



Module title

Communication, motivation and success at work.

Aim of the module

To improve interpersonal communication and motivation in order to plan successfully for work and education. Specifically:

- Interpersonal communications
- Work related goal setting and action planning
- Resilience
- Self-awareness
- Working with others
- Motivation

Learning outcomes

On successful completion of this module you should be able to

- Understand personal values and organisational values
- Improve your interpersonal communications
- Know how to be assertive
- Understand how people are motivated
- Use techniques to improve your success
- Set and achieve work related goals

Assessment details

This module will be assessed through

- Observations of discussions
 - The oral presentation of your work
 - Written outcomes; lists, letters, posters, scripts, leaflets
- When CoPE Units are being assessed the mandatory recording documents must be used.



Notes on selecting challenges

To achieve all of aims of this Module and to address all 6 learning outcomes you are advised to select your challenges carefully. The specific challenges that relate to each learning outcome are noted in brackets below.

- Understand personal values and organisational values (A2,A3,A10, B2,B5)
- Improve your interpersonal communications (A4,A6,A9, B2, B3, B4)
- Know how to be assertive (A6, A9, B4)
- Understand how people are motivated (A4, A5, B5,)
- Use techniques to improve your success (A1, A5, A8,B1,B3)
- Set and achieve work related goals (A1,A4,A7,B1)

Values are the building blocks for relationship with self and others. Therefore we suggest that learners explore their own values and those of others as the basis for this module. This will lead to discussions about the need to respect the values and rules in organisations.

Relationships and resilience

Learners can use their values to check their relationships with others and themselves. Through these relationships the learners will be able to develop tools to avoid conflict with others, seek advice and support in an appropriate way, resist external pressures and develop improved interpersonal communications.

Goal setting

With insight into values and their relationships with self and others, learners can use their insight as motivation to set goals and action plans. The learners will have learned about their limiting beliefs, how to plan and monitor their own progress and have improved their self esteem.

Challenges suitable for CoPE Units

Below is a quick guide to the challenges that would be most suitable to develop or assess the six CoPE Skills

Introduction to Working With Others	A3, B4
Introduction to Improving Own Learning & Performance	A2, A3, A5, A6, A8, A9, B1, B2
Introduction to Problem Solving	B1, B2
Planning & Carrying out at Piece of Research	A1, A5, A9, B5
Communicating through Discussion	A3, A10, B3



Module - Communication, motivation and success at work.

Section A: (Complete FIVE challenges for one credit)

1. Talk to someone who does a job that interests you. Find out what their work involves and the qualities needed to do the job. Write a letter to an employer showing how you have demonstrated these qualities.

Evidence Ref:

Verified by / date:

Key Skills:

2. Make a presentation which includes:
 - your own definition of what personal values are
 - the values that are most important to you
 - how your actions reflect your values
 - what you do to respect the values of an organisation (for example your school, college or a club)

Evidence Ref:

Verified by / date:

Key Skills:

3. In a group discuss the following topic: "These days young people don't have the right attitude towards work". Agree a way of showing other people what is meant by "the right attitude".

Evidence Ref:

Verified by / date:

Key Skills:

4. Produce a dialogue between two friends to show how perseverance and planning could change the situation:

One is negative and disappointed because they didn't achieve something they wanted (e.g. a place at college, a win at sport, passing their driving test). The other is encouraging and positive. Share your dialogue with others.

Evidence Ref:

Verified by / date:

Key Skills:

5. Talk to a professional or amateur sports person, actor, singer (or person agreed with your tutor). Find out about problems they have met while trying to achieve their goals. How do they motivate themselves to keep trying?

Evidence Ref:

Verified by / date:

Give a presentation on how and when you could use these techniques.

Key Skills:

6. Produce a leaflet or write an article for your school newsletter that gives advice on how to be assertive in **at least four** difficult situations. Your advice should include

Evidence Ref:

Verified by / date:

- Verbal and non-verbal communications
 - Tone of voice
- How to get help or support if needed

Key Skills:

7. Produce a poster for another group to show them how to use STOP technique to control their actions resolve a conflict (Step back; Think; Options; Proceed) in **three** different situations

Evidence Ref:

Verified by / date:

Key Skills:

8. Use a learning log to record how you have controlled your behaviour and achieved progress over a period of 1 or 2 weeks. You can focus on either

- the STOP technique **or**
- Improved listening

Evidence Ref:

Verified by / date:

Key Skills:

9. Watch an extract from a film or TV programme with the sound turned down. Record and describe the non-verbal communications used by the actors. Record whether the communication is assertive, passive or aggressive.

Evidence Ref:

Verified by / date:

Key Skills:

10. Discuss the values that you think should be respected in the group. Which values do you all hold? Agree how you will conduct yourselves within the group.

Evidence Ref:

Verified by / date:

For **one** session make notes on what you did to show respect for the group values.

Key Skills:

Section B: (Complete Challenge One and one other challenge for one credit)

1. Make a plan to achieve some of your long and short term goals. It should include goals that are up to 5 years away and at least one *goal you can achieve in a week*. What resources and help will you need? For the goal you are going to achieve in a week you must make clear action points and monitor your success.

Evidence Ref:

Verified by / date:

For example, a long term goal may be to be a self-employed plasterer, shorter term targets would include completing a course at college, passing your driving test and applying for college.

Key Skills:

2. Choose **three** transferable skills from those you have learned about. Produce a leaflet or problem page article showing how these skills can be of benefit in school, the home or the workplace.

Evidence Ref:

Verified by / date:

Key Skills:

3. In a group each identify someone you admire because you share their values: (for example a celebrity.) Prepare for a discussion with your group to decide which of these celebrities would make the best role model and why.

Evidence Ref:

Verified by / date:

Make notes to help you remember what to say in your discussion.

Key Skills:

4. In a small group choose 2 or 3 fictional characters that are well known for their passive, aggressive or assertive behaviour. Produce a role play in which the characters behave very differently – how does

Evidence Ref:

Verified by / date:



their behaviour change the way people react to them?

Key Skills:

5. Carry out an investigation to find out how other people influence our behaviour. You could **either** look into news coverage of the behaviour of celebrities and that of other young people
Or Study the ways in which advertisers try to persuade customers that their product will improve their lives.

Evidence Ref:

Verified by / date:

Present your findings using images.

Key Skills:



Section C: (Complete ONE challenge for one credit)

Compare the advantages and disadvantages of face to face communication with the use of mobile phones and social networking (internet sites and email).

Conduct interviews with older working people to find out what makes a good colleague at work and present your findings

Keep a reflective log during a residential or work experience of a transferable skill you have learned about during this module from thus module

Research the impact of one type of anti-social behaviour and suggest ways that it could be dealt with

Make an in-depth study of the impact of bullying in schools or in the workplace. This could include looking at national campaigns, the policy in your own school or college, the attitudes of the bully, the impact on the victim, the types of support offered

Produce an in-depth report on the effectiveness of teamwork during a group project or your work experience

This is an opportunity to further develop your use and knowledge of soft skills through an extended.

You could

Discuss options with your tutor to help you design your challenge. You should present evidence of undertaking this challenge for a **minimum of 10 hours**.

Challenge description:

Evidence Ref:

Verified by / date: