Developed through the LDA/Basic Skills Agency Project, Embedding Basic Skills in London Local Authorities, 2003-2005

Assertiveness and Team-working

AIMS:

1) To improve assertiveness, time management and team-working skills among education catering staff at X school in line with meeting Education Department strategic objectives for school meal provision and value for money
2) To facilitate the development of staff proposals for improving service provision and the presentation of these proposals to management

PRIMARY LEARNING OBJECTIVES:

By the end of the course learners should be able to:

- Respond assertively to pupils, colleagues and staff in a variety of situations
- Manage working time efficiently
- Work effectively as part of a team
- Identify ways in which current work practices, systems and processes could be improved and present proposals for change to management

EXAMPLE LEVEL 2 LLN OBJECTIVES (Additional individual targets based on initial assessment)

- Present information and ideas in a logical or persuasive sequence using paragraphs where appropriate (Wt/L2.3)
- Judge how much to write and level of detail to include (Wt/L2.2)
- Respond to criticism constructively (Sllr/L2.4)
- Speak clearly and confidently in a way which suits the situation (SLc/L2.1)
- Express clearly statements of fact, explanations, instructions using appropriate style, structure and vocabulary (SLc/L2.3)
- Present information and ideas in a logical sequence and provide further details and development to clarify or confirm understanding (SLc/L2.4)
- Make relevant contributions and help to move discussions forward (SLd/L2.1)
- Support opinions and arguments with evidence (SLd/L2.4)

General Course Information:

DURATION: 8 Weeks, 1 1/2 hours per week TIME: (8.30a.m - 10.00a.m)

START DATE: 18.10.04 FINISH DATE: 06.12.04
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>LLN Core Curriculum Objectives</th>
<th>Example activities and resources</th>
</tr>
</thead>
</table>
| 1    | Introduction / Welcome  
Assertiveness at Work 1  
What is assertiveness?  
Assertive, aggressive, or passive?  
The benefits of assertive behaviour in your work | SLIr/L2.4  
SLc/L2.3  
SLc/L2.1 | Video: Extracts from *The Art of Assertive Behaviour* - Assertive vs aggressive/passive behaviour  
Practice/simulation: Model of assertive behaviour in work situation, e.g. breaking up a fight. Review benefits and discuss individual action plans |
| 2    | Assertiveness at Work 2  
It’s not what you say...  
Positive messages  
Asking questions  
Unspoken signals  
Body language in action | SLc/L2.1  
Wt/L2.2 | Video: Further extracts from *The Art of Assertiveness* - positive language, body language.  
Practice / simulation: Build model of assertive response, using assertive body language in work situation., e.g. dealing with a pupil who is rude to you. Review benefits and develop individual action plans |
| 3    | Working in a Team 1  
What makes a good team?  
What kind of team worker are you? | SLd/L2.4  
SLd/L2.1 | Team task: elicit and simulate authentic time-pressured task, e.g. cook a dish quickly. Review task and reflect on nature and benefits of good teamwork.  
Video: Extracts from *Better Team Performance*.  
Simulation - Midday meal is behind schedule |
| 4    | Working in a Team 2  
Hearing or listening?  
Showing you are listening  
Showing you understand  
Dealing positively with feedback and criticism | SLc/L2.1  
SLIr/L2.4  
SLd/L2.1 | Begin session with examples of not listening to learners – how does it make you feel? Discuss good listening skills and when they are needed at work.  
Simulation: Dealing with
<table>
<thead>
<tr>
<th>Progress Review</th>
<th>negative feedback from management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5</strong></td>
<td><strong>Managing time 1</strong>&lt;br&gt;What is good time management?&lt;br&gt;What kind of time manager are you?&lt;br&gt;Planning your time effectively</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td><strong>Team-working activity</strong>&lt;br&gt;How could we improve the way things are done?</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td><strong>Team-working activity</strong>&lt;br&gt;How could we improve the way things are done? - continued</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td><strong>Simulation: Presentation to Management</strong>&lt;br&gt;End of course Review and Action Plan</td>
</tr>
</tbody>
</table>