The building team
Introduction to Module 2

Construction projects generally need a team of people with very different roles and responsibilities to work closely together. Workers in the trowel trades need to know how the team will work together and their particular role within it. They particularly need to communicate effectively with each other to avoid unnecessary conflict. As building teams rarely work in isolation, it is also important for every member of the team – however small or large – to know how to communicate appropriately with members of the public who visit the site and with the clients themselves.

To be an effective member of a building team it helps to understand:

- the lines of authority within the workplace
- the roles and responsibilities of others
- how to deal with site visitors
- how to manage conflict at work
- how to contribute to team meetings.

The focus of this module also lends itself to other work environments where it is important that employees know and recognise the structure of their organisation and their role within it. Encourage learners to practise the skills needed to contribute to team meetings so that they gain confidence and find their 'voice'.

Skills checklist

Most people in construction are part of a building team. It is important to know each person's role and responsibilities within the team so that communication is made as easy as possible. It is also important for everyone in the team to know how to deal with members of the public who visit the site and any difficult situations that may arise.

You will need the following skills to be confident about your role within a building team. Tick the skills you have already and then look again at the checklist when you have used the materials.

Skills for the building team	Now	Later
Understanding charts that show the structure of your organisation		
Understanding specialist words used in charts		
Following written procedures		
Listening and responding to the main points made by site visitors		
Following spoken instructions		
Following procedures for dealing with conflicts at work		
Adapting your spoken responses to deal with difficult situations		
Listening and responding appropriately in team meetings		

PAGES 2:1–2:2

The building team

Operatives need to understand how the people making up the building team work together to complete a project. They also need knowledge of the roles and responsibilities of other members of the building team. The NVQ specifications for Trowel Occupations focus on the ability of operatives to develop and maintain productive working relationships (see Unit No. VR210). To meet the specifications, operatives need knowledge of the lines of authority within the workplace and the roles and responsibilities of other occupations. This is often represented using an organisational chart. This theme develops the skills of reading and understanding the information presented in this kind of chart.

Materials

Organisation chart from the workplace

Learning outcomes

1 To understand the structure and format/layout of an organisation chart (focus page, Tasks 1–3)

2 To use an organisation chart to identify relevant information (focus page, Tasks 1 and 2)

3 To identify the roles and responsibilities of key members of the building team (Task 3)

Introduction

- Explain that this theme introduces the module 'The building team'. The vocational focus is on the key personnel who may typically be involved in a construction project.
- Relate the **occupational setting** to the requirements for the NVQ.
- Ask learners for the different job titles they have come across on a building site. List these on the board. What does each of these people do? Add to the list any people omitted by learners.
- The job titles given might provide a useful opportunity to discuss gender issues (e.g. foreman/crafts supervisor).

Focus page

- All the people discussed in the introduction are part of the building team. How do they fit into the team?
- Explain that the chart on the focus page is an *example* of an organisation chart for a construction company. Stress that every company will have its own organisation chart depending on the size of the operation, the nature of the project and how many people are employed. If possible, relate this to the organisation chart for the company in which the learners work. Where do the learners fit in the chart? To whom are they responsible (i.e. who gives them their work)? Who else is in the team?
- This might be a useful opportunity to discuss issues around direct employment and sub-contracting.
- Explain the term 'personnel' – see the glossary.
- Explain that charts show information through layout as well as through text and words. Understanding the key is very important if you are to unlock all the information.
- Discuss the key. This shows that the chart holds three different types of information: the personnel who are directly employed by Head Office (continuous line); the line of reporting or line of authority through the company for some of these personnel (arrows); personnel who are not directly employed by the company (i.e. sub-contractors or employed by someone else) (dotted lines). In this example they are sub-contracted to work on the project.

Curric. refs	NOS/NVQ	Key Skills
HD1/L1.1	VR02 VR210	C1.2

Task 1

Read an organisation chart
HD1/L1.1

- Explain to learners that, to complete this task, they will need to use the key to read the information from the chart on the focus page.
- Explain the term 'seniority'; relate to the term with the same meaning 'is responsible for'.

If the learner has difficulty

- Assist the learner with understanding the question – help them to link 'not directly employed' with sub-contracted on the key and to find the symbol for this. Help him/her to match the broken line on the key to the broken lines on the organisation chart and then to read off the correct information.
- Repeat this procedure for the second question.
- Explain the terms 'seniority' and 'line management' For example, show him/her that the site manager is senior to (has seniority over) the crafts supervisor. Highlight the line of authority on the chart and show learners who is the most senior, who is the next senior and so on.

Extension

Ask learners to make a note of the line of authority for their own workplace involving themselves and two other members of staff. Discuss any differences between this and the line management on the focus page chart.

Task 2

Read an organisation chart
HD1/L1.1

- Explain the phrases in the task. Relate similar terms together, for example 'is responsible for' and 'is responsible to'.
- Explain that 'report(s) to' shows a direct line of authority. The person you report to is likely to be senior/superior to you and your line manager. There will be other senior personnel in the company who you do not report to directly. Use the chart to show examples.

If the learner has difficulty

- Assist the learner to understand the terms using the chart. Start with the crafts supervisor and, moving in the direction of the arrow, explain that the crafts supervisor is senior to or responsible for the bricklayers. Turn this around to illustrate the term 'are responsible to' –the bricklayers are responsible to the crafts supervisor.
- There is a subtle but important difference in meaning between 'responsible *to*' and 'responsible *for*' in this model of line management. Some learners (particularly those with ESOL needs and those with dyslexia) may need help to understand these terms.

Extension

Turn the first three questions around to show the relationships in reverse. Ask similar questions based on the focus page organisation chart.

Task 3

Identify key words in short texts and use them to understand meaning
HD1/L1.1

- This task gives learners information on job roles for different members of the building team.
- Explain to learners that there are five short job descriptions that they need to match up to five job titles on the organisation chart on the focus page.
- Learners should do the ones that they are sure of first and then move on to the others by process of elimination.
- Bring in additional vocational information on job roles and responsibilities at this point, if appropriate to the vocational programme.

If the learner has difficulty

- Assist the learner to match up key words in the job description to job titles, for example match 'manages' in the first job description to 'manager' in site manager.
- Make sure the learner understands all the job titles.

Extension

Extend this to job descriptions for other members of the building team (e.g. other operatives, quantity surveyor) and job roles in larger companies (e.g. planner, estimator, buyer, etc.).

Theme assessment

- Check understanding by asking learners more questions about the organisation chart. Find other organisation charts and ask questions based on the chart. If workers are sub-contracted, where do they fit in?

- Learners could use sticky notes or cards to make an organisation chart based on people working in their own workplace.
- Ask learners to draw a simple organisation chart showing the line management within their own company. Ask learners questions to find out if the details they include are correct. For example, is the X your line manager? Is the X responsible for the Y? Is the X on the same level as the Y?

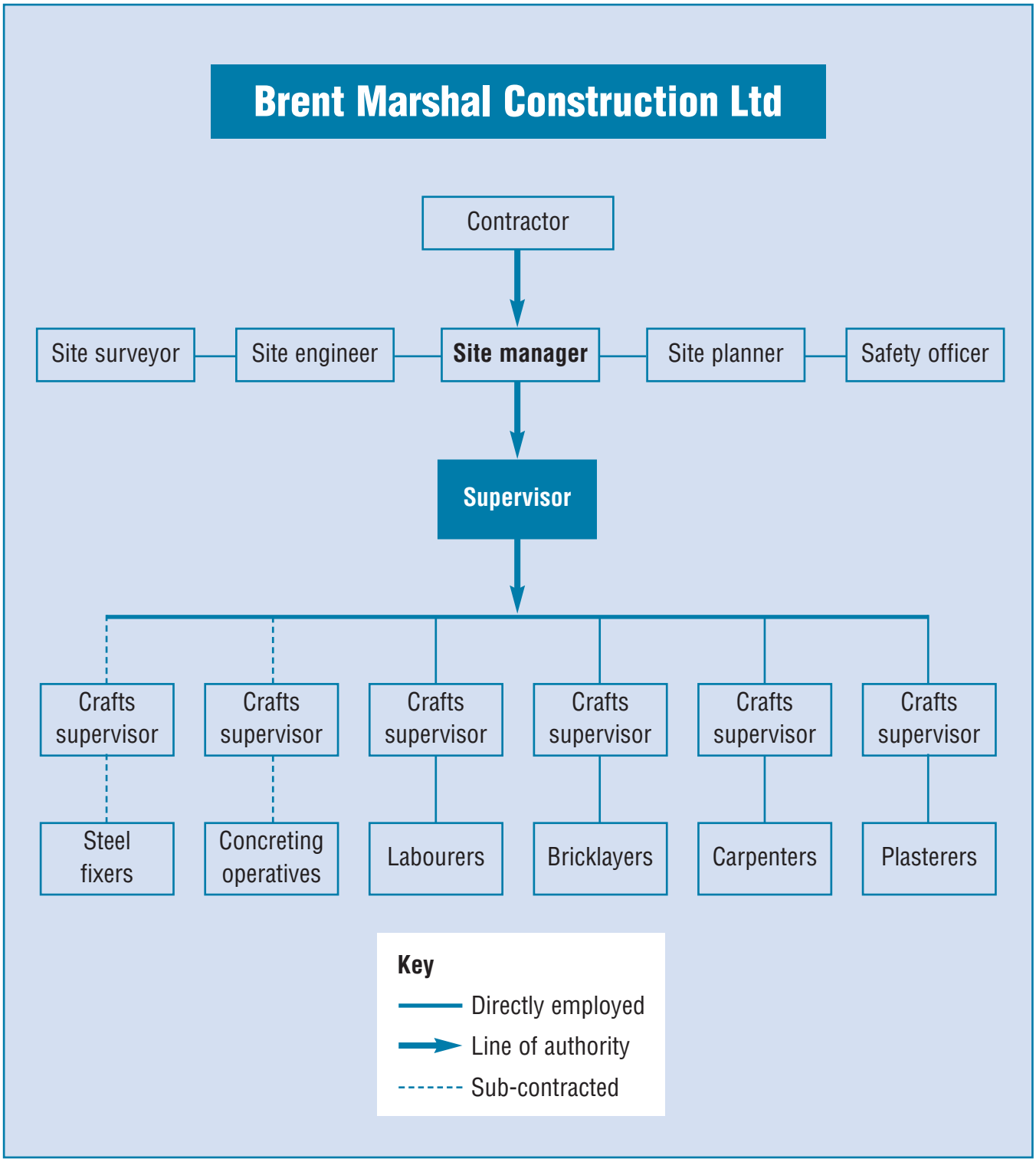
The building team

Focus

This is an example of an organisation chart for a construction company.

Charts like this contain a lot more information than appears at first.

The **Key** helps you to 'read' the additional information.



The building team

Task

Construction projects need a team of people with very different roles and responsibilities to work closely together. To play their part in this, each team member needs to know to whom they report. Organisation charts hold a lot of information about the personnel and line management in a company.

Task 1

Use the organisation chart on the focus page to answer these questions.

a List the personnel shown on the example chart who are not directly employed by the company.

b List the personnel shown as employed by the company who are on the same level as the site manager.

c Number the personnel below in the correct order of line management according to the chart (starting with the employee with most seniority).

☐ Crafts supervisor ☐ Site manager ☐ Plasterer

Task 2

Read the organisation chart on the focus page. Complete these sentences using an appropriate phrase from the choices given.

a The crafts supervisor _____ the plasterers.

b The safety officer _____ the site manager.

c The crafts supervisor _____ the site manager.

d The bricklayers _____ the crafts supervisor.

is on the same level as
report to
is responsible for
is responsible to

Task 3

Use the organisation chart on the focus page to match the job roles to the job descriptions.

a The _____ manages all of the work on the construction site. This includes managing all personnel, programming and planning.

b The _____ supervises the operatives on site.

c The _____ 'set out' the location of walls and construct them.

d The _____ is usually responsible for 'setting out' the exact position of all buildings, roads and drains.

e The _____ is in charge of making sure that all construction operations on site meet the requirement of health and safety legislation.

PAGES 2:3–2:6

Dealing with site visitors

All employees will have to greet and deal with visitors to site at some point. Typical regular visitors to construction sites include the architect, site engineer, safety officer, building control officer, management from the company's head office, and possibly the client. It is important that employees deal with visitors in a professional manner as they are acting as representatives of the company.

Some companies have a set procedure for employees to follow when dealing with visitors to site. The NVQ specifications for Trowel Occupations focus on the ability of operatives to develop and maintain productive working relationships (see Unit No. VR210). To meet the specifications, operatives are required to show that they can deal with visitors to site, including clients and personnel from other organisations or occupations. This theme develops the reading skills required to understand a typical procedure document and the speaking and listening skills required when dealing with site visitors.

Materials

Examples of workplace procedures

Audio equipment

Learning outcomes

1 To read and understand an example written procedure for dealing with site visitors (focus page)

2 To understand the importance of following set procedures and the need for appropriate language (Tasks 1 and 3)

3 To use language with an appropriate degree of formality for purpose (dealing with site visitors) (Tasks 2–4)

Introduction

Discuss learners' experiences of dealing with site visitors – either dealing with visitors personally or being in the site office when another site worker has dealt with a visitor.

Focus page

- Introduce the theme of dealing with site visitors. Outline the importance of doing this appropriately when acting as a representative of the company. Discuss what is meant by 'appropriate'.
- Explain that many companies have a set procedure for dealing with site visitors. This is because it is important that the company is represented in a good light to anyone visiting the site, at all times. What might be the impact of not dealing with visitors appropriately?
- Explain the nature of a procedure: that each point needs to be followed in a set order.
- Stress that the procedure shown on the focus page is just an example and that different companies' procedures will vary in some procedure points. This is a useful opportunity to look at any workplace procedures available.
- Point out that procedures often give instructions. These include instruction words that tell you to do something such as 'greet', 'find out', 'ask', 'contact', 'give'. Explain that the key information is often in the first part of the sentence.
- Explain the notion of appropriate language. Define 'formal' and 'informal' and give examples. This is a good opportunity to introduce some role-play in which learners are invited to deal with a range of 'visitors'.
- Note that there may be some cultural issues about what is considered to be polite or appropriate when greeting strangers. For example, some cultures have elaborate or very formal ways of greeting strangers. Ensure learners are aware that the language they use with colleagues may not be appropriate for greeting visitors.
- Point out that the Visitor Log may also be referred to as the Visitor Book.
- Finally, there is an opportunity for the vocational specialist to bring in their own specialist knowledge about site safety and tie in vocational information about personal protective equipment (PPE) and its use on site.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.3	VR02	C1.1
SLlr/L1.1		
SLlr/E3.1		
SLc/L1.1		
SLc/L1.2		

Task 1

Read and match reasons to procedures
Rt/L1.3

- Remind learners of the importance of following procedures. Point out that it is easier to understand the importance of something if you can see a clear reason for it.
- Discuss what is meant by 'appropriate'.
- Learners match the reasons given to the procedure points on the focus page.
- Discuss the answers and bring in additional related vocational information if appropriate. When discussing procedure point 5, bring in specialist knowledge of site procedures. For example, explain what a typical site safety induction might include, such as information on the location of fire extinguishers.

If the learner has difficulty

- Focus on the difficult words in the procedure, for example 'inform' instead of 'tell' in point 4. This is the language of formal company documents. Learners need to be exposed to it but recognise that many of the terms may be difficult for some learners.
- 'Translate' any difficult language into everyday English to assist the learner (this is a useful strategy). For example in step 5 'conduct a PPE check' becomes 'check the visitor is wearing the right safety equipment to go on site (following health and safety law)'.

Extension

- Look at some other examples of procedures for dealing with site visitors.
- Discuss the differences in procedure points and the reasons for each procedure point.
- Learners can tell each other or the group about their own experiences of different procedures. Write these up on the board/flipchart, then get learners to translate them into 'company speak'. Learners can then write their own procedures on flipchart paper.

Task 2 3

Decide what questions to ask to get particular information
SLlr/E3.1

- The key point here is to match appropriate spoken language to the procedure points. The learner needs to decide which question would get the information required to follow each point in the procedure.
- Re-read the procedure points on the focus page.
- Play the audio clips all the way through, for gist.
- Then play each clip in turn. Learners should identify which procedure point is being covered by each clip. They will need to listen out for words that match words in the written procedure (e.g. the first clip covers point 4 and will include the name of a person).
- Listen to the clips again, to confirm responses.
- Discuss responses and think about what would be inappropriate language or responses. You might want to consider other ways of saying the same thing.

If the learner has difficulty

- You may need to read out the phrases in the audio script. Check that the learner understands all the language in this and the procedures.
- Assist the learner to match up key phrases from the procedure to phrases in the audio clips, for example 'site safety' in point 5 and 'safety points' in audio clip B.
- Model this kind of interaction with ESOL learners to ensure they feel confident in this kind of exchange.

Extension

Develop a role-play in which learners are able to take two sides in a dialogue. Ask learners to write the dialogue in pairs, one using appropriate language for the situation and one using inappropriate language. Examples could either be acted out or reported back and discussed.

Task 3 4 5

Listen for information
SLlr/L1.1

- Remind learners of the importance of following procedures correctly and using appropriate

language. Point out that both skills need to be combined when dealing with site visitors. You may need to re-read the site procedures on the focus page.

- Explain the task. Learners are going to listen to two operatives dealing with a visitor to site and complete two checklists – one for each.
- Play the audio clips through once (with a short break between the two clips) and instruct learners to focus initially on column 1 – does each operative follow procedure correctly?
- Play the audios through a second time and instruct learners to listen this time to the language used and then complete column 2 – was the language used appropriate? It may be necessary to replay the audio clips several times.
- Direct the learners to what they have to listen to so that there is a purpose for listening (i.e. Is the carpenter following procedure point 1, 2, etc?). Remember that it is not a test of memory, but practice at listening for specific information.
- Discuss correct responses with learners. The carpenter does not follow procedure, nor does he use appropriate language for dealing with visitors to site. The plumber follows procedure and uses appropriate language for dealing with visitors to site.
- Go through the checklists carefully with the learners.
- Elicit reasons for learners' judgements on appropriateness. Why is it inappropriate?

If the learner has difficulty

- Play the audio clips in segments. Ask the group for feedback on the first point in the checklist. This will allow members of the group who are having difficulty to have their answers confirmed by peers. Rather than supply the answers, play the audio clip again, emphasising what learners need to listen for.
- Play the audio several times and emphasise that the point is to listen for information accurately.
- Discuss any language difficulties, particularly with the informal language for ESOL learners (e.g. 'stick your details in this log', 'some bloke', 'site safety stuff', and with the inference in 'boss's orders').
- Note that ESOL learners will need a lot of practice in this kind of interaction.

Extension

Learners could record their own dialogues as in the Extension for Task 2, one dialogue using appropriate language and one using inappropriate language.

Task 4

Make requests/ask questions to obtain information and speak clearly in a way that suits the situation
SLc/L1.1
SLc/L1.2

- Remind learners of the need for appropriate language – 'appropriate' in the sense that whatever they say needs to sound polite and respectful to the visitor. Remind them also of the impact of body language and tone.
- Learners amend the phrases to more polite forms and practise saying them aloud to a partner to judge how they sound.
- Discuss learners' answers using the model answers.
- Focus on the use of 'Can you …?' and 'Would you …?' as polite ways of asking someone to do something. Point out that the 'impolite' versions use instruction words such as 'Tell' and 'Fill in'. Explain that even if these phrases are followed by 'please', they may still sound abrupt and impolite. This is an important difference between good practice in speaking to visitors and the kind of language used in written and spoken instructions, which tends to use instruction words.

If the learner has difficulty

- Confirm through feedback that learners understand the terms 'appropriate', 'polite' and 'abrupt'.
- Note that English is viewed as a very polite language. Some cultures view the English as over-polite, as requests in their own languages are often formed in a more direct fashion, without the use of polite forms such as 'would'. This point may have to be confirmed to some ESOL learners who can have difficulty with the 'would' form (depending on their first language).

Extension

Devise some more questions that are phrased inappropriately. Ask learners to practise saying them aloud and then amend as necessary to more polite and appropriate forms.

Theme assessment

- Learners could develop a 'good practice' checklist, ideally with examples of how to greet particular people and the language to use. This should show the ability to differentiate between different visitor types (e.g. professional visitors such as architects, surveyors, etc. and delivery drivers).
- Carefully conducted role-play is a good way to confirm that learners have developed the speaking and listening skills required to deal with visitors to their workplace. Many centres have a training 'reception' area that can be used for this purpose.
- Evidence from the workplace in the form of a witness statement would demonstrate that the learner can apply these skills in workplace situations.

Dealing with site visitors

Focus

At some point when you work on site you may have to deal with site visitors.

You will be acting as a representative of your company so it is important that you follow the correct procedure.

This is an **example** of a **procedure** for a particular construction company.

Your company's procedure (if there is one) may be different.

A **procedure** is a set of actions that must be followed in a set order.

Brent Marshal Construction Ltd

Site Office Procedure for Visitors

1. Greet the visitor in an appropriate manner.
2. Find out who they have come to see and the purpose of their visit.
3. Ask the visitor to complete the Visitors Log.
4. Contact the person required and inform the visitor how long s/he will be.
5. Give the site safety induction and conduct a personal protective equipment (PPE) check.

Appropriate means suitable for the situation.

The language you use to speak to some site visitors, for example the architect or client, will be different from the language you use when speaking with your work colleagues or visitors such as delivery drivers. It will be more **formal**.

For example instead of

"All right mate, what do you want?"

Try:

"Good morning. Can I help you?"

This is more **formal** and **appropriate**.

Personal Protective Equipment, known as **PPE**, is the equipment that needs to be worn by people at work to protect against risks. For example, everyone on site, including visitors, must wear safety boots and helmets.

Tip

Find out if your company has a set procedure that needs to be followed when dealing with visitors to the site.

Dealing with site visitors

Task

Understanding the importance of this type of work procedure and why it needs to be followed carefully is the first step. Next, you need to think about the sort of language you would use when carrying it out.

Task 1

Number these reasons to match the procedure points on the *Brent Marshal Construction Ltd Site Office Procedure for Visitors* on the focus page.

Reasons:

a To provide an accurate record of who is on site at any time; also required for insurance purposes.

b This means using language that is polite and considerate. (Remember, you are representing the company.)

c To comply with health and safety legislation, all visitors to site must wear the appropriate PPE and be aware of basic site safety information.

d To make sure that the visitor is not kept waiting any longer than necessary.

e So that you know who to contact and what to say the visit is about.

Task 2

3

Look at the *Site Office Procedure for Visitors* on the focus page again. Listen to the spoken phrases and match them to the five points in the procedure.

Procedure points	Audio
1	
2	
3	
4	
5	

Read and understand. Listen for information.
Speak clearly and appropriately.

Rt/L1.3; SLlr/E3.1

Dealing with site visitors

Task

Following a procedure carefully and using appropriate language are skills you need to use when dealing with site visitors.

You need to listen to check if each operative has followed the procedure carefully **and** used appropriate language for each step.

Task 3

4 5

Listen to two operatives dealing with a visitor to site. Complete the check lists (one for each operative) by entering a tick (✓) or cross (✗).

Speaker 1: Carpenter

Followed procedure	Used appropriate language

1 Greet the visitor in an appropriate manner.

2 Find out who they have come to see and the purpose of their visit.

3 Ask the visitor to complete the Visitors Log.

4 Contact the person required and inform the visitor how long s/he will be.

5 Give the site safety induction and conduct a Personal Protective Equipment (PPE) check.

Speaker 2: Plumber

Followed procedure	Used appropriate language

1 Greet the visitor in an appropriate manner.

2 Find out who they have come to see and the purpose of their visit.

3 Ask the visitor to complete the Visitors Log.

4 Contact the person required and inform the visitor how long s/he will be.

5 Give the site safety induction and conduct a Personal Protective Equipment (PPE) check.

Dealing with site visitors

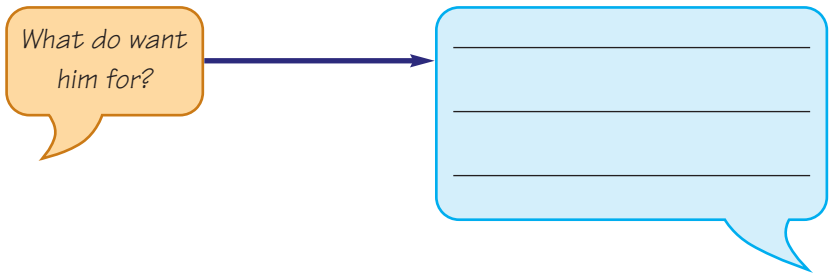
Task

It is important to get your language right so that it comes across as both friendly and polite.

Task 4

Imagine that you are a visitor to site. Read the spoken phrases on the left. Amend the phrases so that they sound more polite. Practise saying your amended phrases aloud.

a



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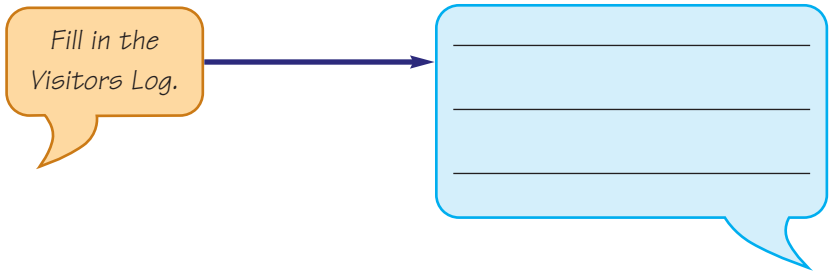

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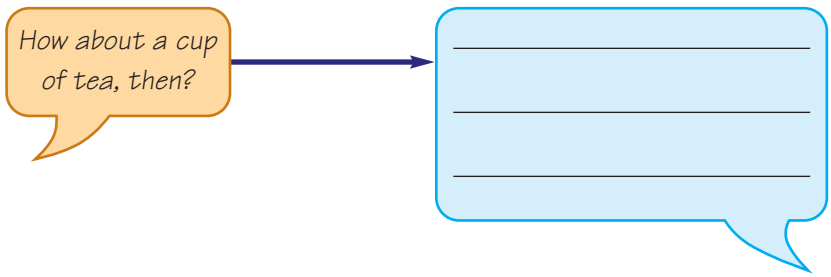

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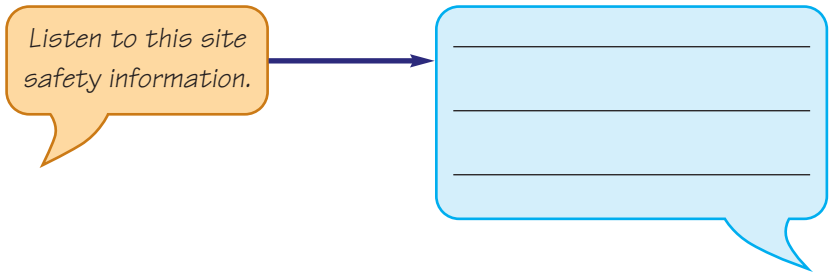


Read and understand. Listen for information.
Speak clearly and appropriately.

SLc/L1.1; SLc/L1.2

PAGES 2:7–2:8

Following instructions

Operatives will need to listen to spoken instructions daily in the workplace. It is important to understand that these instructions are not always given in the order that the jobs need to be done. Following spoken instructions so that they can be carried out in the intended order requires good listening skills. This theme develops these listening skills.

Materials

Audio equipment

Learning outcomes

1 To recognise verbal instructions and extra information about how to carry out instructions (focus page, Tasks 1 and 2)

2 To sort out verbal instructions into the order they need to be carried out (Task 2)

3 To give verbal instructions (Task 3)

Introduction

- What is meant by an instruction? Who gives instructions? How are they given (e.g. verbally, written)? How can you tell when something is an instruction (as opposed to advice, a comment on progress, etc.)? Instructions can often be identified by tone of voice and the use of instruction words. Ask learners for examples of each of these.
- Explore learners' experiences of receiving instructions in the workplace. Do they find them easy to follow? Are they sometimes given out in a hurry? What else can go wrong (e.g. not hearing properly because of background noise, not paying attention)? What may happen if instructions are not followed in the right sequence? What if you forget an instruction? Try to elicit examples of each of these.
- This might be a good opportunity to practise listening to instructions in poor conditions (i.e. not in the ideal conditions of a training room). This acknowledges the reality of work on building sites, where noise and disturbance are inevitable.

Focus page

- Read out the instructions in the speech bubble. Check learners understand all the technical terms (see glossary).
- Discuss these instructions. Ask learners to identify how many jobs the listener is being asked to carry out. These are in bold. Draw learners' attention to the imperatives – the instruction words that signal the instructions (e.g. 'help' and 'sort').
- Ask learners about the ordering of the jobs. Does the foreman want the jobs to be done in the order he gives them? Discuss the clue words to do with time, shown underlined. These give information about the order in which the jobs need to be carried out.
- Discuss the additional information in the spoken instructions – extra information about how to do the job or what not to do. Ask learners to identify this information.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1 SLlr/L1.2 SLc/L1.3	VR02 VR210	C1.1

Task 1 6

Listen for relevant information
SLlr/L1.1

Listen for and understand instructions
SLlr/L1.2

- Explain and discuss any vocational terms that are new to learners, such as copings (see glossary).
- Explain the exercise. Learners will hear a recording of a bricklayer telling a labourer about the work for the day. Carefully direct learners to what they have to listen to: the jobs that need to be done (not the order).
- Play the audio once for gist, so learners can listen but without writing. Instruct learners to listen for instruction words such as 'Help' and 'Tidy'.

- Play the audio again. Learners can note down the jobs as they listen.
- Play the audio a third time, if necessary, for learners to record the details of the jobs accurately and check their responses.
- Discuss learners' answers.

If the learner has difficulty

- Learners may have difficulty in separating the actual instructions from everything else that is said in the audio clip.
- Before playing the clip, give the learner the instruction words that signal what the bricklayer is being asked to do that day. Write these down for the learner (Fill in …; Help Sid …; Help Jim …; Mix up …; Tidy up …).
- Play the audio clip, pausing at these instruction words, which signal the start of each instruction.
- Play the audio as many times as required for the learner to pick out the five jobs, focusing on the instruction words as the key to isolating them.
- It may help if you read out the audio script, as your voice will be familiar and you can read slowly and pause whenever necessary.
- Some of the terminology in this audio clip is rather technical and may need explanation. For example, 'storey', meaning floor or level, may be muddled with 'story'; 'coping' also means 'coping with something'. Terms such as 'knock off', 'get started', 'if you've got any time left' may be difficult for ESOL learners and will need to be explained.

Extension

Develop another set of typical workplace instructions to give verbally to learners for practice. The first task should be as Task 1: learners listen and isolate the actual instructions, the focus being on listening for instruction words.

Task 2 6

Listen for and understand instructions
SLlr/L1.2

- Check that learners understand that instructions are not always given in the order they need to be carried out. Go back to the example on the focus page if necessary.
- In the first part, learners order the instructions/jobs they picked out in Task 1. It may be appropriate to write these down on the board to make sure that all learners are starting the task with the same list of jobs.
- Before playing the audio clip, carefully direct learners to what they need to listen for. Explain that there will be clue words to do with time that signal the order of the instructions, for example 'before', 'after', 'last of all'.
- Explain the second part of the task, checking that learners understand that instructions may contain other information. For example, extra details about *how* to carry out a particular task.
- Discuss learners' responses. The extra information is information on how to carry out job 2; this information also starts with the instruction words 'Make sure that …'.
- Play the audio clip again, alerting learners to the word 'Remember …' in the example (also an instruction word) which links this extra information to the job instruction that has just been given.

If the learner has difficulty

- Before playing the audio clip, give the learner the clue words to do with time that signal the order in which the bricklayer has to complete the jobs ('before', 'after', 'last of all'). Play the audio clip, pausing at these instruction words, which signal the start of each instruction.
- Play the audio clip as many times as required for the learner to reorder the job list from Task 1 correctly.
- For dyslexic learners, it may be necessary to take away the burden of writing and act as scribe for their responses.

Extension

Use the set of typical workplace instructions developed as an extension for Task 1. Learners listen for the actual order in which the jobs need to be carried out, the focus being on listening for clue words to do with time. This activity could be conducted in pairs.

Task 3

Give a set of instructions using sequence words
SLc/L1.3

- Explain the useful strategy of repeating back to the speaker what you need to do. It confirms and checks that what you think you have to do is the same as what the speaker is telling you to do.
- Learners practise repeating back the jobs in the

order they need to be carried out using the sequence words given.

- Replay the audio clip. Which is easier to follow – the audio or the instructions with sequence markers?

If the learner has difficulty

- Ensure the learner fully understands the particular sequence words given for the practice in Task 3. Draw a vertical line with five notches on it and ask learners to place the words on the line, starting at the top. The phrase 'First of all …' should go at the top and the phrase 'Last of all …' at the bottom.
- Discuss alternatives for these phrases that could be used, such as 'first …' and 'finally …'. The sequence words 'next', 'after', 'then', can be placed anywhere in the remaining places in any order. Explain that these words are often used interchangeably to express consecutive order.
- Take away the burden of writing for dyslexic learners.

Extension

Use the set of typical workplace instructions developed as an extension for Task 1. Learners repeat the jobs in the order they have to do them, using the same set of sequence words given in Task 3.

Theme assessment

- Develop another set of typical workplace instructions that can be given verbally to learners in the same way as the audio recording. Devise similar listening tasks to accompany this set of instructions to check that learners have the skills developed in this theme.
- Evidence from the workplace in the form of a witness statement would demonstrate that the learner can apply these skills in workplace situations.

Following instructions

Focus

You will have to follow a variety of instructions at work. Some of these will be verbal instructions from your boss or line manager.

What I want you to do today is ***help Sid with the blockwork to the garage block****. He's got some quoins to do, so that'll be good practice for you.*

He'll need some mix so you'd better ***sort that out before you start.***

After *the blockwork's done, I want you to go over and* ***help Jim with the copings on the boundary wall****. Make sure you handle the copings carefully. Don't damage them!*

Often you will have to listen carefully to pick out exactly what you are being asked to do from other things that people say.

The actual instructions in this example are in **bold**. The rest is extra information about the jobs.

This type of information can be very important as it tells **how** to do things or what **not** to do.

Instructions like these might not be given in the order your boss wants you to carry them out.

Look at the words underlined. These are clue words to do with time. They tell you the *order* in which you need to do the jobs.

Following instructions

Task

Every day at work you will need to follow spoken instructions. These might tell you what to do or what *not* to do. There might also be additional information you need to know about how to do things.

Task 1

6

Listen to the instructions from this bricklayer to the labourer at the start of the working day. Write down the jobs that need to be done.

a _____

b _____

c _____

d _____

e _____

Listen for instruction words such as '**Help** Sid …', '**Do** that …', '**Tidy** up …'.

Task 2

6

a Listen to the instructions again. Re-order the jobs into the order in which you need to do them.

1 _____

2 _____

3 _____

4 _____

5 _____

b The bricklayer gives the labourer extra information about **how** to do one of the jobs. Listen to the recording again. Write this extra information down next to the job it goes with.

Listen for the clue words about time, for example 'before', 'when', 'last'.

Task 3

Work with a partner to practise repeating the jobs in the order you have to do them. Use the ordered jobs from Task 2 and the time words (sequence markers) given.

Sequence markers (time words)

first last of all
next then after that

SLlr/L1.1; SLlr/L1.2; SLc/L1.3

PAGES 2:9–2:12

Dealing with conflicts at work

Effective communication is needed on site to maintain the work flow and to make sure there are effective working relationships. The NVQ specifications for Trowel Occupations (at Levels 1 and 2) focus on the ability of operatives to develop and maintain productive working relationships (see Unit No. VR210). To meet the specifications operatives are required to show that they:

- can communicate effectively in the workplace to overcome potential conflicts that may arise (lines and methods of effective communication: see Unit No. VR210)
- understand the lines of authority in the workplace with regard to overcoming conflicts (limits of own authority: see Unit No. VR210).

In order to deal with conflicts that may arise on site, learners need to have good listening and speaking skills. They need to understand how conflicts arise and have some strategies for dealing with conflict situations. This theme develops the speaking and listening skills required.

Materials

Audio equipment

Learning outcomes

1 To understand specific terminology used in NVQ specifications relating to dealing with conflicts at work (focus page)

2 To identify appropriate body language for dealing with conflicts at work (focus page, Task 2)

3 To identify actions for resolving conflicts at work (Tasks 1–3)

4 To use effective communication when dealing with conflicts at work (Tasks 4 and 5)

Introduction

- Relate the theme *Dealing with conflict at work* to the vocational setting and NVQ standards.
- Discuss learners' experiences of any conflict situations at work. Who was involved? What happened? Why did it happen? How was it resolved (if at all)? Lead into the point that good speaking and listening skills are required to deal effectively with conflict situations.
- Thinking about conflicts in general, what makes them worse? What makes them better? Write up some of these ideas as the basis of developing some thoughts on good practice guidelines.

Focus page

- Explain the example from the performance criteria and complete the word matching activity.
- Look at the picture of the bricklayer on the focus page, drawing attention to his body language. Ask learners about their understanding of body language. What is it? How does it impact on behaviour? You may need to model typical body language (e.g. aggressive, nervous, confident, etc.).
- Ask learners to say what is wrong with the bricklayer's body language. Discuss the impact that this example of body language could have on a conflict situation. Elicit from learners what type of body language may be more appropriate (i.e. neutral and non-threatening).
- Focus next on what the bricklayer actually says. Discuss the use of language and the impact it could have on a conflict situation. Is the bricklayer explaining his feelings clearly? Discuss alternative verbal strategies, for example giving the facts clearly, using non-threatening language and negotiating a solution to the conflict that suits everyone involved.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.1 SLlr/L1.1 Wt/L1.3 SLc/L1.4	VR210	C1.1

Task 1

Follow main events in a simple case study and understand that meaning can be implied
Rt/L1.1

- Discuss the vocational aspects of the text and relate them to working practices on site, for example planning workloads, efficiency targets, booking-out procedures for equipment, lines of authority, construction programmes. These aspects are all relevant to the elements of the core NVQ elements – *Organise own work*.
- Learners read the case study and complete the questions.
- Discuss responses and assist learners to link them to the vocational context. Question a: discuss the potential conflict and how the situation could escalate if not handled sensitively and tactfully. Question b: relate to site working practices and the importance of booking out equipment.

If the learner has difficulty

- Some learners may need support in following the events in the case study. It may help to read the text aloud.
- Make sure the learner understands the questions, in particular the terms 'potential conflict situation' and 'correct working practices'.
- Confirm the learner's understanding of vocational terms such as efficiency targets, storey, schedule.
- Explain why the bricklayer needs the drill on Wednesday morning and the knock-on effects to the project if the second storey isn't completed on time.

Extension

Take the vocational aspects of the case study further. For example, discuss:
– *lines of authority* – the craft operatives are responsible to the crafts supervisor
– the effects of delays on costs (see Unit No. VR210).

Task 2

Identify appropriate action in a given conflict situation and recognise the importance of body language
Rt/L1.1

- Explain that although **all** the given actions could resolve the situation, each one would have different implications. For example, demanding that the drill be handed over is likely to affect working relationships. Relate the action of demanding to the picture on the focus page, which illustrates aggressive body language.
- Remind learners that they need to decide which action would *best* resolve the situation and be prepared to back their answers up. Encourage learners to think through the consequences of actions – what would happen later today, tomorrow, next week as a result of the action taken?
- Discuss why the other actions are not as appropriate as action 3. The vocational aspects/implications of each action are looked at in more detail in Task 3.

If the learner has difficulty

- Ask the learner to look at the picture showing aggressive body language. Using question-and-answer techniques, determine whether the learner understands the body language and that it would be considered aggressive. You may need to explore this carefully, as there may be cultural aspects to consider.
- Look carefully at the four actions and explore with the learner the good and bad points of each.
- Relate action 1 to the picture on the focus page to help the learner arrive at an answer. The wider implications of actions 2 and 4 are discussed in Task 3.

Extension

Ask learners to think about another possible conflict situation. Ask learners to identify possible actions to resolve it and to pinpoint the most appropriate one.

Task 3

Identify appropriate action in a given conflict situation
Rt/L1.1

- This task links the potential actions identified for dealing with the conflict to the vocational setting of the construction site. The task leads into the need to negotiate a solution and illustrates that good listening and speaking skills are required to do this effectively.
- Discuss why action 1 (demand that the electrician hands over the drill) is not the preferred action. Explain that telling another operative what to do would be operating outside the limit of own authority.
- Discuss why action 2 (complain to the site manager) is not the preferred action. Taking the matter straight to the site manager would mean going outside the normal lines of communication. Matters that cannot be resolved by the operative him/herself should be resolved through the immediate line manager.
- Discuss why action 3 (negotiate a solution) is the best solution. Point out that being able to deal with conflict at work is a requirement of the NVQ.
- Discuss why action 4 (complain to the crafts supervisor) is not the preferred action. The crafts supervisor would be the correct person to resolve the situation if the operative is unable to do this him/herself.

If the learner has difficulty

- Explain the lines of communication on a typical site by drawing an organisation chart on the board. Show simply that the craft operatives (indicate the range of occupations this term could apply to) are responsible to the crafts supervisor, who is in turn responsible to the site manager. Check that this matches the situation in learners' workplaces.
- Explain that *acting within the limits of own authority* means not telling someone on the *same level* of the chart what to do or how to behave.

Extension

Take the additional conflict situation devised as an extension to Task 2 one step further by identifying the consequences of each possible action.

Task 4 7 8

Listen for gist and listen for effective language to negotiate a solution
SLlr/1.1

- Explain to learners that the focus of the task is on effectively negotiating a solution to the conflict.
- Remind learners that good listening and speaking skills are required to deal with conflict.
- The audio clips only capture one side of a conversation.
- Play audios A and B. Each one is recorded with breaks and so it is not necessary to play them in sections.
- Link aggressive body language (use the example on the focus page) to illustrate aggressive verbal language.
- Discuss the impact that this type of aggressive language could have on a conflict situation.
- Consider the effect of tone of voice: aggression can be conveyed very effectively in tone of voice as well as body language.

If the learner has difficulty

- Assist the learner to link specific parts of the audio clip to inappropriate language for dealing with conflict. Focus on examples of this in audio A such as: 'Got that, have you?', 'You'd better or …', 'hand it over' and 'Oi!'. ESOL learners will need support to understand some of this language and that it is aggressive used in this context.
- Explain how this type of language and tone of voice are likely to make a conflict worse rather than resolve it.

Extension

Move learners on to Task 5, which looks at effective ways of negotiating a solution to a conflict situation.

Task 5 7 8

Listen for and identify relevant information
SLlr/L1.1

- Explain the task. Learners first need to listen to the audio clip and consider the headings/stages in each negotiation, without writing anything down.
  Explain each stage:
  1 – Introduce your case by stating the facts briefly. Tell the person why you're talking to them.
  2 – Give them the details of the situation as you see it.
  3 – Think about a way forward that is going to be agreeable to both parties.
  4 – Confirm what you've said.
- Clearly the other person is going to want to say something between stages 3 and 4.
- Discuss the fact that negotiating a solution may require some time and some compromise on your part.
- Explain that in both audios, the bricklayer follows a pattern in trying to negotiate a solution but in version B he is more likely to negotiate a solution to the conflict because his language is more polite, he offers explanations and takes account of the needs of the bricklayer's colleague. The tone of voice is also much more polite.
- Play the audio clip a second time and link each part of the audio with each heading. For example link part 4 ('Got that, have you?') in audio A and 'Is that OK?' in audio B to the heading 'Re-state what has been agreed'. Compare the language in each audio version and discuss which is likely to resolve the conflict.
- Repeat the procedure for all parts of the audio, version A and then version B.
- You might want to spend some time talking about what to do between stages 3 and 4 if the other person disagrees with you, and how to achieve a compromise.

If the learner has difficulty

- Replay the audio clip, stopping after each part to allow the learner to note down specific phrases that match the headings.
- Spend more time comparing the different language examples in the two versions.

Extension

Ask learners for an example of another conflict situation from the workplace, role-play this and consider how to negotiate a solution.

Task 6

Speak to communicate to produce a shared understanding
SLc/L1.4
Wt/L1.3

- Take learners through the case study 2 and explain the vocational context – work allocation procedures to craft operatives by the crafts supervisor.
- Learners plan what they would say for each of the headings in the table to negotiate a solution. Explain to learners how the headings represent stages in negotiating a solution.
- Explain how having a strategy can assist the speaker to stay calm and communicate effectively.
- Learners plan their strategy and then role-play it in pairs.
- Compare learners' plans with the model answer and discuss any differences.

If the learner has difficulty

- Divide the case study into sections that correspond to the headings and assist the learner to plan what to say to cover each stage.
- You may need to make sure they understand the four stages clearly: give the facts, give the details, offer a solution, re-state what has been agreed.

Extension

Devise an additional potential conflict situation and ask learners to plan a strategy to resolve it, using the headings.

Theme assessment

- Using the information gained during work on this theme, learners should develop a set of good practice guidelines or a checklist, to be used when dealing with conflict situations at work.
- Carefully conducted role-play is a good way to confirm that learners have developed the speaking and listening skills required to deal

with conflict in the workplace. Use the checklist developed above to score performance in these role-plays. It is useful to spend some time discussing role-plays where things go wrong and to think about reasons for this.

- Evidence from the workplace in the form of a witness statement would ensure that the learner has the ability to apply these skills in workplace situations.

Dealing with conflicts at work

Focus

Conflicts arising from **work practices** relating to colleagues are resolved by **corrective action**.

This is from the performance criteria of the Trowel Occupations NVQ.

Some of the words used in NVQs are difficult to understand.

Match the words in **bold** from the performance criteria to these meanings:

_____ are the way you work on site.

_____ are strong disagreements.

_____ is a solution to put something right.

This operative has a conflict to do with work practices that he needs to resolve.

The way he is speaking isn't helping the situation. He needs to:

give the facts clearly
and
negotiate a solution.

Use the right body language

This operative's body language is aggressive and is not helping to resolve the conflict.

Dealing with conflicts at work

Task

You may have to deal with a conflict on site even if you follow correct working practices.

Task 1

Read Case Study 1 and answer the questions.

CASE STUDY 1

Danny is working as a bricklayer on site. When planning his workload at the beginning of the week, he realises that, to meet efficiency targets, he will need the core drill for Wednesday morning and so he books it. On Wednesday morning, he goes to take out the drill but it is not there. As he walks back from the equipment store he sees it being used by an electrician. Danny needs to use the drill this morning for the block work to the second storey if he is to stay on schedule. Otherwise, he will have to explain why the work wasn't completed to his line manager, the crafts supervisor.

a Do you think this is a potential conflict situation? Why?

b Which operative followed the correct working practices – Danny (the bricklayer) or the electrician?

Task 2

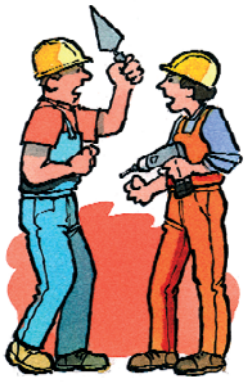
These are possible actions for resolving the conflict. Tick the action that you think would **best** resolve the situation. Explain why.

1 Danny demands that the electrician gives him the core drill immediately.

2 Danny complains to the site manager that the electrician has not followed the correct procedure for booking out equipment.

3 Danny negotiates a solution with the electrician so they can both meet their work targets.

4 Danny complains to the crafts supervisor that the electrician has not followed the correct procedures for booking out equipment.



Dealing with conflicts at work

Task

Identifying the best action to take to resolve a conflict is the first step. Next, it is useful to have a strategy to help you to do this.

Task 3

Using the actions from Task 2 on page 2:10, complete the sentences.

a Action ___ is the best action for resolving the conflict. You are able to show that you can deal with conflict at work and both operatives can meet their work targets.

b Action ___ is not the best action because it would be better to try to resolve the conflict yourself. The crafts supervisor would resolve the conflict but he or she would probably think you should have been able to resolve it yourself.

c Action ___ is not the best action because it could make the conflict worse. Also, one operative does not have the authority to tell another what to do.

d Action ___ is not the best action because it would be better to try to resolve the conflict yourself. Also, you should make complaints through your *immediate* line manager. This is the crafts supervisor in this case.

7 8

Task 4

Listen to two different versions of the bricklayer trying to resolve the conflict by negotiating a solution. Decide which version is more likely to resolve the conflict and explain why.

Version ___ because _____.

7 8

Task 5

Listen to version A again. As you listen, match the parts of the audio to the stages in negotiating a solution, using the list on page 2:12.

Now listen to version B. Match the parts of the audio to the stages. Compare the language used in each version.

Negotiating a solution

1 State the facts.
2 Give the details.
3 Offer a solution.
4 Re-state what has been agreed.

Dealing with conflicts at work

Task

Version A ***Stages in negotiating a solution***

Part 1 _____

Part 2 _____

Part 3 _____

Part 4 _____

Version B ***Stages in negotiating a solution***

Part 1 _____

Part 2 _____

Part 3 _____

Part 4 _____

Knowing strategies for dealing with conflict can help you to stay calm and negotiate a solution.

Task 6

Read Case Study 2. Make notes in the table about what you would say to negotiate a solution.

CASE STUDY 2

Samir is working as a trainee bricklayer on site.

He feels that the crafts supervisor is giving him too much labouring and not enough skilled work. He needs to do quite a lot of skilled work in order to meet the requirements for his NVQ and he is happy to work more hours if this means more skilled work. He goes to the crafts supervisor to negotiate a solution.

Give the facts	
Give the details	
Offer a solution	
Re-state what has been agreed	

PAGE 2:13–2:16

Team meetings

Working on site as a craft operative will involve taking part in a range of team meetings with colleagues, both formal and informal. Employees need good speaking and listening skills to play an effective part in all types of meeting and reach a shared understanding with colleagues. Developing speaking and listening skills can increase an employee's confidence and effectiveness in meeting situations and the workplace in general. The NVQ specifications for Trowel Occupations focus on the ability of operatives to develop and maintain productive working relationships (see Unit No. VR210).

Materials

Audio equipment

Learning outcomes

1 Recognise opportunities while working on site for effective meeting/discussion skills (focus page)

2 Use appropriate language in discussions/meetings to:
- respond to other points of view
- signal that another person can speak
- create an opportunity to make a contribution (focus page, Tasks 1–5)

Introduction

- Discuss learners' experiences of taking part in a meeting or discussion, both in and out of the workplace.
- Discuss how they felt – confident or nervous? Did they feel able to say what they wanted? Did they have any difficulty in knowing *how* to make their point?

Focus page

- Discuss meetings in the workplace context. What type of meetings will the learner encounter at work? What types of things are likely to be under discussion?
- Outline the differences between formal and informal meetings. Formal meetings will usually have an agenda (often circulated before the meeting) and a chairperson.
- Point out that good speaking and listening skills will prepare learners to take part in formal and informal meetings. These involve knowing what to say, and when and how to say it. Doing this well is a matter of judgement.
- Discuss the specific skills that can help learners to make clear contributions in a meeting/discussion situation. For example, it is useful to know verbal strategies for the following (see focus page).
  - **Responding to another person's viewpoint** without appearing rude or overly critical of the other speaker's point of view. You may need to extend this to a discussion of what is considered to be rude or overly critical. You will need to deal with issues about respecting different people's points of view. Part of the skill here is about recognising what is fact and what is opinion; a 'point of view' is an opinion, but people are entitled to their opinions.
  - **Using polite interruption strategies to get your point across.** You will need to discuss or model what is considered polite/impolite. The difficulties here relate to the person's status within the organisation and the importance of what needs to be said. When to interrupt (and when not to) is a matter of judgement.
  - **Bringing in a speaker to the discussion.** Explain that in an effective meeting everyone involved should have an equal chance to speak. If not, critical facts may be missed.
- The individual tasks give learners a set of phrases to practise ways of doing these things in a meeting.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1 SLd/L1.1 SLd/L1.2 SLd/L1.3	VR210 VR211	C1.1

Task 1 9

Listen for information and follow a discussion
SLlr/L1.1

- Explain the task. Learners will listen to a meeting. They will not have the audio script (as the point of the exercise is to **listen** for information and not read for information) so they will need assistance in identifying the speakers. Write the names of the speakers on the board to help. Explain that Joe is the site manager. He has called the meeting and speaks first. There are two bricklayers, Sid and Jude. Jude speaks second. The next speaker is the crafts supervisor, Dave. The last participant is Sid, the other bricklayer.
- Play the audio clip through once and use the names on the board or the photo on the task page to identify each speaker.
- **Question 1:** Play the audio through again. Focus initially on the context of the meeting. Learners should identify from this listening that a) the brickwork to the second storey is behind schedule and that b) the wrong bricks have been delivered.
- **Question 2:** Play the audio through a third time. Before playing, instruct learners to listen this time to the language used and then answer question 2. Direct the learner carefully to what they have to listen to; specific phrases are included on the page to help learners do this.
- **Question 3:** Play the audio again. Before playing, direct learners to listen specifically for the answer to the third question.

If the learner has difficulty

- Explain any language issues likely to produce difficulties for ESOL learners (e.g. 'storey', 'fallen behind', 'we're behind', 'mix-up', 'press on', move things forward', 'make a start with', 'bad idea', 'get going', 'we'll run out').
- Make sure learners understand the technical language aspects (e.g. 'buff smooth cut facings', 'wire cut facings', 'commons').
- **Question 1:** Play the audio clip, pausing at the parts that explain the context, for example, Joe's first sentence explaining why he has called the meeting and Dave's explanation about the bricks.
- **Question 2:** Play the audio clip again, pausing at the parts where the two speakers give their opinions. Allow the learner to listen to these parts again as required.
- **Question 3:** Play the audio clip again and pause at the point where Jude responds to Dave's viewpoint. Allow the learner to listen to this part of the audio again as required.

Extension

Move on to Task 2, which moves the focus to the language that can be used in a meeting/discussion, particularly in responding to other points of view. The Extension for Task 4 should be used to extend and practise this skill but only when Tasks 1–4 are completed. This will allow for full effectiveness of this extension activity.

Task 2

Know how to respond appropriately to other points of view
SLd/L1.1

- Explain that responding appropriately to another person's viewpoint means not appearing rude or over-critical and maintaining good working relationships (the vocational link to these skills).
- Discuss why phrases 2 and 3 are appropriate whereas phrases 1 and 4 are inappropriate (i.e. they sound impolite and are critical of the other person's view).

If the learner has difficulty

- Ask the learner to work with a partner and practise listening to the phrases. Ask them to choose the two they think sound better. Which phrases make them feel better as the person being spoken to?
- Expect this task to be difficult for ESOL learners, who may not have the experience or knowledge to interpret what is culturally acceptable as an appropriate response.

Extension

Move on to Task 3, which moves the focus to how the speakers participate in the recorded meeting, and in particular how they respect the turn-taking rights of others. The Extension for Task 4 should be used to extend and practise this skill but only when Tasks 1–4 are completed. This will allow for full effectiveness of this extension activity.

Task 3 9

Listen for information and follow a discussion
SLd/L1.2

- Explain that in an effective meeting/discussion, all speakers should have an equal chance to speak, to ensure that all facts have been considered. In practice, however, people have different levels of confidence, some may be nervous and may not speak as much as others. Often a discussion can be dominated by one speaker.
- Play the audio clip but first direct learners carefully to the points they need to listen for.
- Discuss how many times Jude interrupts the person speaking.

If the learner has difficulty

- Play the audio clip, pausing at the parts where Jude interrupts the person speaking.
- Play the audio clip, pausing at the part where Sid is interrupted.

Extension

Move on to Task 4, which moves the focus to verbal strategies that can be used in a meeting/discussion. The Extension for Task 4 should be used to extend and practise these strategies but only when Tasks 1–4 are completed. This will allow for full effectiveness of this extension activity.

Task 4

Respect the turn-taking rights of others during discussion and use appropriate phrases for interruption
SLd/L1.2
SLd/L1.3

- Explain that in a meeting/discussion, everyone should have a fair chance to make his or her contribution, in order that all opinions and facts are considered. Explain that there are ways of signalling both verbally and visually that you want to speak without interrupting the person speaking.
- Discuss learners' responses, focusing on the polite tones used in the examples.

If the learner has difficulty

Ask the learner to work with a partner and practise listening to the phrases. Ask them to choose the two they think are useful for bringing another speaker into a meeting/discussion.

Extension

- Watch a video of a meeting or discussion and ask learners to pinpoint the parts where speakers do the following: dominate the discussion, respond to others' points of view, signal that they would like to speak, respect the turn-taking rights of others.
- Set up a role-play situation in which learners have to discuss a vocational issue as if on site, within a set time. Give each learner a specific role to play in terms of viewpoint to adopt, and appoint someone as observer. The observer reports back to the group at the end of the meeting on how well speakers used the skills/strategies practised in Tasks 1–4.

Task 5

Know a range of verbal strategies to take part in a discussion effectively
SLd/L1.2
SLd/L1.3

- Make sure all learners understand use of the term 'effectively'. Explain to learners that having verbal strategies to help communicate in meetings/discussions can increase confidence.
- Look at the three skills on the page: responding appropriately to another person's point of view; using polite techniques to interrupt someone; bringing another person into the discussion/inviting someone else to speak. These are all important in meetings. It might be useful to discuss learners' experiences of these aspects of meetings.
- Discuss learners' responses and why they are appropriate. Highlight the politeness of the tone in each phrase.

If the learner has difficulty

- Ask the learner to work with a partner and practise listening to the phrases. After this controlled practise, assist learners to match the phrases to the skills.
- You may need to spend some time with learners who find it difficult to identify the purpose of each of these phrases; take them one at a time and ask what the speaker's purpose is (what are they doing?).

Extension

Watch a video of a meeting or discussion. Write down the phrases that speakers use to make their contributions or invite others to contribute. Match phrases to skills.

Theme assessment

- Set up a role-play situation in which learners have to discuss a vocational issue as if on site, within a set time, for example: over-ambitious targets, need to review targets, delayed deliveries impacting on schedules.
- Give each learner a specific role to play in terms of viewpoint to adopt, and appoint someone as observer. A checklist should be developed to support the observer.
- The observer reports back to the group at the end of the meeting on how well the meeting was managed. For example, did the participants respond constructively to each other's view points? Did everyone contribute equally? Was taking turns to speak respected by all participants?

Team meetings

Focus

You will need to take part in a variety of team meetings while working as part of the building team on site. These could be:

- **Site meetings** with all or one group of the building team to discuss the overall progress of the project
- **Informal meetings** with the members of the building team involved in certain parts of the project – for example, all personnel involved in the construction of the sub-structure
- **Informal one-to-one discussions** with colleagues regarding work practices.

Your **communication skills** are very important in all of these types of meeting.

Good **speaking** and **listening** skills will increase your confidence in meetings. You need to know:

- **What** to say
- **How** to say it
- **When** to say it.

How to say it

To communicate well in meetings and discussions you need to be able to:

- Use **appropriate**, formal language: *'There was a late delivery on sand for the mix, so the block work is behind schedule.'*
- Respond **appropriately** to your colleagues' points of view: *'Good point, Steve!'*

What to say

Most site meetings are about technical and working matters. Make sure you are prepared with any information you might need.

- Make sure you know what the meeting is about.
- Think about any questions you might be asked.
- Make sure you get the information ready.
- Think about any questions you want to ask.

When to say it

- Understand that everyone should have an **equal chance to speak**: *'What do you think, Jane?'*
- Use appropriate phrases for **interrupting** the person speaking: *'Can I make a point here?'*

Team meetings

Task

Task 1

9

Listen to the meeting and answer the questions.

Speakers

Joe – site manager
Dave – crafts supervisor
Jude – bricklayer 1
Sid – bricklayer 2

a Why has Joe, the site manager, called the meeting? What is the problem with the bricks?

b Which two speakers give their views/opinions? Listen for phrases like 'I think that …', 'My feeling is …'.

c Which of these speakers gives their view in response to the other's point of view?

Task 2

Look at the phrases below that could be used to respond to another person's point of view.

a Tick the ones that you think are appropriate.

b Say why you feel that the phrases you've chosen are appropriate ways to respond to another person's view.

1 *Come on – that's a really bad idea …*

2 *Yes, that's a good idea but I think it might be better to …*

3 *I think Dave's got a point but we could think about …*

4 *Well, I don't think that will work at all …*

Team meetings

Task

For a discussion to be effective, everyone taking part should have an equal chance to speak. This can be difficult as often some speakers dominate the discussion.

Task 3

9

Listen to the meeting again and then answer the questions.

a Which speaker interrupts other speakers while they are talking?

b Does anyone else try to make a point but isn't able to?

Task 4

Look at the phrases below.

a Tick the phrases that could be used to make an opportunity to speak without interrupting the person speaking.

b Circle the phrases that could be used to bring another speaker into the discussion.

1 *If I could come in at this point?*

2 *What's your opinion on this, Sid?*

3 *Could I just add to that?*

4 *Well, I've had my say. What about you, Sid?*

Team meetings

Task

It can be useful to have a set of phrases in your head that you can use in meetings to help you contribute effectively.

Task 5

Number the phrases to match the skills for taking part effectively in a meeting.

A *Could I just comment on that?*

B *Do you have an opinion on this, Brian?*

C *I can see what you're saying but …*

Skills

1 Respond appropriately to another person's point of view.

2 Use a polite way of interrupting someone.

3 Bring another person into the discussion.

F *Could I come in at this point?*

D *That's a good point but …*

E *I think that Jason may know about this.*

SLd/L1.2; SLd/L1.3

Check it

1 Which of these is something you should not say when you are greeting a visitor to the building site?

A "I'm not on duty at the moment. Sorry."

B "Can I ask who you've come to see?"

C "I'm sorry I can't leave this job now, but there's someone in the office over there who can help."

D "Take a seat over there. The site supervisor will be along to see you in a moment."

SLc/L2.1

2

> It's a busy day today. We've got deliveries of blocks, mortar mix and shuttering as well as a site visit by the architect and client. You'd each better tidy up your work area. We don't want the visitors to get a bad impression! John, will you tidy up the timber store and make sure there's enough to finish the job on Plot 9. The brickies should start on that long south wall. You'll need help with the mortar mix. Don't forget the clients' requirements. Brian, can you do some progress chasing and make sure everyone gives you details of shortages. That's it for now!

This is a set of instructions given verbally on a site. Which of these sentences is not an instruction?

A You'd each better tidy up your work area.

B The brickies should start on that long south wall.

C Get help with the mortar mix.

D We've got deliveries of blocks, mortar mix and shuttering as well as a site visit by the architect and client.

Rs/E3.1

3 Which of these words from the verbal instructions is not a command word, telling you what to do?

A Visit **B** Tidy **C** Forget **D** Do

Rs/E3.1

4 There aren't enough blocks to finish a job. Not enough have been ordered and the last delivery had more damaged blocks than usual. Which of these is the best way for the brickie to explain the situation to his supervisor?

A It's all your fault. You should have ordered more blocks. And the last lot were damaged!

B It's not my fault they all broke. I can't help it if they've run out.

C I'm sorry, there weren't enough blocks to finish. Perhaps the supplier can deliver a batch today to replace the damaged ones.

D I'm sorry about the broken blocks. Not much I can do about it now.

SLc/L1.1

5 You work in a team and you've let them down by arriving late at work. The job is now one hour behind and this affects the bonus. Which of these is the best way to deal with the situation?

A Apologise and offer to work late to make up lost time.

B Apologise but say it isn't your fault you didn't hear the alarm.

C Remind other members of the team about occasions when they've been late.

D Apologise and offer to work overtime for no pay and make up the bonus out of your own pocket. **SLlr/L1.6**

6 What is the best explanation of the purpose of a site meeting?

A To describe what work to do in the project

B To discuss progress on a project

C To talk about what's going wrong

D To decide what deliveries are needed **Rw/L1.2**

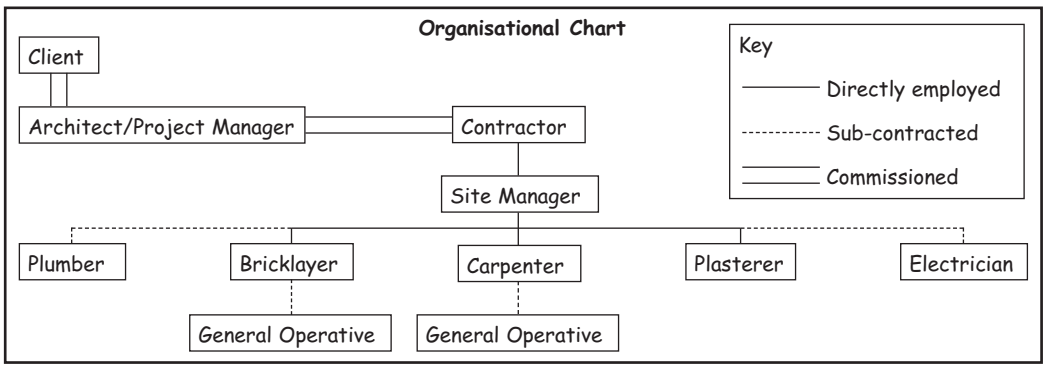
7 Which of these phrases is a polite way of interrupting someone?

A I don't agree with you …

B You've got a good point there …

C If I can get a word in …

D I think we've heard enough about your views … **SLd/L1.2**



8 Look at this organisational chart for a small building project. Which of these is sub-contracted?

A Bricklayer **B** Carpenter **C** Plumber **D** Architect **Rt/L1.4**

9 Based on this organisational chart, to whom is the site manager directly responsible?

A Architect **B** Contractor **C** Carpenter **D** Electrician **Rt/L1.4**

10 Based on this organisational chart, which of these statements is true?

A The client commissions the contractor.

B The site manager is responsible for a building team of 7 workers.

C The two general operatives work for all the skilled workers.

D The two general operatives are directly employed. **Rt/L1.3**

Audio

PAGES 2:3–2:6

Dealing with site visitors

Task 2 3

A: Mr Mason said he will be with you in 5 minutes. Can I get you a drink while you're waiting?
B: Who have you come to see? Can I ask what it's about?
C: Good morning.
D: I need to run through some safety points with you.
E: Can you complete the Visitors Log, please?

Task 3 4

Carpenter: All right, mate, I didn't see you there. You here to see someone, are ya?
Visitor: Yes, I'm here to see the Site Manager, Mr Stanley. Can you let him know that I'm here?
Carpenter: No problem. Stick your details in this log, mate.
Visitor: Yes, of course.
Carpenter: [*using two-way radio*] All right Harry, mate. I've got some bloke here in the office for you. OK, mate. No problem I'll let him know.
Carpenter: [to the site visitor] Dave, I mean, er, Mr Stanley, won't be too long. How about a cuppa while you're waiting?
Visitor: No thanks. I'm OK.
Carpenter: We'd better have a look at this site safety stuff then. Got to make sure we're all wearing the right PPE, you know! Boss's orders.

5

Plumber: Morning.
Visitor: Good morning. I'm here to see the Site Manager, Mr Stanley. Can you let him know I'm here?
Plumber: Of course. Can I ask what it's about so I can let Mr Stanley know?
Visitor: Yes, I'm the Consultant Site Engineer for the next stage of the project. Head Office has asked me to talk to Mr Stanley about the strength of the beams to the second storey.
Plumber: I'll let Mr Stanley know you're here straight away. Can you fill in the Visitors Log, please.
Plumber: [*using two-way radio*] Oh, hello Dave. The Consultant Site Engineer for the next stage of the project is in the Site Office for you. Fine. I'll let him know.
Plumber: [*to the site visitor*] Mr Stanley will be with you in five minutes. Would you like a tea or coffee while you wait?
Visitor: No thank you. I'm OK.
Plumber: I'll just run through some points about site safety with you. I can see you're wearing safety boots. I can get you a hard hat as soon as I've been through the safety induction.

PAGES 2:7–2:8

Following instructions

Tasks 1 and 2 6

Right then, the main job for you this morning is to wash down yesterday's brickwork on the main wall. Make sure it's really well cleaned off, not like last time. Remember to use the right strength of solution.

Before you start that, though, I want you to help Sid load out to the second storey so he can get going there. The hoist is booked out.

After you've finished washing down the main wall, you can give Jim a hand with the copings on the boundary wall. He'll need some mix so do that before you start on the copings …

… and last, if you've got any time left before you knock off, then tidy up by the boundary wall. That's it – off you go then, get started …

PAGES 2:9–2:12

Dealing with conflicts at work

Tasks 4 and 5

Version A 7

1 Oi! What do you think you are doing with that drill? Have you booked it out? No, I know you ****** haven't because it's booked out to us brickies. You can't just ****** take it you know – there are procedures.

2 We need that drill to meet our targets on the block work to the second storey. If we don't have it we fall behind and then everything else will be late as well.

3 You might be able to use it this afternoon but not now, so hand it over. You'd better or I'm going straight to Dave about this.

4 Got that, have you? Come on, then.

Version B 8

1 All right, Bill mate, how's it going? Er … could I have a word? It's about the core drill. I'm sure you don't know but I booked the drill out for the brickies this morning.

2 I wouldn't bother but we do need it as we need to finish the blockwork to the second storey this morning. You know how it goes – we fall behind and then the plumbers fall behind and so on.

3 If we take it now, if that's OK, then do you think you could use it this afternoon? It's not booked out, I noticed that.

4 Is that OK? Great. Thanks, Bill mate.

PAGES 2:13–2:16

Team meetings

Tasks 1 and 3 9

Joe (site manager): I wanted to have this quick meeting to talk about the brickwork to the second storey. We seem to have fallen behind and I …

Jude (bricklayer 1): It's not our fault we're behind, Joe. You know we don't have the right bricks to finish the job, don't you?

Dave (crafts supervisor): If I could just explain at this point, Joe. It does seem that we ordered buff smooth-cut facings but buff wire-cut facings have turned up.

Joe: I do realise there's been a mix-up with the order but we do need to press on with the second storey. Any views on how to move things forward, Dave?

Dave: I think one way would be to make a start with the buff smooth-cut that we've got while we wait for the right delivery.

Jude: Come on, Dave – that's a really bad idea! There are only a couple of pallets. My feeling is that as soon as we get going we'll run out.

Sid (bricklayer 2): I think that maybe Jude has a point here …

Jude: It would be better to get on with the internal walls of Plot 2 – we've got plenty of commons left.

Joe: Do you want to make a point, Sid?

Answers

PAGES 2:1–2:2

The building team

Task 1

a Steel fixers, Concreting operatives

b Site surveyor, Site engineer, Site planner, Safety officer

c 1. Site manager 2. Crafts supervisor 3. Plasterer

Task 2

a The crafts supervisor is responsible for the plasterers.

b The safety officer is on the same level as the site manager.

c The crafts supervisor is responsible to the site manager.

d The bricklayers report to the crafts supervisor.

Task 3

a Site manager

b Crafts supervisor

c Bricklayers

d Site surveyor

e Site engineer

PAGES 2:3–2:6

Dealing with site visitors

Task 1

Reason **a** matches procedure point **3**.

Reason **b** matches procedure point **1**.

Reason **c** matches procedure point **5**.

Reason **d** matches procedure point **4**.

Reason **e** matches procedure point **2**.

Task 2

Procedure points	Audio clip
1	**C**: Good morning.
2	**B**: Who have you come to see? Can I ask what it's about?
3	**E**: Can you complete the Visitors Log, please.
4	**A**: Mr Mason said he will be with you in 5 minutes. Can I get you a drink while you're waiting?
5	**D**: I need to run through some safety points with you.

Task 3

Speaker 1: Carpenter

Step	Followed procedure	Used appropriate language
1	✓	✗
2	✗	✗
3	✓	✗
4	✗	✗
5	✓	✗

Step	Carpenter's actions
1	Did follow procedure in greeting the visitor but not using appropriate language.
2	Found out who the visitor had come to see but not the purpose of the visit and so didn't follow the procedure point exactly. Appropriate language was not used.
3	Did ask the visitor to complete the Visitor Log but again appropriate language was not used.
4	Contacted the person the visitor had come to see but did not let the visitor know how long he would be waiting. Again the language wasn't appropriate.
5	Did explain about site safety but again should have used more appropriate language.

Speaker 2: Plumber

Step	Followed procedure	Used appropriate language
1	✓	✓
2	✓	✓
3	✓	✓
4	✓	✓
5	✓	✓

The plumber follows all procedure points and uses appropriate language. This is a good model for dealing with site visitors correctly.

Task 4

Suggested answers:

a "Can I ask what it's about?"

b "Would you mind filling in the Visitors Log please."

c "Would you like a cup of tea?" Or "Can I get you a drink?"

d "Can I go through some site safety information with you."

PAGES 2:7–2:8

Following instructions

Task 1

a Wash down yesterday's brickwork.

b Help Sid load out to the second storey.

c Help Jim with the copings on the boundary wall.

d Mix up some mortar for the copings job.

e Tidy up by the boundary wall.

Task 2

a

1 Help Sid load out to the second storey.

2 Wash down yesterday's brickwork.

3 Mix up some mortar for the copings job.

4 Help Jim with the copings on the boundary wall.

5 Tidy up by the boundary wall.

b

Job 2: Wash down yesterday's brickwork. **Use the right strength solution.**

Task 3

Model answer

First of all, I need to help Sid load out to the second storey.

Next, I need to wash down yesterday's brickwork.

After that, I've got to mix up some mortar for the copings job.

Then I should help Jim with the copings on the boundary wall.

Last of all, I have to tidy up by the boundary wall.

PAGES 2:9–2:12

Dealing with conflict at work

Focus page

Work practices are the way you work on site.

Conflicts are strong disagreements.

Corrective action is a solution to put something right.

Task 1

a Yes, because Danny needs to use the drill but the electrician actually has it. Somehow Danny needs to get the drill from the electrician to use on Wednesday morning.

b Danny (the bricklayer) booked the drill out from the equipment store for when he needed it – he following the correct working practices.

Task 2

Action 3 is the best way to resolve the conflict because both operatives would be able to meet work targets.

Task 3

a Action 3

b Action 4

c Action 1

d Action 2

Task 4

Version B is most likely to resolve the conflict. In version A the bricklayer starts off on an aggressive note. This is likely to annoy the electrician so he is unlikely to co-operate. In both versions, the

bricklayer explains why he needs the core drill but he does it far more calmly and politely in version B. Again, this is more likely to be successful in negotiating a solution. In both versions the bricklayer offers a solution to deal with the conflict but in version A this is done very aggressively.

Task 5

Version A

Part 1 – State the facts

Part 2 – Give details

Part 3 – Offer a solution

Part 4 – Re-state what is agreed

Version B

Part 1 – State the facts

Part 2 – Give details

Part 3 – Offer a solution

Part 4 – Re-state what is agreed

Task 6

You may have written something like this:

Give the facts

Can I have a word? It's about the work I've been getting lately.

Give the details

You know that I need to do so much skilled work for the NVQ? Well, I'm a bit worried that I'm not getting enough. Last week I was on unskilled work most of the week and I don't think I'm going to make my target of skilled practice.

Offer a solution

I am willing to put in a few more hours if it means I can have more skilled work.

Re-state what is agreed

Is that OK then? Next week you'll give me more hours on skilled work.

PAGES 2:13–2:16

Team meetings

Task 1

a Joe has called the meeting because the brickwork is behind schedule. The wrong type of brick has been delivered.

b Jude (Bricklayer 1) and Dave (Crafts supervisor)

c Jude (Bricklayer 1) "Come on, Dave – that's a really bad idea! My feeling is that …"

Task 2

a Phrases 2 and 3 should be marked as appropriate phrases to use to respond to another person's point of view.

b Phrases 2 and 3 are appropriate because they allow the speaker to give an opinion but also acknowledge the other person's view. When responding to another point of view it is important not to offend the other person by being over-critical of their view.

Task 3

a Jude interrupts Joe (the Site manager) at the beginning of the meeting and Sid (the second bricklayer) near to the end of the meeting.

b Yes, Sid (the second bricklayer). He starts to speak but is interrupted by Jude.

Task 4

a Phrases 1 and 3 should be ticked as they are appropriate phrases for making an opportunity to speak without interrupting the person speaking.

b Phrases 2 and 4 should be circled as they are appropriate phrases for bringing another speaker into a discussion.

Task 5

Phrase A matches skill 2.

Phrase B matches skill 3.

Phrase C matches skill 1.

Phrase D matches skill 1.

Phrase E matches skill 3.

Phrase F matches skill 2.

Check it

1 A	**6** B
2 D	**7** B
3 A	**8** C
4 C	**9** B
5 A	**10** B