Member Of An Aboriginal Group? \* Not Applicable

Are You A Visible Minority? \* ? No

Are You A Newcomer To Canada? \* No

Are You Deaf? \* No

Are You Deafblind? \* No

Are You A Francophone Ontarian? \* ? No

**language**

What Language Do You Speak At Home? \* ? English

What Language Was Spoken At Last Workplace? \* English

Preferred Language Of Service \* English

Preferred Method Of Communication: Email

**income**

What Is Your Income Source? \* Self Employed

**< previous** **next >**

9. When registering, please include your instructor's name and email. Also, tell the Learning Hub that you are taking their conflict resolution course as part of CESBA's Work Skills Manual. Click to agree with the consent form part of the registration. If you would like help with this, ask your instructor.

### goal path and preferences

What Is Your Long Term Goal? \* 7 How Would You Like To Learn? \*

Goal Path to Employment Anytime Learning

Where Will You Be Working On Your Upgrading? \*

Home  
 Adult Learning Centre  
 Public Access Centre  
 Contact North Site (You Must Enter The Site Name Below)

Site Name Teacher Name Teacher Phone

TR Leger School Test Teacher 613555551

Teacher Email

testteacher@test.com

#### Comments

Please Enter Any Other Comments You May Have.

Taking this conflict resolution course as part of the EA Prep Course at TR Leger STEP Program

**submit registration** please wait

10. Click **Submit Registration**. It will ask you to please wait.
11. Next, you will begin a short assessment. Click **Next** after completing each section. Answer all the parts of the assessment that you can.

## About this Assessment

Thank you for registering for the LearningHUB! The next step to get started is completing an Intake Assessment.

**This assessment will take between 30 and 60 minutes to complete.** If you need to stop part way your work to your email. Instructions for saving your assessment are at the top of each page.

You will be asked to confirm some of your personal information, answer some goal setting and computer writing activities. You will also be asked if you want to work on math as part of your upgrading. If the section.

At the bottom of each page, you will see a progress bar that shows how much of the survey has completed. The progress bar fills in from left to right. When you reach 100%, you're finished!

Click the **Next** button to get started.

Next

0%



The assessment will tell you how much you have done as you go (as a percentage).

You will get an email from your mentor in three to four days. You will email your mentor to tell them that you want to work on the Conflict Resolution Skills and Strategies course.

# *Congratulations!*



*You have successfully completed CESBA's Work Skills Manual.*

Please ask your instructor for your certificate and about the OALCF Employment Culminating Task.