

**Learning
Guide**

YGPS

(Your Global
Positioning System)



Workshop Series 2010



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Acknowledgements

This learning guide is one part of a larger programme called **Skills for a Changing World**. The **Skills for a Changing World** Programme seeks to create educational opportunities through offering of a series of skills-based modules and supporting learning materials. For more information about the Skills for a Changing World programme please ask your facilitator for a programme brochure, or visit www.oerafrica.org.

The development of this learning guide was made possible through the generous financial support of the Ford Foundation. We would like to thank Dr John Butler-Adam from the Ford Foundation Southern Africa Office for his ongoing support of our work. The **Skills for a Changing World** materials are the product of a collaborative endeavour involving representatives of the following organisations:

- University of the Free State
- Free State School of Nursing
- OER Africa
- Central University of Technology

Sincere thanks are extended to the authors, co-writers, academic assistants, students who participated in our pilot workshops, and the numerous experts who acted as critical readers, evaluators and language editors during the drafting of these learning materials.

Introduction

YGPS Programme Map

The figure below shows the different coordinates that you will use to position yourself in today's digital world. Each coordinate consists of a module section or sections.



Information about the YGPS Programme

Before you start on a journey you usually find out all about the places you want to visit, the kind of transport you will use, how long it will take and how much it will cost etc. In the short sections below you will find all the information you need to ensure that your journey through the YGPS programme is a successful one.

What is YGPS about?

In this workshop series you will develop the skills that will not only empower you to become a leader but also maximise your chances of success in future studies, the workplace, and your life in general. YGPS stands for **Your Global Positioning System**. The aim of this programme is to help you to develop the skills to position yourself by understanding who you are and what you can contribute to your family, community, society and the world in the 21st century.

The programme will take you on a journey of self-discovery and empowerment by making use of reading, learning activities, multi-media resources (websites and video clips) and assessments.

Learn more about the Global Positioning System (GPS) at <http://en.wikipedia.org/wiki/Gps>

What will you learn?

We would like to provide you with a brief overview of what lies ahead in the YGPS programme. By the end of this programme you would have completed 8 units. The table below summarises the programme very briefly to give you a taste of what lies ahead.

UNITS	DESCRIPTION
Empowering new leaders	Introduces you to the opportunity to become a different kind of leader, and to reflect on who you are
Managing your life	Is where you will focus on developing your goals and develop the time management skills to ensure that you get there.
Acquiring knowledge	Focuses on teaching you the skills of learning and managing knowledge
Critical Thinking	Helps you to develop critical thinking skills
Solving problems	Combines problem solving and the use of sophisticated information gathering skills
Working in diverse environments	Enables you to develop an understanding of how to live and work in a diverse society
Navigating across boundaries	Develops your interpersonal skills and ability to work with people in different situations
Living with integrity	Understand the meaning and value of integrity in your personal life and for society
Developing professional competencies	Reflect on what you have learned and planning for a successful future

How much learning time do you need?

The learning materials have been developed for use in multiple settings. It is possible for learners/students to work through the all the learning materials from start to finish. It is also possible for certain sections to be selected as a focus, with the others being included as reference materials.

As the start of the specific programme you are participating in, you will be provided with a breakdown of how these learning materials will be used, and the learning time needed. Depending on the programme, you might be required to complete reading, learning or assessment activities outside of class time.

How will you learn?

This programme uses different ways of learning. Experienced facilitators will guide and support you throughout the programme. They will plan and organize suitable contact sessions during which you will use the learning guide and various other learning materials.

Much of what you will achieve depends on your own effort and commitment. The most successful students are not necessarily the cleverest or the most experienced, but rather those who are most disciplined, most organised, most willing to reflect critically on their own learning, most able to practice what they are learning, and most successful in managing their time.

To support you in your learning, there are two kinds of learning resources that you can use – this **Learning Guide** and a **Resource CD**. Each of these learning resources has a specific purpose:

The **Learning Guide** gives you information, guides you through activities and stimulates you to ask questions, helps you to find answers and share what you learn with your fellow students. The information in the Student Guide is not a sufficient source of learning in itself. You, the learner, have to complement the information contained in the Student Guide by reading, researching, discussing/debating and reflecting. Only then will your learning be an enriching experience.

The **Resource CD** contains a number of up to date articles, video clips and background information that you can read to deepen your understanding of what is dealt with in the module.

How will you be assessed?

The form that assessment will take will differ depending on the programme in which these learning materials are being used.

The Learning Guide includes a range of possible assessment activities. The range of possible assessment activities includes presentations, essays, a report, and self-evaluation exercises to help you evaluate how you are developing your skills. Formative assessment will take place throughout the module and in some programmes there will also be a final summative activity at the end of the module.

How to find your way in the learning guide?

Icons are visual 'signposts' that give clear signals of what is expected of you. The following icons are used in the Student Guides for all the modules. You will soon become use to recognising each icon and the message it conveys.

**LEARNING ACTIVITY**

When you see this icon, you will know that you have to do an activity to show how well you understand what you have read and learned. For some of the learning activities the writer will include some comments or advice. These comments should never be read before you have completed the preceding activity. These comments are also not intended to provide the final 'answer', since your opinion may be completely different from the writer's and still be acceptable. The writer is simply providing you with an informed opinion.

**GROUP ACTIVITY**

Whenever you see this icon you will know that you will work with some of your fellow learners on a team activity.

**ASSESSMENT ACTIVITY**

This is the sign for assessment activities that you will complete and include in your portfolio. All these activities are marked by the facilitator and they will contribute to your total mark for the programme.

**RESOURCE FILE**

When you see this sign you will know that you need to refer to the resource file/CD. It contains additional readings and articles that you may be asked to use to complete an activity.



Unit One:

Empowering New Leaders

Unit 1: Empowering new leaders

Introduction

Welcome to the YGPS programme! In this module you will develop the skills that will not only empower you to become a leader but also maximise your chances of success in your studies, the workplace, and your life. YGPS stands for Your Global Positioning System. The aim of this module is to help you to develop the skills to position yourself by understanding who you are and what you can contribute to your family, community, society and the world in the 21st century.

The module will take you on a journey of self-discovery and empowerment by making use of reading, activities, multi-media resources (websites and video clips) and assessments.

Learn more about the Global Positioning System (GPS) at <http://en.wikipedia.org/wiki/Gps>

Learning outcomes

By the end of this unit you will be able to:

- Explain why you have the opportunity to be a different kind of leader
- Reflect on who you are



START UP ACTIVITY 1.1:

Why you are you a leader

Let's get straight into it. Open up the resource file (CD) at the file entitled: Empowering new leaders. There you will find a video clip entitled: Patrick Awuah. Who is Patrick Awuah?

Patrick Awuah left Ghana as a teenager to attend Swarthmore College in the United States, then stayed on to build a career at Microsoft in Seattle. In returning to his home country, he has made a commitment to educating young people in critical thinking and ethical service, values he believes are crucial for the nation-building that lies ahead.

Founded in 2002, his Ashesi University is already charting a new course in African education, with its high-tech facilities, innovative academic program and emphasis on leadership. It seems more than fitting that ashesi means "beginning" in Akan, one of Ghana's native languages.

("Patrick Awuah | Profile on TED.com," 2007).



GROUP ACTIVITY 1.2: Why are you leaders?

Form groups of 3-5 and discuss and answer the following questions:

Who are leaders according to Patrick?

What skills does Patrick teach young leaders at Ashesi University?

Why do I say that you can be a new leader?

(Tip: Look at the module outline for YGPS and see what you going to learn in this module)

Quotes on leadership to consider:

Leadership can be thought of as a capacity to define oneself to others in a way that clarifies and expands a vision of the future.

- Edwin H. Friedman

Good leaders must first become good servants.

- Robert Greenleaf

If you fail to honor your people,
They will fail to honor you;
It is said of a good leader that
When the work is done, the aim fulfilled,
The people will say, "We did this ourselves.

- Lao Tzu, , 604-531 B. C.,



Starting the journey

We hope that you have realised from the video that you have the opportunity to become a leader because you are furthering your education after secondary school. Leaders are not only political you can be a leader by being a good teacher, electrician, accountant, farmer, nurse, manager, etc. You might ask but where do I start? Read the following quote:

"A man should first direct himself in the way he should go.
Only then should he instruct others."

- Buddha (563-483 B.C.)

Yes, the journey starts with knowing yourself. In this section you are going to complete several activities to help you reflect on:

- What you have achieved so far
- What defines you (personality traits)
- What is important to you (values)
- What your strengths and weaknesses are.



LEARNING ACTIVITY 1.3:

Draw your lifeline

A lifeline is a horizontal line on which you put dates and the most important events that occurred throughout your life up until now. You can start at your birth and include anything positive or negative that had a big influence on you as a person (M. Moratto, 2009). **Use the next page so you have enough space and then come back to the self-reflection below.**

SELF - REFLECTION

Now that you have completed your lifeline look over it and reflect on how far you have come and what you have achieved to get to this point. You can use the space below to write down any thoughts you have:



My Lifeline



LEARNING ACTIVITY 1.4:

Identifying my personality traits

Review the list below honestly and encircle 5-10 traits that define or characterise you. After every trait there is a short description or meaning, please do not hesitate to consult your dictionary if you feel uncertain of the meanings. If you are close to a computer you can use the Cambridge Online Dictionary at <http://dictionary.cambridge.org/>. Using a dictionary is a good way of improving your language skills.



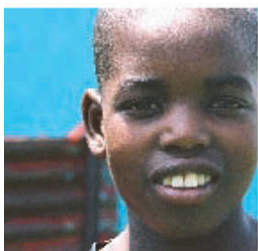
Accepting (you deal with people in a kind and friendly way)	Efficient (able to do things well and properly)	Logical (I can reason correctly)	Productive (I work hard)
Adventurous (you like to do exciting and risky things)	Energetic (I am lively)	Loyal (I am faithful and true)	Punctual (I have good time management and meet due dates)
Ambitious (you have a strong desire to succeed)	Enthusiastic (strong feelings of interest)	Open-minded (I can consider many angles and options)	Quiet (calm and private)
Assertive (you demand recognition for a viewpoint)	Focused (I can pay attention to detail)	Optimistic (I look for the good in everything and hope for the best)	Rational (I can make good decisions)
Careful (you take care when you do something)	Friendly (kind and likeable)	Organized (My things are in order)	Realistic (I look at things as they really are and reject things that are impractical)
Confident (believe that you can do something well)	Gentle (mild and kind)	Outgoing (I am friendly)	Self-controlled (I have control over my feelings and behaviour)
Conscientious (careful not to do something wrong or badly)	Genuine (I do not pretend)	Patient (I am tolerant and understanding of others)	Selfless (I have little care for my own needs and take care of others)
Considerate (you show thought for things and people)	Happy (joyful)	Persistent (I continue in spite of difficulties)	Independent (you do not need much support)
Cooperative (you can work with others towards the same goal)	Hard-working (able and willing to work hard)	Reliable (I can be depended on)	Sincere (I do not pretend, I am honest)
Creative (full of new ideas)	Helpful (able to do something)	Resourceful (I am clever at finding ways of doing things)	Disciplined (you obey rules)
Decisive (you can find and implement answers)	Honest (correct and fair)	Responsive (I reply quickly and readily)	Thorough (I take great care not to miss something)
Dependable (people can rely on you)	Humorous (you have a sense of fun)	Devoted (give a lot of time and attention to your work)	Imaginative (have a creative side)

Taken and adapted from www.professional-resume-example.com



WHAT ARE VALUES?

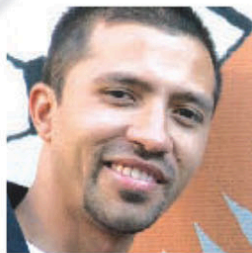
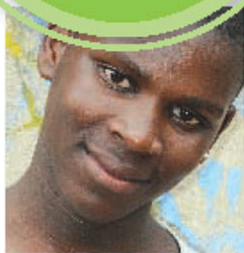
Values are the beliefs that guide our actions. They are beliefs about what is right and wrong and what is important. For many South Africans, their faith in God points them to values such as compassion, forgiveness, honesty, self-control and acceptance.



Shared values enable us to overcome differences of race, gender, age or religion.



Archbishop Emeritus Desmond Tutu says: "The long-term impact of not having a value-based society is that South Africans will be damned. If we do not have the right values of truth, honesty, love and compassion, then we are for the birds. Our nation will self-destruct."



Source: *Heartlines for Youth* (2009), pg 4.



The following value table was taken and adapted from the book *Emotional Intelligence* by Le Roux and De Klerk.

Use the table and:

1. Pick the values that are important to you and then,
2. Rate the values from **most to least important** from your perspective (**1 = most important**).

Note: add any extra values not listed in the table in the open lines at the end.

VALUES	PICK	RATE
Religion/Wisdom (great knowledge and good judgement)		
Family (a unit of parents and children)		
Peacefulness (calm)		
Communication (give and receive information)		
Tolerance (to allow or not to mind things/ideas/people etc different from yourself)		
Friendship (interaction with people you know and like and who know and like you in return)		
Balance (containing the right amount of everything)		
Money		
Honesty (telling the truth)		
Acceptance/popularity (people agree with you and are friendly towards you)		
Independence (not relying or needing support)		
Education (process of teaching or learning)		
Happiness/Humour (joyful)		
Empathy (putting yourself in someone else's shoes)		
Health		
Kindness		
Commitment (promise to attend or pay something to the end)		
Responsibility		
Success (achieving a result one planned or hoped for)		



Bringing this together



ASSESSMENT ACTIVITY 1.7:

Your profile

Use the template on the next page to create a 1 page summary or profile of who you are at this moment based on your answers in learning activities 2.1-2.4. This table should be included in your portfolio.



Tracking my progress

You have reached the end of this section. Check whether you have achieved the learning outcomes for this section.

LEARNING OUTCOMES	✓ I FEEL CONFIDENT	✓ I STILL NEED PRACTICE
I understand that I have the opportunity to become a different type of leader		
I can reflect on who I am		

What did you like best about this section?

What did you find most difficult in this section?

What do you need to improve on? How will you do this?



References

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Unit Three:

Acquiring Knowledge

Unit 3: Acquiring knowledge

1. Introduction

Read the following three quotations:

Knowledge is power.
- *Francis Bacon*

Man is not weak - knowledge is more than equivalent to force.
The master of mechanics laughs at strength.
- *Samuel Johnson*

They know enough who know how to learn.
- *Henry Adams*

Do you agree with these statements?

Acquiring knowledge is what education is all about since it empowers you as an individual to reach your dreams. For a good post-secondary student it is just as important **to know how to learn** as it is to acquire new knowledge since you will continue to learn the rest of your life.

Acquiring knowledge is not just about getting good marks it is about absorbing and engaging with new ideas and facts of all types and in all situations. A good learner is also able to validate information and to connect related information and ideas and keeping a balance between the big picture and the details. To help you develop an active and open mind this unit makes use of seven short videos (32 minutes in total) developed by McMaster University in Canada to help you meet the learning outcomes of the module.

Learning outcomes

By the end of this unit you should be able to:

- Describe what brain based learning is
- Explain how the memory process works
- Identify your learning style
- Enhance your study skills by:
 - Describing your specific study methods
 - Choosing an effective note taking technique
 - Practicing the question method
- Know how to prepare for exams



START UP ACTIVITY 3.1: How the brain learns

Watch the video on **Brain based learning** [05:44 min] on your resource file (Walsh, 2006a). Use the left side of this table to make notes during the video. Then answer the questions in the right hand column.

NOTES	QUESTIONS
	Why do students get confused?
	What should you feed your brain?
How can you adapt the triangle technique to your study environment?	



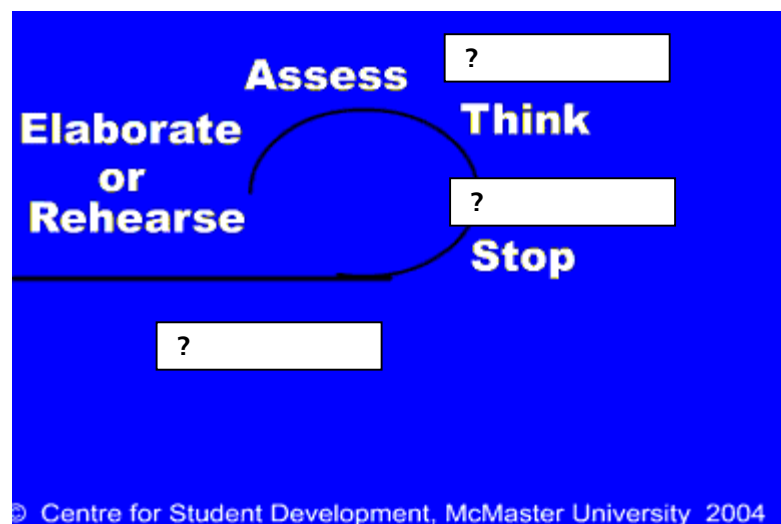
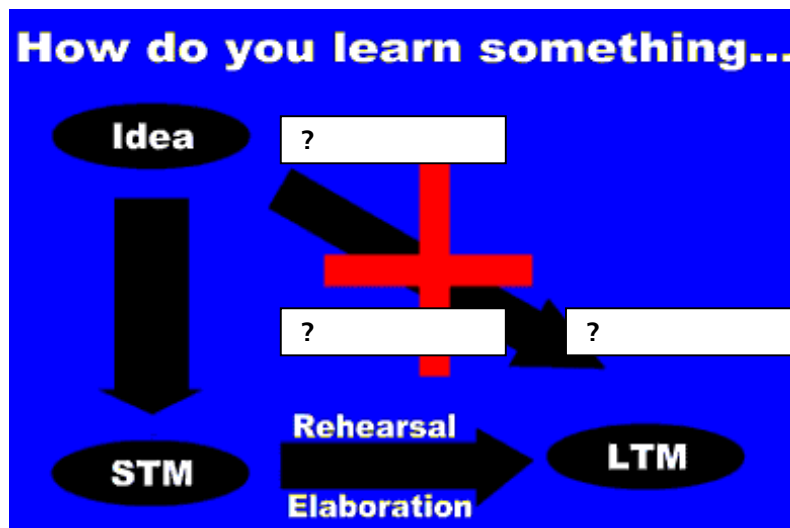
2. How do I remember?

One of the problems that many students face in post-secondary learning is that they struggle with the volume of work. There are many reasons why learners struggle with this problem, but the main reason is that they do not understand the mental actions that are needed for effective learning.



ASSESSMENT ACTIVITY 3.2 Full frontal learning

Watch the video on **Full frontal learning** [04:16 min] on your resource file (Walsh, 2004a). After you have watched the video complete the empty spaces in the pictures below.



3. What is my learning style?



LEARNING ACTIVITY 3.3:

Identifying your learning style

A learning style is your preferred way of getting information into your brain and retrieving it later on. A learning style preference forms from past experiences, past choices, past learning, and past subject interests as well as other things such as previous skills. A learning style develops because of a self-reinforcing pattern. The more you use a style the more comfortable you become with it, and the easier it is for you to implement it. Therefore when a new learning situation occurs, you are more likely to employ the study method that is drawn from that preferred learning style, sometimes to the exclusion of other styles BUT remember learning style is not learning ability

It is not your IQ or aptitude for a subject. There is no barrier for you using or learning another style; just that by habit, you don't use it. Not all learning styles are equally effective in all disciplines. This is not a surprise, how you study for English is different than how you study for calculus. However, the most successful students are those who are flexible, they assess their course, they assess their material, and what they are learning, and change their learning style as appropriate. This means sometimes going against your learning preferences, and developing skills in different learning style techniques (Walsh, 2006b).

To identify your learning style you are going to enter cyberspace....

- STEP 1** Open your web browser (Internet Explorer, etc.) and type in the following address: <http://www.vark-learn.com/english/page.asp?p=questionnaire>
- STEP 2** Complete the questionnaire and click OK
- STEP 3** Click on the help sheets to help you understand your learning style
- STEP 4** For more information you can click on help sheets in the left hand menu to get suggestions for study strategies that link best to your learning style; or you can type in the following web address:
<http://www.vark-learn.com/english/page.asp?p=helpsheets>

(“VARK -- A Guide to Learning Styles,” 2009)



ASSESSMENT ACTIVITY 3.4

Reflecting on your learning

Read through the sections you have completed thus far and answer the following questions:

- a** Describe brain based learning?



b How does one move information from the short term memory to the long term memory?

c What is your learning style?

d What study strategies do you need to use?



4. Enhancing your study skills



ASSESSMENT ACTIVITY 3.5

The good, the bad and the useless

Watch the video on **The good, the bad and the useless** [04:27 min] on your resource file and answer the question below:

Which study strategy do you find most effective when learning?

(Walsh, 2004b)



ASSESSMENT ACTIVITY 3.6

Note taking

Watch the video on **Notes and more notes** [04:09 min] on your resource file and answer the question below:

Which note taking strategy would be the most effective for you to use?

(Walsh, 2004d)



ASSESSMENT ACTIVITY 3.7

Note taking: CK maps

Watch the video on **Concept Knowledge Maps** [03:34 min] on your resource file and answer the question below:

Would you use concept knowledge maps? Why?



(Walsh, 2006c)



ASSESSMENT ACTIVITY 3.8

Question Method

Watch the video on **Question method of studying** [05:09 min] on your resource file and answer the question below:

What do you think about the question method of studying?

(Walsh, 2004d)

4.1 Sharing on your learning



GROUP ACTIVITY 3.9

STEP 1 Reflect critically

Turn back to the start-up activity 3.1. Read through the notes you made during the video. Now, read through your answers in learning activities 3.5 to 3.8. Use the space below to indicate how you would improve on the notes you took in activity 3.1.

STEP 2 Share you learning

Form pairs and tell each other what you have learnt in this section. You might like to make additional notes below during your discussion.





5. Getting ready for exams

Tests and exams often make students anxious or scared. Although the anxiety and even fear is understandable it is also possible to do something about these emotions.



GROUP ACTIVITY 3.10: Getting ready for exams

Watch the video on **Getting ready for exams** [05:06min] in your resource file (Walsh, 2004e). In groups of 4 discuss what you have learnt and how you would improve your own exam skills.

Use the space below to make notes of your discussion. One member of the group will briefly report back to the class.



6. Tracking my progress

You have reached the end of this section. Check whether you have achieved the learning outcomes for this section.

LEARNING OUTCOMES	✓ I FEEL CONFIDENT	✓ I STILL NEED PRACTICE
I am able to describe brain based learning		
I can explain how the memory works		
I have identified my learning style		
I recognise how I can improve my study skills		
I understand how to prepare for exams		

What did you like best about this section?

What did you find most difficult in this section?

What do you need to improve on? How will you do this?



References

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Unit Four: Critical Thinking

Unit 4: Critical Thinking

1. Introduction

"Intelligence is like the horsepower of a car. It is only potential. Thinking skill is like driving skill. We have to learn how to drive and we have to learn how to think constructively. There are powerful cars that are driven badly and highly intelligent minds that are used ineffectively."

- (De Bono, 1992)



LEARNING ACTIVITY 4.1:

Is your mind being deceived?

Take a very quick look at the picture below. In the space below the picture write down what you see.



Do the same with the next picture. Remember to only look at the picture quickly. Once again write down what you see in the space below.



Now, choose a partner. Share with your partner what each of you saw in the pictures above. Did you both see the same thing? Or did your partner see something different?

Sometimes, our minds can deceive us, we think we can be certain of the things we observe, when in fact things are not always as they appear at first glance.

Take a look at the first picture again, now you should take your time and examine it carefully. The picture can be either a vase (the white area) or two faces (the black areas). Can you see it? Now examine picture number 2 carefully. There are also 2 different images; can you identify both of them? Work with your partner to see if you can figure it out. Picture number 2 can be either the face of a young woman or a saxophone player.

These types of pictures are called optical illusions, meaning literally that they deceive one's eyes. If you enjoyed this exercise and would like to see more optical illusions you can visit the following website: <http://www.indianchild.com/3d%20mainpage.htm>

The exercise you have just completed illustrates to you how important it is to look at any information you are given from many different perspectives. **When we analyse information deeply and look at it from many different perspectives we are engaging in CRITICAL THINKING.**

You learnt in the previous unit about effective ways of acquiring knowledge. As you saw in that unit, just to acquire knowledge is not enough, you have to teach yourself to think critically about the information you gather in order for you to gain the most value from it.

Learning outcomes

By the end of this unit, you should be able to:

- Understand the concept of critical thinking;
- Use the 6 thinking hats to critically approach a topic or a problem;
- Identify the characteristics of an effective critical thinker; and
- Become aware of what factors keep you from thinking critically.



2. Learning to think critically

Think back to a time when you had to learn something new - take for example riding a bicycle or learning to swim. You did not know how to do these things when you were born, someone had to teach you. **Have you ever thought about the fact that you can teach yourself to think!** Yes, even though you have been thinking everyday of your life thus far, you can teach yourself to think more effectively – that is what critical thinking skills is all about. In this section you will learn a new thinking technique called the Six Thinking Hats. **Get ready to train your brain!**

This thinking technique was invented by Dr Edward de Bono (1992) and it aims to help you look at a specific problem from various perspectives. Remember, only when we examine a situation from all angles will we understand it properly and be able to come up with the best quality solutions in our everyday lives.

De Bono (1992) said each time you are faced with a situation you must look at it from 6 different perspectives. De Bono represented each perspective by equating it with a colourful hat. Each colourful hat you put on your head reminds you that you must focus on a specific type of perspective, by doing this De Bono helps us to consider all possibilities and to structure our thinking around a given topic. The table below gives you a summary of each colour hat and the type of thinking or perspective that is associated with it.



WHITE HAT: OBJECTIVE (NEUTRAL) PERSPECTIVE

Each time you wear the WHITE HAT you must focus on the facts and objective details of a topic.

When a person wears the white hat they will mention the relevant facts, statistics and details that exist regarding a certain topic.

When you are wearing the white hat, you should ask the following types of questions:

- What information do we currently have?
- What information do we still need?
- How can we get the information we do not yet have?



RED HAT: EMOTIONAL PERSPECTIVE

Each time you wear the RED HAT you begin to focus on the emotions that might be involved with regard to the specific topic.

Now you can focus on giving your own subjective opinions or any negative/positive emotions you feel when you think about the situation.

When you are wearing the red hat, you should do the following:
Tell the group how you feel about the idea – does it make you happy or sad; are you positive or negative; do you get excited or depressed. Remember with the red hat you do not need proof or facts, you simply share how you are feeling about the situation.



BLACK HAT: NEGATIVE

When you are wearing the **BLACK HAT** it is your time to focus on the negatives of the situation. Now is the time for you to mention the risks, dangers and reasons why a possibility will not work.

When you are wearing the black hat, you should ask the following types of questions:

- What could go wrong?
- What are the weaknesses of our idea?
- What are the risks of this idea?
- What are the possible problems?





YELLOW HAT: POSITIVE

The **YELLOW HAT** is the “sunny sunshine” hat that focuses on only the positive aspects of a topic. When you wear this hat you must focus on all the positives and good things about a situation or idea.

When you are wearing the yellow hat you should ask the following questions:

- What are the positive things about our ideas?
- What will the benefits of this possibility be?
- How will this help us?



GREEN HAT: CREATIVE

When you wear the **GREEN HAT** you should let your imagination run wild, think as creatively as possible about a situation – with the green hat on there are no restrictions or limitations – the wilder your idea, the better.

As the green hat thinker you should make note of as many options as possible without worrying if they sound correct, sensible, or considering how practical they may be.



BLUE HAT: CONTROL

The **BLUE HAT** is the big boss hat. When you wear this hat it is your responsibility to manage the thinking process.

If you are wearing the blue hat you must ensure that not too much time is spent focussing on one of the other hats, but that all hats contribute to the discussion. The blue hat asks the other hats to summarise and encourages the group to make a decision.

(This activity is based on <http://www.educationplanner.bc.ca/files/Six%20Thinking%20Hats.pdf>.)

In order to help you understand how to apply these hats to a real life situation, we are going to work through a case study in small groups.



GROUP ACTIVITY 4.2:

Using the six thinking hats

Your facilitator will divide the class into 5 groups and assign a coloured hat to each group. Your facilitator will play the role of the blue hat later on in the activity.

STEP 1 Read through the scenario below and in your group discuss the scenario from the perspective of your hat – that means if your group is assigned the **YELLOW HAT** you must focus on all the positives, the benefits and the possibilities – you cannot discuss the negatives. Write down the thoughts and ideas your group has in the table below next to your specified hat colour.

STEP 2 The class is going to hold a forum on the scenario you have been discussing. Each group must select one spokesperson. The 6 selected spokespersons will sit in front of the class and each **COLOURED HAT** will be given an opportunity to share their perspective on the scenario.

The facilitator is going to play the role of the **BLUE HAT** to ensure that each of the other **HATS** have a fair chance to share their thoughts on the scenario.



STEP 3 If you are not the selected spokesperson for the group, listen carefully to what each hat is saying and make notes in the table below next to the specific colour hat (remember there are tips about note taking the unit on acquiring knowledge if you would like to refresh your memory on this skill).

STEP 4 After each HAT has given their perspective, the facilitator acting as the BLUE HAT will guide the forum to make a decision. Write down the decision taken by the group next to the BLUE HAT in the table below.

RIGHT, now you are ready to begin, ready Paul's scenario below and begin your group discussions as described in Step 1.

PAUL is a Grade 12 student at Foundations High School. He is interested in studying further next year, but each time he begins to look at his different options it feels as if he is overwhelmed by all the information and he just simply gives up the investigation. He has considered the options of working overseas for a year and then some days he thinks he should go to university. His favourite subject at school is art, but he does the best academically in computers. He could possibly get a bursary to study an IT qualification.



WHITE HAT: OBJECTIVE (NEUTRAL) PERSPECTIVE



RED HAT: EMOTIONAL PERSPECTIVE



BLACK HAT: NEGATIVE



**YELLOW HAT: POSITIVE**

**GREEN HAT: CREATIVE**

**BLUE HAT: CONTROL**

Now that you have successfully completed this group activity, take a few minutes to reflect on the 6 thinking hats exercise and complete the individual activity below.



**LEARNING ACTIVITY 4.3:****Reflecting on the 6 Thinking Hats**

Take a few minutes to think about the exercise you have just completed and answer the following questions:

- 1 Take a look at the decision the group came to (refer to the blue hat). When you read the case study through for the first time, is this the same decision that you would have come to on your own? Why?

- 2 Did you find it difficult to focus only on the perspective that your hat required of you? For example, you wanted to mention the negative aspects of the situation but you were assigned to the white objective hat? Why do you think so? How did you handle this?

- 3 Thinking back on the group activity, do you think you can improve your critical thinking skills? In what ways?

If you look at all the ideas and perspectives that were generated by using the 6 thinking hats you can see that looking at a situation from many different angles helps you to understand the situation you are facing on a much deeper level. Another reason why it is important for you to think critically is because in life situations are often very complex and with no right or wrong answers – by taking into consideration all perspectives you are equipped to make the best possible choice.



3. The value of critical thinking in your life

Critical thinking goes hand in hand with good decision-making and if you are able to make good decisions, you are equipped to improve your own future.

“Insanity is doing the same thing over and over again while
expecting a different outcome”
– Albert Einstein

Albert Einstein’s quote illustrates that if you are not able to think differently and open your mind to new perspectives, you will limit your growth. In the next activity you are going to focus on how critical thinking can be applicable in your own life.



GROUP ACTIVITY 4.4:

Critical thinking in the real world

You should complete this activity in groups of 2. Make sure that the partner you select was not in the same group as you in the previous activity. Together you are going to discuss the value of critical thinking in various areas of everyday life. After you have discussed each area, write down the thoughts you generated together in the space provided below.

REMEMBER: critical thinking is about being able to approach an issue from various perspectives, so as you discuss focus on how perspective taking will benefit the situation.

The world of work

With your partner name as many examples as you can of how critical thinking will help you when you are working as an employee for a company.

Relationships with friends and family

Successful relationships take consistent hard work and emotional investment, they do not just happen. Why do you think perspective taking (critical thinking) is important in relationships? Write down what you and your partner have discussed.



Prioritizing and achieving your goals

Due to the overwhelming amount of information that is available today, people struggle to focus on the things that really matter. Discuss with your partner how being a critical thinker can assist you in achieving your personal goals. Write down your ideas in the space below.

Making decisions

Critical thinking will also help you to make important decisions on a daily basis. After having a discussion with your partner, write down some of the important decisions you will have to take in the near future. Think about how critical thinking is going help you to make the best choice and make a note of this too.



4. The characteristics of a critical thinker

If you want to be a good 100 metre athlete, you must practice the 100 metre event. If you want to be a good soccer player, you must practice your ball skills, work on your fitness and be able to function effectively in a team. In the same way, if you want to be a good critical thinker you must be willing to learn and practice the skills and characteristics which are required of a good critical thinker (Brown, n.d.).



LEARNING ACTIVITY 4.5:

What are the characteristics of a critical thinker?

Right, now that you know what critical thinking is, you have practiced the 6 thinking hats and you have thought about how you can apply critical thinking in the various aspects of your life, let's take a few minutes to see if you can distinguish between the characteristics of a good critical thinker and a poor critical thinker.

First, read the statements in the characteristic column. Decide for yourself if this is a characteristic of a good critical thinker or a poor critical thinker. Indicate with a tick (✓) underneath the correct column. Leave the self-evaluation column open for now, you will work on this later.

Characteristic	Good Critical Thinker	Poor Critical Thinker	Self- Evaluation
Memorises information without questioning it			
Is willing to look at a problem from many different angles			
Accepts all information just as it is given			
Is willing to adapt to new situations and learn new ways of doing things			
Takes only one perspective on a particular situation			
Is willing question what most others believe			

Now that you have completed this task, compare your answers with those at the end of this unit. Correct any answers that you may incorrect. If you are unsure as to why you got the answer wrong, discuss the statement with your facilitator or a classmate.

The next step in this activity is to reflect on your own ability to think critically. Read each statement again and then in the self-evaluation column write down if you think this statement accurately describes you or not. Identify areas that you need to work on.



5. Factors that keep you from thinking critically

Thinking habits

Studies conducted on the human brain have indicated that we tend to think in the way that we are used to, in other words each of us has our own unique thinking patterns and these can limit us from being effective critical thinkers. In the next learning activity we are going to take a look at some of these thinking patterns.

The following thinking patterns often used in the media and when people want to convince you of their specific opinion. You might also make use of them without realizing it. Each person tends to have a few thinking habits that keep them from thinking critically.



LEARNING ACTIVITY 4.6

Here are a few thinking habits that keep you from thinking critically. Read through them very carefully, as you read each statement try to analyse it critically and try to identify if any of these thinking habits apply to you. Mark these in the third column with a tick.

Thinking habit	Description of thinking habit	<input checked="" type="checkbox"/>
Hasty generalization	Making hasty conclusions and then generalizing this conclusion to all similar situations.	<input type="checkbox"/>
False comparison	Comparing things that in actual fact are not similar at all.	<input type="checkbox"/>
False cause	Suggesting a cause for a specific situation which cannot be proven.	<input type="checkbox"/>
Negative thinking	Focusing only on the negative aspects of a situation.	<input type="checkbox"/>
Personal attack	Trying to discredit someone in order to convince others that his/her information is false.	<input type="checkbox"/>
Appeal to pity	Using pity to try and convince someone of your opinion.	<input type="checkbox"/>
Appeal to fear	Using fear to try and convince someone of your opinion.	<input type="checkbox"/>
Appeal to authority	Using an expert to convince someone of their opinion, even though this expert is not an expert on that specific topic.	<input type="checkbox"/>
Ignoring the issue	Giving irrelevant information in order to convince others of your opinion.	<input type="checkbox"/>
Nadve thinking	When you believe all information that is given to you without evaluating or asking for the evidence.	<input type="checkbox"/>

(www.laurentian.ca/NR/rdonlyres/6BBEC175-BE55-4003-8E213C52F12C410/module_5_critical_thinking.pdf)





GROUP ACTIVITY 4.7

In groups of 3 or 4, read the following sentences and see if you can identify the different thinking habits:

Example of thinking habit	Type of thinking habit
1. <i>This is Dr Smit, an expert on literature and he is going to tell you more about protecting the environment.</i>	
2. <i>The political situation in South Africa is similar to that in Zimbabwe</i>	
3. <i>Henry had a car accident a few years ago, while driving after 12 o'clock in the evening and lost both his legs. The government must forbid all people from driving after 10 o'clock in the evening.</i>	
4. <i>Look at the crime statistics in South Africa – there is no hope!</i>	
5. <i>My friend told me that her father went to the moon and I think that's very cool.</i>	
6. <i>I got robbed at a bank two months ago and I now don't go to any bank without my pepper spray as I will definitely be robbed again.</i>	
7. <i>If you do not buy this pepper spray you are bound to be robbed.</i>	
8. <i>Last year I picked up 20 kilograms after I started drinking low fat milk. I am sure it is because of the milk that I got so fat.</i>	
9. <i>People in South Africa are living in fear because of the crime rate. All people must therefore try and save electricity</i>	
10. <i>Whatever that lecturer says is untrue. I saw him last week with his wife and he spoke very badly to her - I really don't trust anything he has to say.</i>	

Personal Biases

Biased thinking is one thinking pattern that deserves special attention as it is one of the most common used thinking patterns that keeps us from thinking critically. Biased thinking can be compared to glasses with coloured lenses. The moment you have glasses with red coloured lenses on everything seems red and the same with blue, green and other colours.

Take the following example: Lerato thinks that all men are misusing women. Every time she sees a man talking to a woman she hears that he will misuse her at some stage. Lerato is seeing this situation through her "glasses", she is being biased by her personal beliefs and



this is limiting her ability to think critically in the situation and take any other perspective than then one she already has.

It is as if these negative biases are some kind of button that gets pushed and if that specific button gets pushed the person doesn't want to hear anything further that anyone has to say. Some typical examples of *buttons* are the following:

- Political opinions
- Religious opinions
- Stereotypical opinions about race, language or gender

To be a critical thinker does not mean that we cannot have strong opinions about politics or religion, it does however mean that we must be willing to view the situation from other perspectives too and always remain aware of the fact that what we believe is influenced by our own biases and thinking patterns.



GROUP ACTIVITY 4.8: Case study

Divide into groups of three or four and use the six thinking hats to solve the problem. In order to solve the problem more effectively, make use of all the thinking hats more than once. In your groups make a PowerPoint presentation that depicts each of the 6 hats and the comments related to each one. Be as creative as possible

You are a Grade 12 learner and have been working really hard at school in order to be able to go to university. So far your marks have been quite good. Your parents are not able to afford the fees for studying at university. There is a chance that you might qualify for a bursary or a loan, but you are not sure yet. If you do not qualify for a bursary or a loan you do not know how you will fund your studies or if it will be possible to study at all. A friend at school who is not planning to study after school misses school quite often tells you that she has recommended you for a job as a sales assistant at a fancy store in town where she has been working for the past month. You meet with the store manager who thinks you are perfect for the job and says you must start right away, working full time. The monthly salary is not bad, and the working conditions seem OK too. The catch is that you must start immediately which means that you will not be able to continue attending school to the end of grade 12. On the other hand, if you earn some money, you might be able to afford further study at a later stage. What do you do?

6. End of section comments

Critical thinking is a **LEARNT** skill that has many advantages and will assist you in becoming more successful and reaching your dreams within your career and personal life. By practicing critical thinking every day you will see the change in your studies as well as in the way people see you.

Remember that critical thinking develops your thinking skills, but that it always has a specific purpose. It must serve you in becoming more successful and should therefore not be put to negative use. Watch out for that thinking habits and coloured lenses (biases) and you will be on your way to reaching your dreams.

During this section you have learnt to think critically and the next section will help you to communicate these thoughts better.



7. Feedback

The solutions to learning activity 5.2 are the following:

- 1** Appeal to authority
- 2** False comparison
- 3** Appeal to pity
- 4** Negative thinking
- 5** Naïve thinking
- 6** Hasty generalization
- 7** Appeal to fear
- 8** False cause
- 9** Ignoring the issue
- 10** Personal attack



8. Tracking my progress

You have reached the end of this section. Check whether you have achieved the learning outcomes for this section.

LEARNING OUTCOMES	✓ I FEEL CONFIDENT	✓ I STILL NEED PRACTICE
I understand the concept of critical thinking.		
I understand the value of using critical thinking in my everyday life.		
I can identify the characteristics of a critical thinker.		
I learned how to think critically using the 6 thinking hats		
I learned what factors can keep me from thinking critically.		

What did you like best about this section?

What did you find most difficult in this section?

What do you need to improve on? How will you do this?



References

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Unit Five:

Solving Problems

Unit 5: Solving Problems

1. Introduction

We are all faced with problems on a daily basis. Some of the problems we face have only a minor effect on us whereas others can feel overwhelming. I would like you to reflect on the following quotations:

“We can't solve problems by using the same kind of thinking we used when we created them.”

- *Albert Einstein*

“The best years of your life are the ones in which you decide your problems are your own. You do not blame them on your mother, the ecology, or the president. You realize that you control your own destiny.”

- *Albert Ellis*

In this module we hope that you will learn to apply the skills that will help you to have the best years of your life.

Learning outcomes

By the end of this module, you should be able to:

- Understand and apply the problem-solving process
- Identify the essential elements of a problem
- Collect reliable information
- Generate solutions from multiple perspectives
- Selecting possible solutions
- Evaluating solutions



START UP ACTIVITY 5.1:

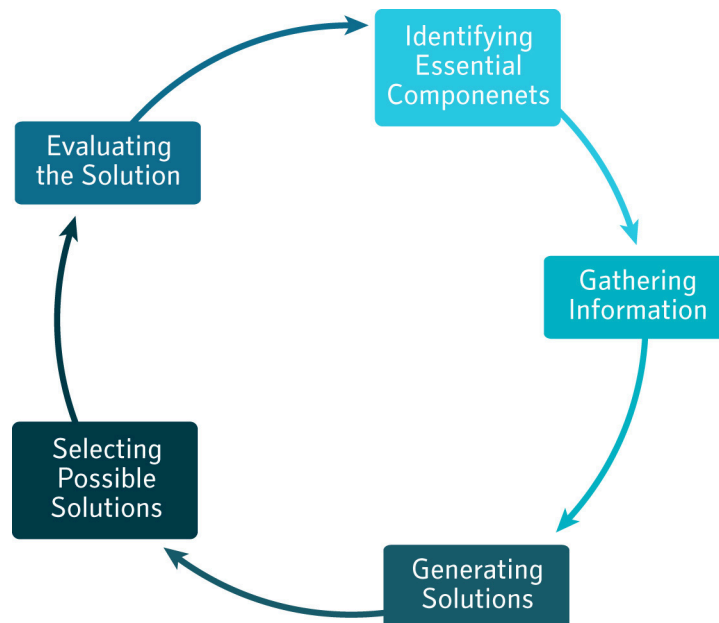
Is your mind being deceived?

At the start of this programme you prepared a profile of who you are, including your strengths and your weaknesses (refer back to pg.17). Have a look at the weaknesses you noted, and then identify what skills you need to improve in order to overcome these weaknesses. For example, these skills might be your reading speed, note taking ability, stress management, public speaking etc.

Use the space below to identify the skills you would like to improve. You will use this list as the basis of exploring how to solve problems, so this unit is an important part of your own skills development.

2. The problem solving process

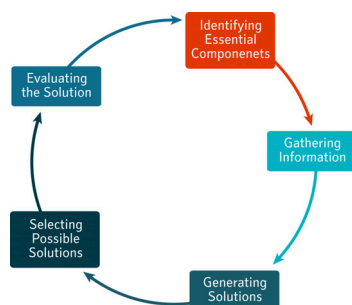
There is a vast amount of literature on solving problems. If you look on the internet you will see that you can find approaches to problems in maths, engineering, your finances, your love life, etc. The problem solving process illustrated below provides an approach that has the common elements found in most problem solving approaches.



The problem solving process starts with thinking carefully about a problem and what its components (parts) are. After identifying the components you can then gather information that will enable you to generate solutions. Finding the best solution for the specific problem is then followed by an evaluation of the solution after it has been implemented (Drew & Bingham, 2001).

In the following sections you will apply this problem solving process to the “problem” or skills you want to improve that you identified in Activity 5.1.

3. What is the problem?



Identifying the components of a problem can sometimes be easy and other times more difficult. For example a simple problem might be that you are tired and the solution is to rest. Other problems like global warming or pollution for example are much more complex to understand.

In the learning activities an example of improving reading speed will be used as an illustrative case.





LEARNING ACTIVITY 5.2: Identifying the components

Turn back to activity 5.1 and choose one skill that you want to improve. To help you identify the components of the problem of improving your skills answer the questions below.

Hint: We have included an example, the problem of needing to improve reading speed as an illustrative case to show you how you might respond to each question.

What do you want to do/ solve?

Example: I would like to improve my reading speed

Why?

Example: I would like to be able to study faster

What are the things (factors) that cause (contribute to) the problem?

Example: Bad lighting where I study, I do not know how to read fast, It is noisy where I read.

By when would you like to have this problem solved?

Example: I would like improve my reading speed by the end of the term

There are also many other questions that you can ask yourself to help clarify a problem such as:

- Will other parties be involved in solving the problem?
- What are the criteria against which a solution will be measured?
- How will we know the problem is solved?
- For whom are we solving the problem?

(Drew & Bingham, 2001)



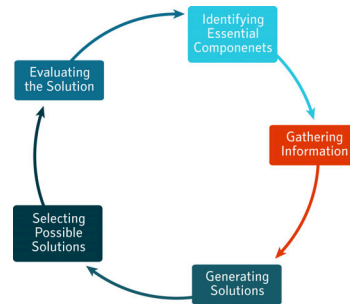
3. Gathering information

There are many different sources of information but finding the best information is the key to success, as Albert Einstein says:

“Know where to find the information and how to use it - that's the secret of success”

As a learner or a student you will be required to find information from different sources such as: books, journals, newspapers, interviews with participants in a study to name but a few.

Computers and the internet have become key tools in finding information today. Therefore in this section you will look for ways to improve your identified skill using internet resources.



LEARNING ACTIVITY 5.3: Internet search strategy

Answer the following questions about your search:

What information do you want to find?

Example: I would like information on how to read faster/ or improve my reading speed

Which search engine are you going to use?

Example: Google

Which key words/ phrases will help you to get the information?

Example: Speed reading, Improving reading speed etc.,

Is the information applicable?



Example: I will evaluate if the sources are credible and objective

Is the information reliable?

There are about 182 million website on the internet that range from personal blogs to company and library websites (Agarwal, 2009). To ensure that you are getting reliable information via the internet, instead of just someone's personal opinions you can use the Ten C's developed by Betsy Richmond from the library at University of Wisconsin at Eau Claire.

Ten C's For Evaluating Internet Sources Guide

The "Ten C's" provide criteria to consider in evaluating Internet resources. Sections of this document include:

1. Content

What is the intent of the content? Are the title and author identified? Is the content "juried"? Is the content "popular" or "scholarly", satiric or serious? What is the date of the document or article? Is the "edition" current? Do you have the latest version? (Is this important?) How do you know?

2. Credibility

Is the author identifiable and reliable? Is the content credible? Authoritative? Should it be? What is the purpose of the information, that is, is it serious, satiric, humorous? Is the URL extension .edu, .com, .gov or .org? What does this tell you about the "publisher"?

3. Critical Thinking

How can you apply critical thinking skills, including previous knowledge and experience, to evaluate Internet resources? Can you identify the author, publisher, edition, etc. as you would with a "traditionally" published resource? What criteria do you use to evaluate Internet resources?

4. Copyright

Even if the copyright notice does not appear prominently, someone wrote, or is responsible for, the creation of a document, graphic, sound or image, and the material falls under the copyright conventions. "Fair use" applies to short, cited excerpts, usually as an example for commentary or research. Materials are in the "public domain" if this is explicitly stated. Internet users, as users of print media, must respect copyright.

5. Citation

Internet resources should be cited to identify sources used, both to give credit to the author and to provide the reader with avenues for further research. Standard style manuals (print and online) provide some examples of how to cite Internet documents, although these standards are not uniform.

6. Continuity

Will the Internet site be maintained and updated? Is it now and will it continue to be free? Can you rely on this source over time to provide up-to-date information? Some good .edu



sites have moved to .com, with possible cost implications. Other sites offer partial use for free, and charge fees for continued or in-depth use.

7. Censorship

Is your discussion list "moderated"? What does this mean? Does your search engine or index look for all words or are some words excluded? Is this censorship? Does your institution, based on its mission, parent organization or space limitations, apply some restrictions to Internet use? Consider censorship and privacy issues when using the Internet.

8. Connectivity

If more than one user will need to access a site, consider each users' access and "functionality." How do users connect to the Internet and what kind of connection does the assigned resource require? Does access to the resource require a graphical user interface? If it is a popular (busy) resource, will it be accessible in the time frame needed? Is it accessible by more than one Internet tool? Do users have access to the same Internet tools and applications? Are users familiar with the tools and applications? Is the site "viewable" by all Web browsers?

9. Comparability

Does the Internet resource have an identified comparable print or CD ROM data set or source? Does the Internet site contain comparable and complete information? (For example, some newspapers have partial but not full text information on the Internet.) Do you need to compare data or statistics over time? Can you identify sources for comparable earlier or later data? Comparability of data may or may not be important, depending on your project.

10. Context

What is the context for your research? Can you find "anything" on your topic, that is, commentary, opinion, narrative, statistics and your quest will be satisfied? Are you looking for current or historical information? Definitions? Research studies or articles? How does Internet information fit in the overall information context of your subject? Before you start searching, define the research context and research needs and decide what sources might be best to use to successfully fill information needs without data overload.

(Richmond, 2003)



LEARNING ACTIVITY 5.4: Internet search strategy

Open the internet and find 3 websites or downloads (articles, books, etc) that will help you improve your specific skill.

For each source, make a note of the author, date, title, and url (website address), followed by a summary of the 3 most relevant points for your specific problem.



SOURCE ONE:

Author: _____

Date: _____

Title: _____

URL: _____

Summary of 3 most relevant points for my specific problem:

SOURCE TWO:

Author: _____

Date: _____

Title: _____

URL: _____

Summary of 3 most relevant points for my specific problem:

SOURCE THREE:

Author: _____

Date: _____

Title: _____

URL: _____

Summary of 3 most relevant points for my specific problem:





RESOURCE FILE: Go on SAFARI

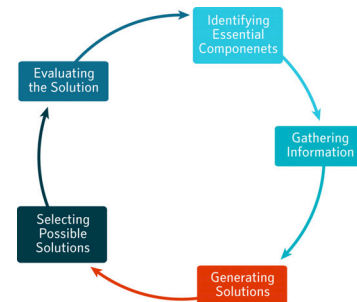
This section has given you a good introduction to searching for information on the web. If you would like more advanced information gathering skills we can recommend that you go to the following site: <http://www.open.ac.uk/safari/>

This excellent site will take you on an expedition through the information world which will help you to become a professional at gathering information in cyberspace ("Welcome to SAFARI," 2009).

4. Generating solutions

Various approaches exist for generating solutions to problems. The most well known method of generating solutions is Brain Storming.

Brain storming is however often done incorrectly. In this section you will use brain storming to generate ideas on how to improve your skills. Read the following extract about how to brainstorm.



Brainstorming

This works well with a group but you can do it alone. If you are in a group, get one person to write down whatever is said on a board or flip chart where all can see it. It can help to set a time limit (eg 10 minutes).

'Rules' are as follows:

- write down any ideas however unusual, impractical or rude
- do not discuss or make judgements about the ideas. This stops the flow of ideas and your aim at this stage is to generate ideas creatively.
- 'piggy backing' is encouraged (adding ideas to other people's ideas, even if they may at this stage seem away from the point).

When you have finished generating ideas:

- if in a group, check what people meant
- whether in a group or alone, sort ideas into ones which appear similar
- discuss the ideas
- judge which ones look suitable and which ones don't.

(Drew & Bingham, 2001)



**GROUP ACTIVITY 5.5**

Form a group of 5 students. As a group select a group leader and a scribe (a person that will note down all the solutions generated). Pick a skill that someone in the group wanted to improve or perhaps a skill that more than one person would like to improve on and brain storm possible solutions, using the guidelines above. Use the space below to make notes

Brain storming notes

Another way to generate solutions could be to use De Bono's 6 hats technique that we practiced in Unit 4 to look at a problem from different perspectives and in that way to stimulate ideas during brain storming.

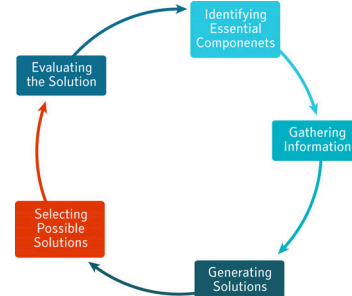


5. Selecting a solution

This is a step in the problem solving process that is often overlooked. Especially, if people are under pressure to find quick solutions to problems they often do not look carefully at whether they have the best solution for the specific problem.

In other words, you need to ask yourself: "how will I know that I have selected the best solution to my problem?"

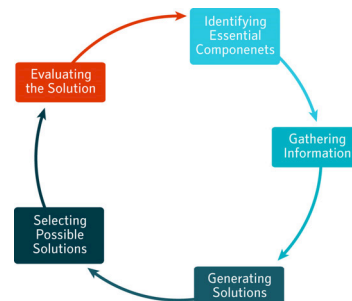
A table such as the following is a useful way of checking which possible solutions are likely to be best in your specific context. NOTE: Different people will often select different solutions, as it will depend on your unique situation.



Possible Solutions	Positive consequences of implementing the solution	Negative consequences of implementing the solution	Justification for final choice
<i>Example: Go for a speed reading course</i>	<i>Learn speed reading skills</i>	<i>Cost</i>	<i>Reading faster will make it possible to read more and get through work more thoroughly and this is worth the money spent.</i>

6. Evaluating the solution

The evaluation of a solution after it was implemented is critical to improving individual and organisational performance. This is again a step that individuals, group and organisation under pressure can neglect due to pressure and it is where the most learning takes place.





LEARNING ACTIVITY 5.6

To ensure that you can apply the knowledge and skills you developed in this section, for this activity you need to think of a specific problem you have experienced in the past month and then write a **1-page reflection** that will cover the following aspects:

- What was your problem?
- What solution did you practically implement to solve this problem?
- How effective was your solution to this problem?
- What could/should you have done differently now that you understand the problem solving process?



Tracking my progress

You have reached the end of this section. Check whether you have achieved the learning outcomes for this section.

LEARNING OUTCOMES	✓ I FEEL CONFIDENT	✓ I STILL NEED PRACTICE
I understand and can apply the problem-solving process		
I can identify the essential elements of a problem		
I can collect reliable information		
I can generate solutions from multiple perspectives		
I understand how to select a solution		
I am able to evaluate solutions		

What did you like best about this section?

What did you find most difficult in this section?

What do you need to improve on? How will you do this?



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Unit Six:

Working in Diverse Environments

YGPS (Your Global Positioning System), Workshop Series 2010

Unit 6: Working in Diverse Environments

1. Introduction

As an introduction to the extent of diversity in the global village you will be working in one day, visit the following website and watch the video of the miniature earth: http://www.miniature-earth.com/me_english.htm

In summary, this short clip shows us just how diverse the world in which we live in is, yet so often we find ourselves thinking about the world only in terms of the people and activities that we are used to.

The purpose of this unit is to help you become more aware of your own identity; embrace and value the differences between yourself and others; and be able to admit and work towards overcoming your own personal biases in order for you to be the most productive you can in the 21st century world of work.

Learning outcomes

The aim of this unit is to help you to:

- Know what diversity is and in what forms we encounter diversity daily in South Africa;
- Increase your awareness of your own identity and uniqueness;
- Increase your awareness of the uniqueness of other groups who are different from your own;
- Value the differences between your own identity and the identities of others;
- Understand the concepts of discrimination and prejudice;
- Practice how to respond to biased and discriminatory statements in an effective manner;
- Reflect on your how your behaviour may be prejudice/discriminatory towards other groups;
- Understand how you will benefit from being able to deal effectively with diversity in the workplace;
- Use your understanding of diversity in order to be able to be more successful in diverse groups.

2. What is diversity?

Whether you are in a classroom, a boardroom or a sports-team locker room, diversity is one of the words that we often hear used in everyday conversation. The question we should ask ourselves is whether we know precisely what diversity is?



LEARNING ACTIVITY 6.1: What is your DQ? (Diversity Quotient)

INSTRUCTIONS:

Take this short quiz to assess your knowledge of diversity in the South African context. For each of the 10 statements, indicate whether or not you think information given is true or false. Once you have completed the task you will have the opportunity to review your responses.

This quiz was designed based on the following resources:
(<http://www.diversitydtg.com/tools/diviq.html>;
<http://www.edchange.org/multicultural/quizzes.html>)

STATEMENT	TRUE	FALSE
1 Diversity in the workplace deals mostly with the number of non-whites who are employed by a company		
2 Diversity initiatives disregard the needs of white males		
3 Racism is no longer a problem in South Africa now that Apartheid has ended		
4 Parking in marked parking spaces for the physically disabled is okay to do so long as it's for a short period of time.		
5 Almost 90% of disabled persons in South Africa are unemployed		
6 It is OK to tell jokes about homosexual people as long as there are no homosexuals in the group		
7 Less than 1% of people are gay		
8 Women in South Africa have the most access to jobs, housing and opportunities on the whole of the African continent.		
9 In the new South Africa, women and men are now earning equivalent salaries		
10 Islam is the fastest growing religion in South Africa		

Using the answers provided on the following page, score your responses. For each correct answer give yourself 1 point, the closer your score is to 10, the higher your Diversity Quotient is.

My DQ is =



Answers:

- 1 False, diversity in the workplace refers to a broad range of issues including, amongst others: race, gender, religion and sexual orientation. For a complete understanding of the complexity of diversity in the workplace continue reading this module to find the definition of diversity and how to deal with diversity related matters.
- 2 False, diversity initiatives are designed to allow space for every type of person in an organisation, regardless of their physical characteristics.
- 3 False, many people today are still stereotyped and discriminated against on the basis of their skin colour. The end of Apartheid symbolised the end of a political dispensation that formally discriminated against particular groups, it did not however eradicate the stereotypes and prejudices that groups have of each other.
- 4 False, people with physical disabilities are protected by law to ensure equal access in services and accessibility. Physical arrangements such as parking spaces are created for them in order to allow them to participate fully in our democracy. It is our responsibility to respect the laws that are designed to assist them rather than making circumstances more difficult for them.
- 5 True, there are approximately 2.5 million physically disabled people in South Africa and currently 88% of them are unemployed (<http://www.signgenius.com/info-statistics.shtml>).
- 6 False, it is never appropriate to use humour to degrade other people, regardless of whether they are part of your conversation or not.
- 7 False, approximately 10% of the population are homosexual (<http://www.gaysouthafrica.org.za/homosexuality/lifestyle.asp>).
- 8 False, according to the 2007 Social Watch Gender Equity Index, which focuses on economic activity, empowerment and education, South Africa came 42nd out of 154 countries and was placed second in Africa after Rwanda, which ranked third in the world (<http://www.medioclubsouthafrica.com>).
- 9 False, on average for every R1 men earn, women earn 75c. (http://www.sagoodnews.co.za/newsletter_archive/women_in_business_is_sa_lagging_or_leading_.html)
- 10 True, there are currently more than 1 million Muslims living in SA and it is the religion to which the most people are converting to in South Africa. (<http://www.islamawareness.net/Africa/SouthAfrica>)

As you can clearly see the issue of diversity is about much more than race! The extent of diversity you are likely to encounter in your future working environment will present you with many challenges. What type of challenges, you ask? It is the challenging of knowing yourself and what you believe, whilst at the same time being able to understand people or viewpoints that are different from your own. Let us take a moment to reflect on a definition of workplace diversity:

“Diversity is a **commitment to recognizing and appreciating** the variety of characteristics that make individuals **unique** in an atmosphere that **promotes and celebrates** individual and collective achievement.

Examples of the ways people differ are:

- age;
- cultural practices;
- disability;
- economic background;
- ethnicity;
- gender;
- language(s) spoken;
- HIV/Aids status;
- political affiliation;
- religious beliefs and
- sexual orientation.”

(The University of Tennessee Libraries Diversity Committee Spring 2001; Revised January 2003.)



Now that you are aware of all the aspects that diversity includes, it is time to investigate your own identity and the identities of those around you.

3. Knowing and Understanding MYSELF!

In order to be able to show respect for the values and lifestyles of diverse people, it is important to know who **YOU** are, where you come from and what you believe in. In this section you will be asking yourself the question “Who am I in this diverse context?”



LEARNING ACTIVITY 6.2:

Writing your own “WHO AM I?” poem

INSTRUCTIONS:

In this activity you are going to write a poem that describes yourself and what you are all about. When you do this activity focus on sharing those aspects of yourself that really make you stand out as a unique individual and describe you the best.

Write a 12 line poem that you could use to describe yourself to others. You will be sharing your poems in groups at a later stage so now is your chance to really let others get to know you better.

The only rule for this poem is that each line should start with the words “I am...”

Think carefully about the things you like to do most and the things that have made you who you are. Use this poem to express who you are ethnically, religiously, what your interests or hobbies are, what your family is like or anything else that defines who you are.

Example:

I am female and white!
I am running.
I am chocolates, cheesecake and fruit salad.
I am Christian.
I am the oldest child.....

Now that you have taken the time to put down on paper some of the aspects that define you as an individual, you are going to have the opportunity to share this with others.



GROUP ACTIVITY 6.3

Instructions: Divide into groups of 6-8 people. When choosing your group, make sure there is at least one person who is not of the same gender as you are, at least one person who is not in your school/course/faculty/university **AND** at least one person who is not of the same ethnic group as you.

Now, take turns to read each other your “I am poems”.

Give each person in the group a chance to read their poem and then discuss the following questions in your groups:



Excellent, you have completed the section on becoming aware of yourself. Read the instructions in Group Activity 6.4 to get a glimpse of what you will be doing in the next section of work.



GROUP ACTIVITY 6.4

For your next class, bring an item with to share with the rest of the class. The item you bring must be something that tells about your cultural or ethnic background. It may be a picture, a drawing, an object, a poem, food, music, or whatever you like as long as the item you bring communicates something you would like to share about your group with others.

4. Investigating difference

In the previous section we investigated various aspects of our own identity. From these activities you should now be able to recognise that you as a person have many different aspects to your own identity. It would be impossible to describe you by using only one word such as "female", "black", "South African", "Zulu" "student" or "disabled". In a similar fashion, it is not possible to describe others who are different from us with only one word. In the next learning activities we are going to examine the complexity of others. Although we know that workplace diversity covers many different aspects, for this section we are going to pay particular attention to the cultural dimension of diversity.



GROUP ACTIVITY 6.4: (continued): Investigating differences

Instructions: For this activity, you will be making use of the items that you brought with you from home. Divide into groups of 4-5 members. Each person in the group gets a chance to share with the group what their item is and what it represents to them.

Use the following guidelines as you describe your item to the group:

- What is the item and what is it used for?
- Why did you choose it?
- What does it say about your background and who you are today?
- What can this item teach people from other groups about your group?
- When have you been particularly proud to be a member of this group?
- When have you been ashamed of being a member of this group?

The objects that you have brought to share with the group are tangible, that is they can be touched, felt, smelt or seen. We refer to this as the **concrete level** of culture. The concrete level is those elements of our groups identity that are reflected in the music, food and clothes associated with us. The next, somewhat deeper level of someone's culture is the **behavioural level**. On this level we define our roles in society, it involves the language we speak and also includes the meaning that our groups attaches to non-verbal communication. The third and deepest level of culture is the **symbolic level**. This level is abstract, in other words it includes what our group values and believes – including your religious view, your customs, your worldview and moral convictions.



So whilst the items you have brought help to outwardly identify you with your ethnic group, a person's true identity is situated on the symbolic level where their beliefs, attitudes and values are. Your challenge in the workplace is to seek to understand not only the concrete and behavioural levels of someone's culture, but to explore the deeper level of their symbolic identity (Hildago, 1993).

There are times when our identification with a specific group on a concrete, behavioural or symbolic level leads to others treating us unfairly, often before they know us on an individual level. In the next subsection we will briefly investigate stereotypes and prejudice.

Investigating discrimination and prejudice

Our membership to a particular group may lead to us being treated unfairly. This is known as **discrimination**. Discriminatory actions are often a result of **prejudice**. Although there are many formal academic definitions for "prejudice," most of these definitions agree that prejudice involves a negative prejudgment, about a group or its members. Also, prejudice is not just an opinion or belief or attitude, but it also includes feelings such as contempt, dislike, or loathing (Plous, 2003).

In summary negative attitudes about the characteristics of a specific group's members leads members from other groups to treat them unfairly. It is very important to remember that discrimination does not only occur due to the racial group we belong to, but can also because of our gender, physical disability, economic background or sexual orientation.

Read the following case study as an example of the negative impact of prejudice and discrimination.



LEARNING ACTIVITY 6.5: Investigating intolerance

This activity is based on the following resources (Responding to overt displays of prejudice (Plous, 2000) and I am human too (www.tolerance.org))

INSTRUCTIONS:

Read the following case study and answer the questions that follow. This activity is going to combine individual and group work.

The story of Simon Nkoli

It is very difficult for a black person to be lesbian or gay in South Africa. First, there is no privacy. We have to live with our families, in very crowded conditions, until we get married. In my parents' home for example there were six of us living in four rooms. Second, homosexuality is very much taboo among black people in South Africa. The most important thing in a black family is to get married.

So 'coming out' to my family was not easy for me. I was 19 at the time. My mother was deeply upset. My stepfather, on the other hand, was cool about it and actually supportive. But still they took me to see a psychiatrist in the hope that I would be 'healed' - that I would become a 'normal' person. It lasted six months, It was not a good experience. And anyway, I knew I could never be changed.



Once I had 'come out' I realized I would be better off on my own. I lost contact with school-friends and former playmates. I was afraid they would victimize me if they knew about me.

When I was 21 I joined the Gay Association of Southern Africa (GASA). During that year I became increasingly aware of the fact that the interests of black gays were being ignored. GASA social functions were frequently held in places where blacks would be turned away. It was very humiliating for us. Some of GASA's members were openly racist.

We tried to challenge this racism and spoke to the executive committee. But after a while we decided it would be best to form a separate group - alternative but not opposed to GASA - and so we launched the Saturday Group. This was a non-racial group for people who wanted to do practical things. Our motto was: 'help each other to solve your own problem'.

Attitudes depend very much on individuals. To be accepted by straight people we have to be fighting the same struggle and working together so that they get to know us and get to understand gay issues.

<http://www.newint.org/issue201/fear.htm>

Reflect on the following three questions by yourself:

- 1 Simon Nkoli has had to face discrimination on various levels during his life. Identify the different types of prejudice he has experienced.

- 2 Reflect on Simon's story and think of a time when you were discriminated against or treated unfairly based on a group you belonged to? How did this make you feel? Write down a couple of words that describe the emotions you experienced when you were discriminated against.

- 3 Write down the types of statements that are said against a group that you identify with that you would never like to hear again.

I WISH I NEVER HAD TO HEAR THE FOLLOWING SAID AGAIN ABOUT

My Race:

My Gender:



My Religion:

Other:

You have now completed the individual component of this activity. Now you are going to examine ways to deal with discrimination real-life situations.

To complete this activity you must divide into small groups consisting of 3 members each and follow this list of instructions.

- 1 Take turns to read to each other the list of statements about your group that you wish you never had to hear again.
- 2 Next, nominate one person in the group to be the "**SPEAKER**", one person to be the "**RESPONDENT**" and one person to be the "**COMMENTATOR**".
- 3 The **SPEAKER** and the **RESPONDENT** are now going to have a short conversation whilst the **COMMENTATOR** observes their interaction.
- 4 The **SPEAKER** should start a conversation with the **RESPONDENT** and must make a discriminatory remark based on one of the groups (ethnic, gender, language, etc.) that the **RESPONDENT** belongs to.
- 5 The **RESPONDENT** must now continue this conversation with an appropriate response.
- 6 This type of activity is called a role-play and its aim is to coach you how to deal with difficult situation you would encounter in everyday life. In order to you to learn the most from this activity you should try to make the conversation between the **RESPONDENT** and the **SPEAKER** as realistic as possible.
- 7 Once the **RESPONDENT** has completed the conversation/ response to the **SPEAKER** it is time for the **COMMENTATOR** to make his/her contribution. The **COMMENTATOR** must give feedback to the other two group members on how effectively he/she thought the **RESPONDENT** handled the situation.
- 8 Once you have completed this task swap roles. Each person must have the chance to be the **RESPONDENT**, the **SPEAKER** and **COMMENTATOR**.

In order to help you to complete this exercise read through the following example:

SPEAKER: I do not know why there is such a big deal being made about women's rights. Women are just not as intelligent as men, they simply cannot do maths and science and those kind of difficult stuff. They should stick to the things they are actually good at.

The RESPONDENT should follow these tips when continuing the conversation:

- a *Tell the person how you their statement made you feel, rather than telling them how to behave.*
For example a good response would be: When you make comments about women not being able to do maths that makes me feel stupid and it is hurtful.
A bad response would be: You must stop making comments like that because you are wrong!
- b *Appeal to the logic of the person you are interacting with.*
For example: I do not think what you are saying is true. There are many women who have made an intellectual contribution to science and engineering. Think of like Marie Curie who was a pioneer in the field of radioactivity, received two Nobel prizes and was the first female professor at the University of Paris.
- c *Be assertive, but not aggressive when you respond to the statement.*



- d *Remain calm.* It will not help to shout at the person, raise your voice or speak in an irritated tone. Share your thoughts honestly without drowning out their meaning by being overemotional
- e *Do not retaliate* by making a negative statement about the speaker's group or by name calling.
For example DO NOT say "Well so what, men are all a bunch of sexist pigs!"

Being the victim of discrimination is never a pleasant experience. However, even if we have had such experiences ourselves it is possible to find ourselves being the perpetrator in a different situation. When we target others and make them victims of discrimination sometimes we do it intentionally, whereas at other times it may be unintentional. Regardless, our actions and words can negatively impact on others around us. Complete the following activity to assess if you could be unfairly stereotyping others who are around you.



LEARNING ACTIVITY 6.6:

Investigating your own intolerance

Can you think of an incident or situation where you may have been insensitive to the diversity and uniqueness of others?

Use the following questions to help you reflect on how you handle diversity in real life settings?

- 1 Do you laugh at jokes where the punch line depends upon negative stereotypes of Africans, women, homosexuals or people with disabilities?
Yes No
- 2 Do you use dehumanizing slang when you refer to certain groups, for example queers, dykes, kaffirs, niggers, cripples or terrorists?
Yes No
- 3 When you hear of someone being ridiculed because they are a member of a minority, do you speak in their defence even if they are not present?
Yes No

BE HONEST WITH YOURSELF! If you answered "YES" to any of these questions you need to reflect on the extent to which you allow others the freedom to live out their own uniqueness – the same freedom you would appreciate from them.

It is only when each individual within an organisation commits to the eradication of prejudice and discrimination that true fairness and equality can be realised.

5. Diversity Success Strategies

Diversity in an organisation has numerous benefits to the individuals and to the company overall. Examples of such benefits are greater creativity and innovation; improved ability for problem solving; enhanced market appeal and increased organisational flexibility (Milem, 2003).

When you begin your formal working experience you will be an asset to your employer if you can effectively work in a diverse environment and manage diverse experiences. In order to assist you to do this here are a couple of ways that you can practice your diversity skills. Remember you do not have to wait till you are in a working environment to value diversity;



you can practice these skills in the classroom on the sports field or in any context in which you find yourself.



LEARNING ACTIVITY 6.7: Diversity Success Strategies


INSTRUCTIONS: In this portfolio activity you will be required to complete a number of activities over a period of time. You will be presented with a principle for successfully managing diversity. Thereafter, you will be given a **DIVERSITY ACTION CHALLENGE** which you will be required to complete. These challenges are designed to allow you to practice your diversity skills right here and now. Use the scorecard below this activity to track your own progress. You will need to tackle these activities one-by-one over a number of days.

1. *Treat all of the people you work with as individuals.* Make an effort to look beyond their background and the stereotypes of their group and see the person.
DIVERSITY ACTION CHALLENGE: Take time to invite someone who is from a different ethnic group than yourself to sit with you during a break time for a "Mix it up Lunch". Ask them questions about themselves, their family and their interests. Make it your goal to get to know them as a person who has a unique personality rather than just a member of "this or that" group.
2. *Respect personal names.* Call people by the name they want to be called. Learn the correct way to pronounce it, the correct order to say it, and the appropriate titles of respect.
DIVERSITY ACTION CHALLENGE: Ask each of the people in the group with whom you did the "I am poem" activity what their full names are, what the meaning of their name is and what they prefer to be called. Before the end of this module make sure you are able to address each person by their preferred name.
3. *Use acceptable terms for cultural groups.* Find out which terms are acceptable to a cultural group and which are not. Speak up if others use terms that are not acceptable to you. Let them know what you would like your group to be called.
DIVERSITY ACTION CHALLENGE: Is there someone who makes references to a group to which you belong in a manner that is offensive to you? Rather than starting a confrontation with this person or ignoring the issue, ask them if you can sit together at the next break time to chat. Explain to them how the way they refer to your groups makes you feel. Allow them to share their views and opinions on the matter. Ask them how they prefer you to refer to their group and then share with them how you would prefer them to refer to your group in the future. Conversations such as these may not be easy to initiate, but they allow for respectful communication to place in such a way that all groups can learn to understand each other better.
4. *Turn fear into curiosity.* We are often taught to be suspicious of other groups. Ask yourself, "What if we could get beyond our differences? What would I learn?"
DIVERSITY ACTION CHALLENGE: Take the time to learn about groups who are different from you in terms of race, religion or sexual orientation. One of the ways to increase your knowledge of other groups is by watching movies. Pick one (or more) of the movies on this list and watch it paying specific attention to the diversity related themes.
 - Crash (racial discrimination)
 - Schindler's List (religious intolerance)
 - The Kite Runner (ethnic intolerance)
 - Hotel Rwanda (xenophobia)
 - Monsters Ball (racial discrimination)
 - The Laramie project (homosexuality related issues)
 - The Crying Game (race, gender and sexuality)



5. *Laugh with people, not at them.* Don't tell ethnic or sexual jokes ever. If you are offended by a joke told by someone else, tell the person later in private. Or simply say "Ouch! That hurts" to let the person know that your cultural toes have been stepped on.
DIVERSITY ACTION CHALLENGE: Watch how people react to your jokes. Often we are unaware that we are offending others with our jokes – the language we use may lead men/women, different races or people with disabilities to feel like they do not belong. Next time you tell a joke take note of who is **NOT** laughing and ask yourself why. If you can't figure it out, ask them and be willing to listen to whatever it is they share with you. Also you may need to be willing to apologise if you did offend them.
6. *Find out how disagreements are handled in the other person's culture.* It may be considered unacceptable to say "No" directly, or "No" may simply mean that further negotiation is expected. Avoid public displays of anger.
DIVERSITY ACTION CHALLENGE: Dealing with conflict is never easy, even when people are very similar to you – anger is an emotion, and usually all people feel very strongly about the issue they are angry about. Speak to someone from a diverse group in a neutral situation and ask them questions about how they deal with conflict. It is important to do this in an environment when no one is yet angry – this way you can be prepared if a conflict situation does arise.
7. *Adjust your interpersonal "space" requirements, if necessary.* People in different cultures may feel very uncomfortable if you stand too close or too far away (by their standards). Notice how closely they stand after they approach you. Pay attention to how they react if you move closer. The same principle applies to touching, how often do members in the group you are observing touch/avoid touching each other? Watch what other people do, especially when they are with people of their own culture. Usually people do unto others what they will accept from others.
DIVERSITY ACTION CHALLENGE: take 10 minutes during one of your break times to sit quietly on your own and watch the other students around you. Pay particular attention to the following behaviours. How close do people from groups different from your own stand to each other? How do males and females interact? Are there differences when males interact with males or females interact with females? How can these observations that you have made help you to interact with others in the future? Make notes whilst you are doing this activity.

Don't play favourites or treat others unfairly. It is normal to feel a little uncomfortable when you are dealing with someone from another culture -- but don't let your discomfort cause you to treat that person differently. Take up the challenge to become diversity wise in your school, your workplace and your social environment.

 SCORECARD	
DIVERSITY CHALLENGE	COMPLETE
1 I invited someone to sit with me during break and I spent time getting to know them on a personal level.	
2 Know the name that each person in my "I am poem" group prefers to be called and address them by that name.	
3 I know how the other students in my class prefer their group to be referred to and I make a point of referring to their group in that manner	
4 I have watched a movie with a diversity related theme with the aim of becoming more aware of the types of discrimination other groups have to face.	



5	I have paid attention to the way people react to my jokes in order to make sure that I am not offending anyone with my style of humour.	
6	I have attempted to resolve conflict situations in a manner that takes into account the upbringing and customs of other groups.	
7	I have examined how different groups deal with "personal space" and made notes about my observations. In my interactions with people I now try to take into consideration their patterns of "closeness".	

(This activity is based on the following resource: <http://www.sides.ca/capp/grade10/culture.htm>, <http://www.wacuho.org/>)

6. Final thoughts

In closing read the following poem:

THE COLD WITHIN

Six humans trapped by happenstance
In dark and bitter cold.
Each one possessed a stick of wood,
Or so the story's told.

Their dying fire in need of logs,
The first woman held hers back.
For on the faces around the fire,
She noted one was black,

The next man looking cross the way,
Saw one not of his church,
And couldn't bring himself to give
The fire his stick of birch.

The third one sat in tattered clothes
He gave his coat a hitch.
Why should his log be put to use,
To warm the idle rich?

The rich man just sat back and thought
Of the wealth he had in store.
And how to keep what he had earned
From the lazy, shiftless poor.

The black man's face bespoke revenge
As the fire passed from sight,
For all he saw in his stick of wood
Was a chance to spite the white.



The last man of this forlorn group
Did naught except for gain
Giving only to those who gave
Was how he played the game.

The logs held tight in death's still hands
Was proof of human sin.
They didn't die from the cold without,
They died from - **THE COLD
WITHIN.**

Will you put your log on the fire in order to kindle the flame of acceptance and cooperation between all groups in South Africa?



Tracking my progress

You have reached the end of this section. Check whether you have achieved the learning outcomes for this section.

LEARNING OUTCOMES	✓ I FEEL CONFIDENT	✓ I STILL NEED PRACTICE
I can define diversity in the workplace		
I am aware of my own identity in terms of my ethnicity, religion, gender and sexual orientation.		
I have encountered individuals who are vastly different from me in terms of their ethnicity, religion, gender, sexual orientation and abilities; yet recognise the commonality between all people.		
I am aware of what prejudice and discrimination are and the negative impact such actions can have on others.		
I have practiced responding effectively to discriminatory statements that are made towards me.		
I have reflected on my own capacity to discriminate unfairly towards others and I actively monitor how my actions affect others.		
I know why diversity is important in the workplace and how I will benefit from being able to deal with diversity effectively.		
I have identified various strategies that will help me to function effectively in a diverse workplace		

What did you like best about this section?

What did you find most difficult in this section?



What do you need to improve on? How will you do this?



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Unit Seven:

Navigating Across Boundaries

Unit 7: Navigating Across Boundaries

1. Introduction: Welcome on Zook Island!

You have been summoned on a mission. You must navigate your way across the boundary from here to there. But you must be asking where is here and there? Allow me to introduce myself; I am Chief Zooka, leader of the inhabitants of Zook Island. I have selected you and a number of the other island inhabitants to fulfil an important mission for me. Look around you, to the left, to the right, in front and behind – these are your team mates and together you will be learning to navigate across boundaries.

Your mission: Navigate your way from Zook Island to the Island of Moob. There you will encounter a people you have never had contact with before and you will be required to work with them to better the lives of Zookians and Moobians alike. If you accept this mission you will have to undergo intensive training to prepare you for the Island of Moob. This instruction guide is your step-by-step training manual that will ensure that you and all your team members are equipped for **MISSION: MOOB**.

Farewell and best of luck dear Zookian. This is your leader Chief Zook thanking you for your cooperation and willingness to work on **MISSION:MOOB**.

Learning outcomes

The aim of this unit is to help you to:

- Know what type of boundaries you encounter in everyday life;
- Recognise the value of being able to venture beyond your own boundaries;
- Develop the ability to readily adjust in new environments by managing your own emotions and behaviour;
- Understand what respect is and demonstrate respect for others outside of your own group;
- Know how to collaborate and compromise with others in order to achieve a goal.

What do we mean by the terms 'boundaries' and 'navigating'? Have a look at the definitions summarised on the following page.

Boundary

A boundary can be defined as the dividing line between two areas.

Sometimes boundaries can be easily seen. For example there is a boundary between the Free State Province and Gauteng, it is the Vaal River.

Sometimes boundaries cannot be seen such as the boundary between the Free State and the Northern Cape, but we know the boundary exists.

But whether sharp or blurry, natural or artificial, for every object there appears to be a boundary that marks it off from the rest of the world.

Events also have boundaries –the soccer

Navigation

The word navigate is derived from the Latin words *navis* meaning “ship” and *agere* meaning “to move” or “to direct.”

Often the word navigation is used to refer to the steering of ships out in the ocean – or it can be used to describe the process of using a map to direct a driver from one place to another.

Navigation is all about moving **FROM** where you are **TO** where you want to be.

game began at 3pm sharp and ended with the referee's final whistle at 4:45pm.

We as people have boundaries, places we have been, people we are willing to interact with or limitations on our talents and abilities.

(These definitions are based on the Stanford Philosophical Dictionary, 2004.)

So, when we speak of navigating across boundaries, we are referring to directing our lives from where we are now, over physical and non-physical boundaries, **to where we want to be**.

Mission Moob

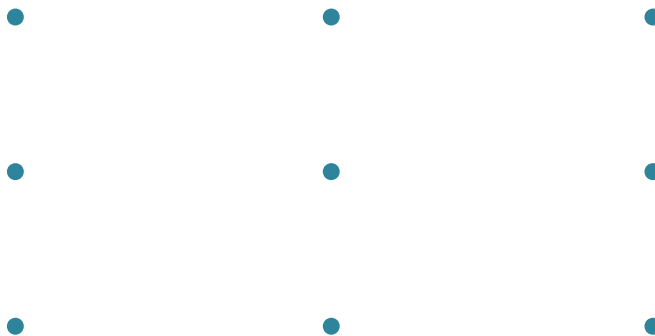
Chief Zooka has left a number of adventure tasks for you to complete before you leave on your mission, time is limited so we have to get cracking immediately. So, what are you waiting for? Get busy with the first training task for **MISSION: MOOB**.



START UP ACTIVITY 7.1:

What is your DQ? (Diversity Quotient)

Welcome to your first challenge in boundary breaking! Take a look at the 9 dots below. Without picking up your pencil, can you connect all these dots with only 4 lines?



Did you manage to get it right? If not, turn to the end of this section to see the answer. The truth is that it is impossible to do unless you draw outside the boundaries! On your mission it will be of utmost importance that you are able to think outside of the boundaries and be willing to work outside of the patterns that you are already familiar with.

Learning to work outside of the boundaries that you are familiar with is not only a skill that you will need for MISSION: MOOB. Soon you will find yourself at university or in the world of work and employment and you will have to be willing and able to step outside of your boundaries in order for you to achieve your goals, and for the organisation to achieve its goals. So while you are currently undergoing training for the mission to Moob Island, you are in fact being trained for life.



2. Navigating Zook Island

Investigating your boundaries

Before making the journey over to Moob Island, it is important to investigate your own boundaries and the boundaries that you encounter in everyday life. If you refer back to the definition of a boundary at the beginning of this section you will remember that boundaries come in many different forms both physical and non-physical.

Complete the following activity on your own in order to reflect on some of your physical boundaries.



LEARNING ACTIVITY 7.2

Fill in the following table by listing places (either in South Africa or outside of South Africa) that you have already been to; then, in the second column fill in places that you would still like to visit someday (either in South Africa or abroad). The first example has been included for you as a guideline.

Places I have visited	Places I would still like to visit
<i>Cape Town, South Africa</i>	<i>Pyramids, Egypt</i>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

The places that you have already visited represent the physical boundaries of your experiences. One day when you have visited the places on your wish list, you can say that you have extended your boundaries and explored new territory. However, boundaries are not only physical, every day we encounter cultural, religious and socio-economic boundaries.

We are now going to investigate the benefits of navigating across boundaries.

Benefits of crossing boundaries

You may think that learning to navigate boundaries is not such an important skill, but the nature of the modern workplace will make it essential for you to be able to work and cope in new environments on a regular basis. Let us take a look at some of the characteristics of the modern workplace and how you will be required to break boundaries (Landy & Conte, 2004):

- In the 21st century world of work the focus is on teams rather than on the individual.

BOUNDARY BREAKER: *This means that you will have to work in different teams on different projects on a regular basis.*



- The modern workplace is no longer only located in one geographical location. Travelling from one side of the world to the other is only a flight away and inter-continental travel has become characteristic of most modern day organisations. The internet has also made international collaboration accessible to all.

BOUNDARY BREAKER: *International collaboration will require of you to work with colleagues of many different cultures – you will need to know how to cross the boundary into their world.*

- In today's world of work, the only constant is change. Previously people stayed in one job for a very long time. This is no longer true, we change jobs on a regular basis

BOUNDARY BREAKER: *Those employees who can adjust to this change and navigate themselves from the old to the new will have a greater chance of success in their careers.*

- There is an increased need for networking (i.e. interacting with others to exchange information and experiences for mutual benefit).

BOUNDARY BREAKER: *In order to be able to interact effectively you will need to know how to connect with all types of people – especially those who are different from you.*

Although all of this may sound scary and intimidating if you learn to navigate well, you will enjoy the benefits of the modern day workplace. Some of the benefits include (Casto, 2008):

- More career opportunities.
- Freedom to choose from a variety of jobs, tasks, and assignments.
- More flexibility in how and where work is performed.
- More control over your own time.
- Greater opportunity to express yourself through your work.
- Ability to shape and reshape your life's work in accordance with your values and interests.
- Increased opportunity to develop other skills by working in various industries and environments.

How can you successfully navigate through the turbulent times of change and career uncertainty? The answer is easy, by having the right attitude about the changes twists and turns along your career path. You will still need to navigate many boundaries during your career, so you may as well get comfortable feeling uncomfortable.

Now that you can see the benefits of navigating borders, let's begin navigating!



3. Mission: Moob Island

Good day again Zookian! This is your chief Zook checking in to see how you are progressing in your training programme. I am sure you have begun to wonder why I want to send a Mission to Moob Island. This is an excellent question to be asking and in order for it to be answered it is important for you to read the following excerpt from the Moobian, the local newspaper on Moob Island.

THE MOOBIAN

Great excitement arose all over Moob Island yesterday afternoon when an expert confirmed that a precious NoogStone had been found. Experts are of the opinion that thousands more of these NoogStones can be mined out of the soil on Moob Island.

The Minister of Finance commented yesterday, "This is potentially the greatest economic discovery for the Island yet! It is a chance for the Island to make its mark internationally!"



Despite this great discovery, there are a couple of problems facing the population on Moob Island. First, the people of Moob are small and not very strong at all. They will not be able to mine the NoogStones on their own; it will require the strength of someone like a Zookian to effectively mine the treasure. Second, they do not have the necessary equipment such as spades, mining gear etc. Due to the fact that Zook is well known for the mining of Xonia, our island has an abundance of mining gear and the capacity to produce more gear if need be. It is evident that the Zookian people can be of great assistance to the Moobians to help them mine the treasure. But who will the profit belong to? This is a potential opportunity for both islands to make money. Where will the NoogStones be sold? Who will transport the Zookians to Moob Island? All these questions and more will have to be answered during the training programme.

Most times, it is easier for us to work within the boundaries we know because that is where we are most comfortable. As a Zookian you understand how business is run on the island, you are familiar with the currency and can speak the language well – however, to work on Moob Island will require of you to learn a new set of rules, communicate in Moobienese and use the Mooba currency. All these adaptations are not always easy to make.

But, fear not Zook citizen, you have been chosen because of your unique talents and ability to learn how to work across boundaries.

Mutually beneficial outcomes are one of the reasons why collaboration and crossing boundaries in the workplace has become so important in the 21st century world of work. Organisations, departments, governments and individuals are realising the enhanced capacity to create innovative solutions through working across their boundaries.



Although the value of collaboration is clear, it is not always easy to work across boundaries. In order to be successful in working with other departments, organisations, countries and people; there are skills that you will need to practice. The rest of this unit focuses on learning and practising these skills.

“A ship in the harbour is safe but it’s not what ships were built for”



4. How to be a skilful navigator

Greetings Zookian! You are now about to discover the key skills for survival during **MISSION: MOOB**. It is essential that you are adaptable and are able to treat all fellow Moobians and Zookians with respect. But first things first – what to pack?!



LEARNING ACTIVITY 7.3

Take 5 minutes to make a list of the 10 things you would not be able to survive without on an unknown island.

Now that you have your own list, find two other fellow Zookians who will be going on the mission with you and complete the activity below. This group activity should take you about 15 minutes to complete.



GROUP ACTIVITY 7.4

Your group of 3 will **ONLY** be allowed to take 15 items in total with you on **MISSION: MOOB**. Use each of your lists to compile a new group list of the items you will be taking.

MISSION MOOB ISLAND: LIST TO PACK	

Be Adaptable – coping across boundaries

Besides having your physical baggage to take with you, there is additional baggage you carry which you might not even be aware of. This baggage is referred to as personal/cultural baggage and it contains the values that are important to you and the patterns of behavior that are customary to your people. The more you know about your personal values and how they are derived from your culture, the better prepared you will be to see and understand the difference you will encounter as you cross the boundaries onto Moob Island. This baggage will affect the way you interpret the actions and the words of others, you can think of this as the sunglasses through which you see the world. Working effectively across boundaries will mean that you must be willing to remove your sunglasses and put on the sunglasses of the people you encounter in the new situation.



Chief Zooka has left the following steps for you to follow on how to adapt emotionally and behaviourally on Moob Island. For each step he has given his expert opinion and a short activity for you to complete. This should be completed on your own.



LEARNING ACTIVITY 7.5

STEP 1: RECOGNISE YOUR OWN ANXIETY

When you begin to work across boundaries, whether the emotional, physical, cultural or intellectual it can be a very stressful experience. The stress arises from not knowing what to expect in these new situations, not knowing how to work with the people and not knowing what your role will be. First, be assured that this is a natural feeling that all people have to deal with when they are placed in new environments. So, when you recognise that the others who are around you are probably experiencing something similar, it helps you to feel more confident. This sense of anxiety will only last for a short while and then it will pass as you learn to cope in your new environment.

Think back to a time when you had to work with a group of people you did not know very well. Write down how you felt in this situation. How did you handle this situation? Thinking back on the situation, would you react differently the next time you are in a new group? Write down how you plan to handle having to work in a new group in the future.

STEP 2: LISTEN, OBSERVE AND KEEP AN OPEN MIND

When you arrive on Moob Island it is important to follow these strategies:

- 1 Listen to what the Moobians have to say.** By what people say you can learn what they stand for, how things are run on their island and how you can most effectively work with them.

Can you think of a time when you wanted to share important information with someone (a friend, relative or person in authority), but they did not listen to you? Write down how it made you feel not to be heard or given the space to share your perspectives. Can you think of a time when you may have prevented others from having a chance to speak? Write this down too. Do you think they experienced the same negative emotions that you did?



- 2 Observe.** Many times people are very aware of the presence of strangers and tend not to say all the things they would have said if the new group members were not present. This is why it is very important to learn to observe and watch others carefully.

Pick one of your fellow Zookians who is currently in the room with you. Without telling them that you have chosen them, take 2-3 minutes and just observe what they are doing. Make notes of what they are doing while you are watching them, write down who they spoke to, whether or not they moved around etc. Did you learn something or notice something about this person that you were not aware of before?

- 3 Do not to make assumptions.** Remember that whilst you are on Moob Mission, you will find that the Moob people may do things differently to Zookians. Most often it is the non-verbal communication that differs from group to group. If some of the non-verbal signals on Moob Island are insulting to you as a Zookian, don't take it personally. For example, on Zook Island we always hug people when we meet them for the first time. This is not true of the Moobians, each time they meet someone new they clap their hands together. Try to think of 3 non-verbal signals/actions that are insulting or important in your culture that you know are different in other cultures. Have you ever been in the situation where your non-verbal signals were misinterpreted? Describe what happened. Have you ever misinterpreted the non-verbal communication of others? Describe the situation.

STEP 3: ASK QUESTIONS, SEEK CLARIFICATION

This step relates directly to step 2. You may come across a situation where you are not understanding why the Moobians are acting the way they do. Then you should ask yourself if the behaviour you are seeing makes sense on Moob Island, even if it seems strange or wrong to you. Remember that you may have misunderstood something because you didn't have enough information. Ask questions from those you know who you think can help.

STEP 4: KEEP YOUR SENSE OF HUMOUR

It is very likely that you will make mistakes as you explore the new island. If you laugh at some of these mistakes it will help you to learn, adapt and enjoy the experience! Can you think of an unfamiliar situation where you made a mistake? How did you react? How did the other people in the group react?



Be respectful: reaching across boundaries

If you want to be effective in reaching out across the boundaries on Moob Island you will need to demonstrate genuine respect for everyone you work with. Respecting begins with taking into consideration someone else's feelings, needs, thoughts, ideas, wishes and preferences. But respect goes further to include valuing the thoughts and feelings of others. As your chief on Zook Island, I would like draw your attention to the golden rule to remember at all times when working across boundaries: **Always treat others as you would like them to treat you!**

Step by Step Guide to showing respect

- 1 When discussing important matters ask the Moobian how they feel about the matter being discussed;
- 2 Once you have asked them to share how they are feeling, be willing to really listen to what they are saying. In order to be able to do this, you must not interrupt while they are speaking.
- 3 Try your best to understand why they feel the way they do, and not only what they are feeling.
- 4 Avoid telling people what they should do or how they should feel. They are entitled to their own perspective.

(Based on What is respect, 2007).

Treating people with respect makes your world a nicer place to live in; whether it's at home, at school, or out in your community. So, no matter which situation you find yourself in do your best to apply the golden rule of respect.

Before you get deployed on **MISSION: MOOB** it is important to practice showing respect for others. Captain Zooka would like you to complete the following 2 activities as part of your training. Good luck Zookian!



LEARNING ACTIVITY 7.6

Think back to a time when you felt that you were not respected. Write a letter that you would like to give to your future children one day when they are older. In this letter describe a situation where you were not respected. Next, give them advice on how they should show respect to others and how you would like them to treat the people they come into contact with. Use the space below to complete this activity.



Dear Child

First, I want to tell you how proud I am of you and how much I love you.

I would like to share with you something that happened to me when I was growing up, a time when I felt very disrespected

This incident was not very pleasant for me and I therefore want to give you the following advice on how to treat others with respect:

As your parent, I would like you to be the type of person who treats others in the following manner:

*All my love,
Your Parent*

Now that you have completed this activity on your own, do the following activity in pairs.





GROUP ACTIVITY 7.7

Step 1:

Work in pairs and make list of different behaviours that you could do to show others that you respect them.

Here are some ideas to get you started:

- Don't insult people or make fun of them.
- Listen to others when they speak.
- Be considerate of people's likes and dislikes.
- Don't talk about people behind their backs.
- Be sensitive to other people's feelings.

Step 2:

Now join with another pair so that you are 4 students together. Share your respect lists with each other and combine into a group list. How many different behaviours did you manage to generate between you?

Step 3:

Now all the groups in your class should join together. Take a large piece of cardboard and together as a group create a "Respect Graffiti Wall". Each person must get an opportunity to write their respect idea on the wall. Hang up the poster on the wall of your classroom to remind yourselves how you would like to be treated and how you should treat others!

Although you are learning these skills specifically for your trip to Moob Island, you can use these same skills for navigating all the boundaries that you have to cross in the workplace and learning environment.

5. Collaborating to achieve your goals

Welcome to the final component of your training module. In this important part of your training you are going to learn to negotiate and collaborate with the Moobian people in order to ensure that in the mission to mine NoogStones the goals of both Moobians and Zookians are met.

In your negotiations across any borders you should always be willing to compromise some of your own goals in order to allow the party with whom you are collaborating to achieve some of theirs.

For example you should avoid the situation where the Zookians get all the benefits they wanted from the mission and the Moobians get nothing, or vice-versa. This is called a win-lose situation.



Win!



Lose

When negotiating with the Moobians you should also avoid a situation where neither of the negotiators is willing to compromise at all and therefore neither gets anything they were hoping for from the mission. This is called a Lose-Lose situation.





The ideal outcome to a negotiation is when both Moobians and Zookians are willing to take each others' needs into consideration in such a manner that they will all benefit. This is called a win-win situation.



Strategies for effective negotiation and collaboration

STRATEGY 1: SET THE RULES OF THE NEGOTIATION.

When you go to negotiate on Moob Island as a group you must all decide on the ground rules that will guide your behaviour at all times during the process.

- a** Each member in the group must agree that they are willing to work together to find a solution peacefully.
- b** Each person must agree that there will be no name-calling, blaming, yelling, or interrupting.
- c** It is important to avoid put-downs, guilt-trips, sarcasm, or negative body language.
- d** At all times participants should be aware that they are there to find solutions to a problem and not to fight against each other.

STRATEGY 2: DESCRIBE THE PROBLEM.

Once you have established the rules of how the negotiation will take place, it is time to tackle the problem.

EACH person in the group must have a turn to describe the problem that must be solved from their perspective. It is very important to describe the PROBLEM and not attack the other person. An effective strategy to express how we feel without attacking someone else is to start the sentence with "I feel..." or "I believe". By using these types of phrases we take the responsibility for expressing our perception of the problem. This is in sharp contrast to "you do this or that" which put others on the defensive and closes doors to communication.

A statement like, "You've left the spades and mining gear lying around again! Can't you ever clean up after yourself?" will easily lead to conflict. Rather attempt to use I statements such as: "I am feeling annoyed because I thought we agreed you'd clean up the mining gear after using it. What happened?"

STRATEGY 3: DESCRIBE YOUR IDEAL SOLUTION

Now that each person has had the chance to describe the situation from their perspective, it is time to allow EACH person the chance to describe what they would ideally like from a solution. When describing what you want try to focus not only on the outcome but on *why* you want that specific outcome. For example if the Moobian Mine Manager insists that you pay for mining equipment that was broken, he may be doing so not because he really cares about the object, but because he feels that you do not respect him. Addressing the manager's need to feel respected may be key to resolving the conflict.

Remember the skills you learnt on how to be adaptable? Listening carefully to each other's point of view is important if you really want to solve the problem. When people feel heard, they are more likely to work on a solution.



STRATEGY 4: BRAINSTORM SOLUTIONS BY FOCUSING ON COMMON INTERESTS.

Now comes the most exciting part! Follow these steps to come up with as many potential solutions as possible.

- a** Decide on the issues that everyone agrees on.
- b** Identify the issues where people differ, remember to note why these issues are important to each person.
- c** List as many possible ways as you can think of to deal with the situation. During this phase do not criticize ideas or point out why some solutions won't work. The important goal of this step is to generate as many ideas as possible.
- d** Allow each person in the group to offer at least one solution.

Special Note from Chief Zooka: Try to think of solutions where both Moobians and Zookians gain something. Think win-win! It is often possible to think creatively and come up with a solution that both people feel good about, where both walk away feeling that their needs have been met.

STRATEGY 5: DECIDE ON A SOLUTION

After several solutions have been listed, it is time to choose one.

- a** It important to be as specific as possible and to attempt to address the interests of as many participants as possible.
- b** As Moobians and Zookians together you must explicitly state your agreement and it may even be a good idea to write it down.
- c** Decide upon a date when you and the team will get together again to see how the agreement is working.
- d** At this point you may need to go back to step 1 and renegotiate if you find the solution that you selected is not working.

The above strategies are based on the following resources (Drew, 2006; Facts for Teens, 2002.)



ASSESSMENT ACTIVITY 7.8: Negotiation Simulation

This activity will serve as your assessment for this unit. You will be observed by a facilitator who will use a checklist to assess how many of the adaptability, respect and negotiation skills you made use of in your negotiation. The checklist the observer will be using is included below these instructions so that you have a clear idea what you will be assessed on.

You will now have an opportunity to practice all the skills that you have learnt during this module in a **MISSION: MOOB** negotiation simulation. Work in groups of 4-6 members.

You must pretend that you have crossed over the ocean to Moob Island and are part of the team who is working on the NoogStone Mining Project.

In your groups allow half of the participants to be Zookian negotiators and the other half to be Moobian negotiators.

Follow the instructions below.

Imagine! The time has finally arrived! You are now on Moob Island and must negotiate how the mining of the NoogStones will be handled. Take the following information and negotiate the best solution on how to run the mining project in the interest of both islands. A summary of the key points about the scenario, challenges and strengths is provided.



SCENARIO

The precious jewel NoogStone has been discovered on Moob Island. Experts believe that there are many more jewels to be found on the island which can create significant revenue for the inhabitants on the island.




CHALLENGES:

- The Moob people are very small and not strong enough to mine the NoogStone on their own.
- There has never been any mining activity on the island, and thus none of the necessary equipment is available to do the mining

STRENGTHS:

- The Moobians have a highly developed transport infrastructure including many ships which can transport the NoogStones to neighbouring islands where they can be sold.
- The ships can also be used to transport workers to Moob Island to help with the mining.
- For each NoogStone sold a family of Moobians can survive for a month.
- For each NoogStone sold a family of Zookians can survive for 2 months.



CHECKLIST FOR NEGOTIATION IN THE NOOGG MINING PROJECT			
			
Participants in the negotiation demonstrated that:	NO	YES	EXCEEDED
ADAPTABILITY			
They were willing to listen to each group member without interrupting			
They were willing to observe the behaviours and reactions of others			
They asked relevant questions when they needed clarification			
They were able to use humour in tense situations			
RESPECT			
They would ask other participants how they felt and genuinely listened to the responses			
They did not interrupt other members whilst they were speaking or sharing			
They took the viewpoint of the other members into consideration when coming up with solutions			
They made use of "I statements" and avoided "You statements"			
There was no evidence of name calling, insults etc.			
PROCESS OF COLLABORATION			
The rules for the negotiation were clearly set			
Each participant was given the opportunity to describe the problem from their perspective			
Each participant was given the opportunity to describe their ideal solution			
Solutions were brainstormed based on common interests			
A solution was selected. The selected solution is an attempt at a win-win situation.			

ADDITIONAL INFORMATION:

- The Zookians are strong and tall. They are a mining community and have years of experience and sufficient equipment available to help the Moobians.
- They do not have any means of sea transportation.

In your negotiations consider the following:

- How much will Zookians get paid to work in the mines?
- How much will they charge for the use of their equipment?
- How will the Zookians get transported to the island?



- Where will they live?
- How will Moob Island benefit in the long run?
- How Zook Island benefit in the long run?
- Who will be responsible for marketing and selling the NoogStones once they are mined?
- How will profits be shared?

6. Beyond Boundaries

Congratulations! You have successfully completed your mission to Moob Island. As your Chief I hope you have enjoyed this journey. Remember, no matter which environment you may find yourself in you can apply these skills.

Be adaptable!

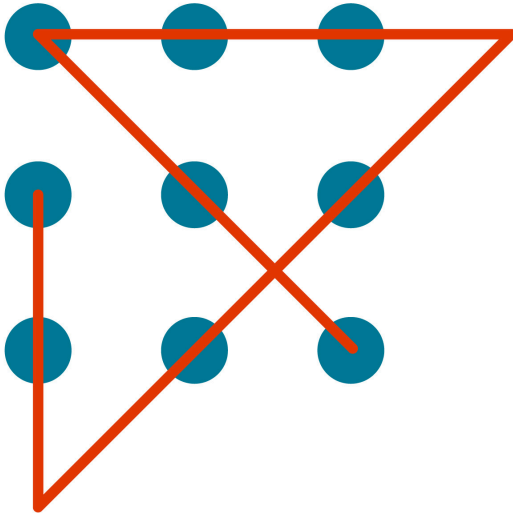
Show respect!

Look for the win-win situation!



7. Feedback

The solution to learning activity 7.1



Tracking my progress

You have reached the end of this unit. Check whether you have achieved the learning outcomes for this section.

LEARNING OUTCOMES	✓ I FEEL CONFIDENT	✓ I STILL NEED PRACTICE
I am aware of the different types of boundaries that I will encounter in daily life		
I can recognise the value that can be gained from working across boundaries to achieve common goals and objectives.		
I am aware of strategies that I can use to help myself adjust to new environments emotionally and behaviourally.		
I know what respect is and I am able to apply the golden rule in various situations		
I have practiced negotiation skills		
I am willing to compromise to find win-win solutions in group negotiations.		

What did you like best about this section?

What did you find most difficult in this section?

What do you need to improve on? How will you do this?



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Unit Eight:

Living With Integrity

YGPS (Your Global Positioning System), Workshop Series 2010

Unit 8: Living with Integrity

"Integrity is the essence of everything successful." -Richard Buckminster Fuller (1895-1983)

1. Introduction: What is integrity?



Learning Activity 8.1: What is integrity

Imagine the following situation happened to you. You are sitting in the classroom about to write your first big Maths test for the term. You've been **struggling all along** in this class, and you know that this test will form a **big part of your final mark**. You feel like you are doing quite well on the test until you come to the last problem. It is worth 20 marks and you just **can't remember** how to solve it. As it happens, the class math whiz is sitting right in front of you and you can see he's just finished it. You are close enough to see how he solved it, and you know that no teacher can see you if you **cheat**.

What would you do?

Here are a couple of options:

- 1 You decide not to cheat and FAIL the test.
- 2 You decide not to cheat and manage to PASS the test on your own
- 3 You decide to cheat, PASS the test and NO ONE ever finds out.
- 4 You decide to cheat and GET CAUGHT! (now it does not matter if you passed or failed, you are in big trouble)

Take a few minutes to think about the different outcomes listed above and imagine you were in this situation. What would your choice be? To cheat, or not to cheat? Would your choice be different if you knew for certain that you could never, ever be caught? This is an issue of integrity. Let's start our exploration of living with integrity by considering a short definition of integrity.

Integrity can be defined as acting according to a strict moral code. It includes being honest, trustworthy and not being guilty of corruption. Integrity is having the personal inner strength to know the difference between right and wrong and to **CHOOSE** to do the correct thing, regardless of the cost or the consequences.

*(adapted from <http://charactered.net/main/traits.asp>,
http://www.wcpss.net/news/poston/character_education/character_ed_traits.html &
<http://www.cameron-brooks.com/TipPDFS/Updated/ProfessionalIntegrity.pdf>)*

According to this definition of integrity, the person in the case study above should choose not to cheat (abiding to a moral code) and not even take a small peek (acting on the moral belief) regardless of whether it meant they would fail or pass the test (regardless of the consequences) – even if they knew they could never be caught out.

In this module you are going to investigate what it means to live with integrity. The mission to be accomplished is not only to learn what it is, but to begin to live your everyday life with integrity.

“Have the courage to say no. Have the courage to face the truth. Do the right thing because it is right. These are the magic keys to living your life with integrity.”

- W. Clement Stone (1902-2002)

In short, integrity is about living out your values or ‘wearing your values in public’ (Heartlines, 2009).



GROUP ACTIVITY 8.2: Wearing my values

In Unit 1 you created a personal profile (turn back to page 18). For this activity you are going to make use of the list of values you noted in your profile. You can take 5 mins to update your list of values, based on what you have learnt so far, if you would like to.

Each person in the class will receive a plain white T-Shirt. Using the coloured markers available, decorate your T-shirt with statements of your values. When completed, we will take a group photograph of everyone wearing their T-shirts. Your T-shirt and the group photograph can serve as a reminder of your commitment to living out your values – to living your life with integrity!

Learning outcomes

In this unit you will focus on the value of living your life with integrity. More specifically once you have completed the section you should be able to:

- Understand the meaning and value of integrity in your personal life and for society;
- Know how to act as a trustworthy person;
- Be willing to accept responsibility for your own actions, including your mistakes;
- Be conscious of your responsibility towards others;
- Identify the characteristics of a good citizen and act accordingly.



2. Does integrity make a difference?

Daily we are faced with many difficult decisions that must be made – often we have to distinguish between what is right and wrong, then we have to act and choose to do what is right. Integrity comes from making many small choices on a daily basis, choosing to do what is right even when the consequences may appear to be insignificant at the time. In the next activity you are going to reflect on the impact that integrity has on individuals and communities.



GROUP ACTIVITY 8.3

Form a group of 3-5 and discuss the following questions:

Question	Notes on group discussion
Why should I live my life with integrity?	
What are the positive consequences for society if people behave with integrity?	
What are the negative consequences for society if you do not behave with integrity?	

Now read extract on the next page. This extract was taken from an article in the Mail and Guardian Newspaper about the Xenophobic attacks that took place in South Africa in 2009. The article is reporting on a research study that aimed to try to understand why these attacks took place.

“The report slammed local leaders and authorities, saying that “community leaders and the local government did nothing to prevent or stop the violence”. Instead, the study found that some were directly involved in the attacks, while others were reluctant to assist foreigners for fear of losing legitimacy or positions in the 2009 elections.

[Community members] were critical of the police, saying they were delayed and ineffective in dealing with the attacks. Many were convinced that some police officers supported or at



least passively tolerated the violence due to their own anti-foreigner sentiments.

The report warns against political leaders making spurious claims about foreigners that incite xenophobic attacks. It highlights the danger of political parties campaigning on an anti-foreigner ticket, which serves only to exacerbate some South African's prejudice against non-nationals.

Source: *Mail & Guardian Online*

Website: www.mg.co.za/article/2009-03-11-local-leaders-behind-xenophobic-attacks

As you read the extract, consider the following questions (we will discuss them as a class):

- 1** Do you think the community leaders acted with integrity? Why?

- 2** Do you think the community members who were involved in the violence acted with integrity? Why?

- 3** If you were a leader in this community, how could you respond in a way that demonstrates your integrity?



3. Have integrity? Be trustworthy!

An essential part of integrity is the ability to be trustworthy. **What does it mean to be trustworthy?**

Write down your answer to this question in the space below.

Now compare your answer to the definition below. In what ways was your answer the same? In what ways did it differ?

A trustworthy person is someone you can rely on or you can be sure of. When someone is trustworthy they display the following characteristics:

- Tells the truth, does not steal or cheat;
- When told a secret, they keep it;
- When they say they will do something, it gets done;
- When they make a promise, you can be sure they will keep it.

This definition is based on the following resources

- <http://www.goodcharacter.com/pp/trustworthiness.html>;
- <http://www.jerseycharacter.org/downloads/Trustworthiness%20Quotes.pdf>;
- <http://charactercounts.chaves.nm.us/trustworthiness.htm>



LEARNING ACTIVITY 8.4: Are YOU trustworthy?

Think about your own life. Consider each of the dimensions of trustworthiness noted in the definition above. Do these characteristics apply to you? For each of the characteristics listed in the table below, make a cross in the box that best reflects you and then make a note of a concrete example explaining your rating of yourself. You do not need to share your responses, so please be honest and use this as an opportunity to challenge yourself to greater levels of trustworthiness and integrity!

	ALWAYS	SOMETIMES	NEVER	Example from my life
I tell the truth, do not steal or cheat				
When told a secret I keep it				
When I say I will do something I make sure it gets done				



When I make a promise I keep it				
---------------------------------	--	--	--	--

In the spaces below write down an example of how you can demonstrate that you are a trustworthy person. Remember to make the behaviours you list as specific as possible.

I can show my parents I am trustworthy by...	I can show my friends that I am trustworthy by...
I can show my teachers that I am trustworthy by...	I can show my community that I am trustworthy by...

You are now going to use the activity you completed above to work in groups on the activity below.



GROUP ACTIVITY 8.5: Trust Graffiti Wall

Divide into groups of 4 or 5. Share the different examples you have of how to demonstrate trustworthiness from the exercise above.

Your facilitator will provide your group with a large piece of cardboard on which you are going to create a trust Graffiti Wall. In each "brick"/block write down one of the examples of how you can show you are a trustworthy person.

Your facilitator will make a copy of the trust Graffiti Wall for each student. Challenge yourself to demonstrate each one of these behaviours before the end of the coming term.

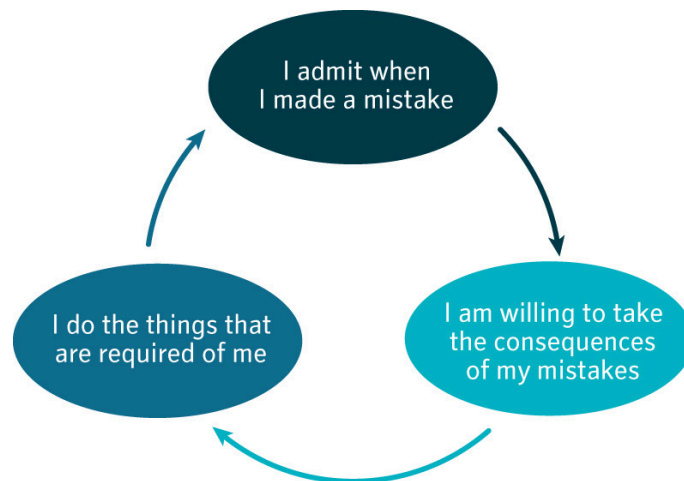


Each time you live out one of these trustworthy behaviours in your everyday life, sign your name next to the brick on the wall. The goal is to have signed your name next to every trustworthy behaviour before the end of the term.



4. Put yourself in the driver's seat: take responsibility

Responsibility is accepting your duty to make the right decisions, and when you do make a mistake to face the consequences of your actions. By taking responsibility you put yourself in the driver's seat of your life and you start to influence your life direction positively. Responsible people think in the following manner:



(The above definition is based on the following resources <http://www.charactercountsmidshore.org>; www.livingvalues.net; <http://www.goodcharacter.com/YCC/BeingResponsible.html>)

Responsibility is all about the way you behave. Take some time to complete the activity below to identify how you can improve your level of responsibility.



LEARNING ACTIVITY 8.6: How can I be responsible?

Use the table below to help you focus your attention on living and acting responsibly in your everyday life. You should complete this activity alone.

RESPONSIBLE PEOPLE DO WHAT THEY ARE SUPPOSED TO.	
<p>Use the space below to make a list of three things that you know you are supposed to do. This can be related to schoolwork or responsibilities in your home.</p> <p>E.g. Do your homework each day before watching TV</p>	<p>DONE In this column tick off if you have done this in the past week</p>
1.	
2.	
3.	



RESPONSIBLE PEOPLE ALWAYS GIVE THEIR BEST AT ANY TASK.	
<p><i>Use the space below to make a list of three things that you know you are supposed to do. This can be related to schoolwork or responsibilities in your home.</i></p> <p><i>E.g. Instead of rushing through the assigned reading for English, I will read thoroughly making sure I understand the text.</i></p>	<p>DONE <i>In this column tick off if you have done this in the past week</i></p>
1.	
2.	
3.	
RESPONSIBLE PEOPLE CONSIDER THE CONSEQUENCES OF NOT DOING THE RIGHT THING	
<p><i>Use the space below to make a list of three things that you know you are supposed to do. This can be related to schoolwork or responsibilities in your home.</i></p> <p><i>E.g. when I watch TV and neglect to do my homework, I will be punished at school</i></p>	<p>DONE <i>In this column tick off if you have done this in the past week</i></p>
1.	
2.	
3.	
RESPONSIBLE PEOPLE ARE WILLING TO FACE THE CONSEQUENCES OF THEIR ACTIONS, EVEN IF THEY ARE NOT ALWAYS PLEASANT	
<p><i>Use the space below to make a list of three things that you know you are supposed to do. This can be related to schoolwork or responsibilities in your home.</i></p> <p><i>E.g. Even though I did not complete my homework, I will not lie to the teacher about it, rather I will do the extra exercises as punishment.</i></p>	<p>DONE <i>In this column tick off if you have done this in the past week</i></p>
1.	
2.	
3.	

It is not always easy to make responsible choices, learning to do so will take some time and practice. In order to help you learn how to think and make decisions, here are 4 steps you can follow each time you are faced with difficult decisions. Read through each step carefully to gain a deeper understanding of responsibility.

STEP 1 STOP: When you find yourself in a situation where you have to make a tough choice, don't just jump right into it. Pause your action and realise that you now have a choice to make.

STEP 2 THINK: What will the consequences be? You must consider the negative consequences and the positive consequences. Motivate yourself to make the right choice by listing the positive consequences, such as, if I act responsibly now and do my homework, I will reap the benefit of getting good grades in my test. Also you must take into consideration that each choice you make affects both you and those around you. What will the consequences be for others?



- STEP 3 ACT** Once you have listed the consequences for yourself and for others, it is time to make your decision. Whichever option you choose remember to give your best and follow through with your choice to the end
- STEP 4 ACCEPT** the outcome and consequences. Remember each time you make a decision, YOU are responsible for the consequences of that choice. You should avoid blaming others or making excuses!

(Based on <http://www.forcharacter.com/parentguide.html>)

So far we have only discussed the responsibility you have for yourself, but responsibility does not end with you – it extends to your family, your neighbourhood, your community and your country. When you are willing to take up your responsibility to make the world in which you live a better place, it is known as social responsibility. You will be focussing on social responsibility, also known as good citizenship, in the following section.



5. It starts with you!

“Noka e tlatswa ke dinokana”

Do you know what these words mean? I hear they are the words that form the slogan for a social organisation called “The Movement for Good”. But what is the movement for good?



LEARNING ACTIVITY 8.7:

Noka e tlatswa ke dinokana

To discover what this slogan means and to learn about the movement for good, log onto the internet and type in the following web address www.itstartswithyou.co.za.

Write down the English version of the slogan

Now read the slogan again and write in your own words in the space provided below what you think the slogan means to you in your everyday life.



GROUP ACTIVITY 8.8:

Noka e tlatswa ke dinokana

Now divide into groups of 5. In your group share how each of the members interpreted the slogan. As a group, make a summary statement that incorporates elements from each individual's definition. Select a team leader who will be responsible for presenting the summary to the class.

After each group has had a chance to share their interpretation of the slogan, the facilitator will lead the class in a discussion of the topic.

The South Africa we all want to live in

“The destiny of our country is in our hands, and we all have to take responsibility for the future. We encourage every person to become an active citizen, to take action, any action, to make South Africa the country we all want to live in.”

Khathu Mamaila, Editor of City Press (www.itstartswithyou.co.za)



The idea behind the movement for good is that each person can make an effort wherever they find themselves – if each of us makes a small change, soon it will be a great wave of transformation in our land. Each person has got the capacity to change not only their community or their family, but society as a whole, so that the whole of South Africa can benefit from the sum total of all our small individual actions. The movement for good is a call for all South Africans to take responsibility for being a good citizen and to help create the South Africa we all want to live in.

“It is about personal responsibility. It is about not saying THEY must fix it, but I can fix it”, says Yvonne Johnston on behalf of the International Marketing Council of South Africa (IMC) (<http://www.brandsouthafrica.com/home/index.php>)

What does it take to be a good citizen?

In the next activity you will get the chance to come up with ways that you can be a part of the movement for good and demonstrate that you are a responsible citizen. You will work in groups for this activity.



GROUP ACTIVITY 8.9

Listed below is a set of behaviours that characterise responsible citizens. Read through this list on your own. (Note, this is an illustrative list only, it is NOT a complete list of what it means to be a responsible citizen).

Your facilitator will now divide your class into 6 groups. Each group will be assigned a specific aspect of good citizenship by the facilitator.

TOPICS Is constructively critical of the world in which they live

- Protects the environment we live in
- Contributes to making their community a safe, crime free place
- Upholds the laws of the land
- Actively fights corruption, including piracy, bribery etc.
- Participates in projects that uplift the community

- 1 Your first task as a group will be to brainstorm your topic area. List as many ideas as you can as to how you as a South African citizen can take action (big and small) to make South Africa the place we all want to live in.
- 2 The next task you must complete as a group is to make a poster for your classroom that can teach the students from the other groups how they can begin to make a difference and become responsible citizens in your topic area.

The poster must include pictures and be as creative and colourful as possible. Remember it should be easy to read and give others specific ideas on how they can contribute to society.

You can use the resource list below for some additional ideas.

- 1 Speak positively about South Africa
http://www.sagoodnews.co.za/fast_facts_and_quick_stats/index.html
- 2 Upholds our constitution and the laws of the land
http://www.forgood.co.za/monthly_action/Pages/July5th.aspx
- 3 Helps to make our country a safe place to live
<http://www.itstartswithyou.co.za/index.php/safety/index.html>
<http://www.forgood.co.za/dogood/beingsafe/goodresources/Pages/default.asp>
- 4 Actively fight corruption, including piracy, bribery etc.
<http://www.forgood.co.za/news/july05/Pages/default.aspx>
- 5 Participate in projects that uplift the community
<http://www.forgood.co.za/news/public%20spaces/Pages/default.aspx>



- 6 Protect the environment we live in
<http://www.itstartswithyou.co.za/index.php/environment/index.html>

Be the change you wish to see in the world

- Mahatma Gandhi (1869-1948)

6. Portfolio Essay: Reflecting on Integrity

Write a 3 page essay on integrity. You must include the following elements:

- 1 A definition of integrity in your own words;
- 2 A short reflection on what you have learnt about the following aspects of integrity:
 - a Being trustworthy
 - b Being responsible
 - c Being a good citizen
- 3 End off your report by describing your own personal strengths and weaknesses related to integrity. You must mention areas where you think you are well developed as a person and highlight areas where you would like to grow.
 - a Take care to mention specific actions you currently do that demonstrate your integrity, and;
 - b Specify actions you intend to start doing that will improve your integrity.



Tracking my progress

You have reached the end of this section. Check whether you have achieved the learning outcomes for this section.

LEARNING OUTCOMES	✓ I FEEL CONFIDENT	✓ I STILL NEED PRACTICE
I understand the meaning of integrity AND I am aware of its value in my own personal life and for society.		
I understand what it means to be a trustworthy person		
I actively make an effort to practice the principles of trustworthiness in my relationships at home, at school and with my friends.		
I am aware of what it means to act responsibly		
I recognise that there are always consequences to my actions, for myself and others.		
I am willing to face the consequences of my actions, even when I have made poor choices.		
I am actively going to do my part to make South Africa the country we all want to live in.		

What did you like best about this section?

What did you find most difficult in this section?

What do you need to improve on? How will you do this?



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Unit Nine:

Developing Professional Competencies

Unit 9: Developing professional competencies

“The journey of 1000 miles begins with the first step”

1. Stepping stones to success



ACTIVITY 9.1:

Watch the short video on Success

The short video ends with the following slide summarising what leads to success. In the section that follows we will reflect on many of these ‘stepping stones’ to success.



But first, let us briefly explore a little bit more about what we mean by ‘stepping stones’ since this concept forms the backdrop to this unit.

A young boy stands at the edge of a wide, gushing river. On the opposite bank of the river a group of his friends are playing soccer. With all his heart he longs to be a part of their game. He sits down, despondent; he knows that he will never be able to cross the river without being swept downstream. Whilst he is sitting on a rock wishing he were on the other side, one of the older children whistles to him and tells him, “Try upstream!” and points

furiously in an upward direction. Not understanding the advice, but having no other options, the young boy decides to walk alongside the riverbank. After walking for about 5 minutes he sees a series of stepping stones that create a pathway for him to cross from one side of the river to the other. Immediately he begins to make his way to the other side of the river, one stone at a time, proceeding carefully so as not to slip. His heart is racing as he takes the last step onto the river bank to join in the game of soccer!

The river in this story is symbolic of our professional lives. We find ourselves on one side of the river, looking ahead to our dreams and ideals in the future, but often we have no idea how to get to the other side. Similar to the stepping stones in the story above, professional competencies can be considered the stepping stones to success in your career, taking you across waters you would otherwise not be able to cross. In this module we are going to take a look at a number of stepping stones to success that can help you on your journey towards your personal goals.

Learning outcomes

- Understand what professional competencies are and why they are important.
- Conduct research on a prospective study and career path;
- Identify skills areas you will need to develop;
- Know how to compile a professional CV and cover letter;
- Practice the skills needed for a successful interview;
- Understand the value of becoming a life-long learner.



2. Stepping Stone: Professional Competencies

Competencies are groups of skills, behaviours and knowledge that are required for you to be able to do a particular job.

In the world of work you will need both knowledge and behavioural skills in order to be successful – it is not enough just to have content knowledge (facts you learnt from a book), you must be able to “do” what the job requires of you. (NC Department of Health and Human Services, 2008).

There are many ways to acquire the knowledge and skills you need – you can learn in a formal educational environment such as school or university, use the internet and books to teach yourself informally or learn how to do things by trial and error (i.e. experience). You will find as you grow in your career that it is necessary to use formal, informal and experiential opportunities to develop as a person and reach your goals.

The only thing that we can be certain of in today’s work environment is that things are constantly changing. As a worker in the 21st century you will have to make sure that you continue to develop new skills that enable you to achieve in this type of environment. The Skills for a Changing World is just one stepping stone of many that you will take throughout your career! You will learn many new skills and gain knowledge but it is important that you see this programme as the beginning of a journey, not as the end. Decide today that you are going to commit to continually development your own personal competencies throughout your career!



3. Stepping Stone: Researching your future

Each different career path requires you to have a unique set of competencies. In order to be as successful as possible, you must be able to identify which competencies you have to develop. This section is going to help you focus on investigating the necessary competencies for your envisaged career path.

There are two broad types of competencies you will need to develop in order to grow in your career:

- **Specialized skills:** content/job specific knowledge that enables you to successfully complete a job. For example you will need to know how to do financial statements before you can become an accountant.
- **Transferable skills:** more general skills that can be used in a wide variety of jobs. For example, the skill of being able to communicate effectively or to work in a team, to solve problems or to deal with conflict.



First we are going to focus on identifying which specialised skills you will need.



LEARNING ACTIVITY 9.2: Identifying specialised skills

In order to complete this activity you will need to go back to the Managing your Life module and refer to Activity 2.2 (pg. 24). This was the activity where you had to list your goals in the four different areas. Take a look now at the work related goals you listed. Write these down in the space provided below.

E.g. I want to work for a South African magazine as a journalist.

Which of these goals did you indicate were your most important priority? On the list you created above indicate your most important career goal by placing a star next to it.

Now you need to ask yourself what SPECIALISED skills will I need in order to achieve this goal?

On your own, list at least 2 specialised skills that you might need.

E.g. I need a diploma/degree in journalism

Now, find a partner in your class whose career goal is very different from yours. Together help each other brainstorm about other specialist skills each of you may need to attain your chosen career goals.

E.g. I need to learn how to interview people from all walks of life

Finally, it is time for you to do some research on your specific career.

Log onto the internet, and use various websites and search engines to find additional information on your intended career. Use your research to answer the following questions:



1 Do you need a formal qualification? Yes or No

If yes, list at least two institutions where you can obtain this qualification. Also write down what the name of the qualification is and how long the full course of study is.

Institution 1:

Institution 2:

2 List 3 companies/organisations where you will be able to work once you have this qualification.

3 Based on the research you did, write a brief paragraph that describes the type of work you will be doing in your career direction.



You have now identified the specialised skills that you have to obtain. However, to be a successful person takes more than just the knowledge or a qualification. Each career has certain transferrable skills (sometimes called soft skills) that will be required of you. For example to be a journalist, you would not only have to be able to write, you would also need to have excellent communication skills to help you in interviewing for stories, as well as the ability to deal with stress, pressure and deadlines.

The YGPS programme has already incorporated many of these types of skills. For example, managing your time, learning to solve problems and working with diverse groups of people are all transferrable skills that will be of use to you no matter which career path you have chosen.

The activity below is going to highlight some of the transferrable skills that are most valued by employers in all career directions.



LEARNING ACTIVITY 9.3: Identifying transferrable skills

The table below is adapted from the Macmillan open learning course (www.materials.ac.uk) and lists a number of the transferrable skills that employers find very valuable.

Read each statement in the table below carefully. Think about how you would rate yourself for each statement. Does this statement describe something you are good at, or something you need to improve on? Try to be as realistic as possible when you rate yourself on the scale below. Be willing to indicate both your strengths and weaknesses.

Mark with a cross in the most appropriate column. The last 4 rows are empty. Use this space to write down 2 skills (that are not on the list) that you **already have** that are an advantage to you in the world of work and 2 skills (that are not on the list) that you **still need to develop** before you enter the world of work.

SKILLS	I need to put effort into improving this skill	I am OK at this, but not great	I am really good at this
How I work with people:			
I am comfortable interacting with diverse groups of people.			
I am comfortable when I have to speak in front of a group of people and give a presentation.			
I am comfortable with conflict situations in groups and know how to deal with them.			



SKILLS	I need to put effort into improving this skill	I am OK at this, but not great	I am really good at this
I can work as a member of a team, and make a meaningful contribution.			
How I talk and listen to people:			
I can listen carefully when others are speaking to me without losing concentration.			
I can express myself in such a way that others understand what I am trying to communicate with them.			
I can write clearly.			
When I read information, I find it easy to identify the main message and I can summarise the information I read easily.			
I allow others the opportunity to express their opinions when working in a group/team.			
I know how to find information and how to use it effectively			
I can use a library to search relevant information.			
I can use the internet to find relevant information.			
I have had experience in planning a project, thinking logically and making a step-by-step plan.			
I can be creative, coming up with new ideas and ways of doing things.			
I can look at a situation from many different perspectives and think critically about it.			
I am comfortable handling finances			
I can draw up a budget for a project.			



SKILLS	I need to put effort into improving this skill	I am OK at this, but not great	I am really good at this
I can stick to a planned budget.			
Additional skills			
I am willing to stretch beyond my comfort zone and to do what needs to be done, simply because the situation requires it.			
I am willing to give extra effort and time in my work even if I do not get paid for it.			

You have now identified specialised and transferrable skills that you need to develop and from here on the responsibility lies with you to find ways in which to attain these skills in an informal or formal manner.

Speak to your facilitator, a teacher or someone in your chosen career field about what steps you can take to set your plan in action.

**SUCCESS
STEPPING STONE 2:**

I commit to begin to develop the specialised and transferrable skills that will help me reach my career goals.



4. Stepping Stone: Compiling your CV

A curriculum vitae (CV) is Latin for “the story of your life” and it is used by companies to decide whether or not they will invite you for an interview. (Department for Employment, 2009).

Try to imagine your CV (sometimes called a “resume”) as your brochure that markets your skills and abilities to a prospective employer, and reflects who you are and what you have achieved to date.

You are going to follow a step-by-step guide and compile your very own CV, but first take a look at exactly what you should include in your CV (Red Kite Learning, 2008):

- Personal details (your name, address, and contact details etc.)
- Personal profile
- Educational qualifications
- Work experience
- Achievements and awards
- References

Before you begin to write a CV, take note of the following guidelines from the professionals as to how to compile the best possible CV (Department for Employment, 2009):

- Be concise and to the point;
- Make an effort to type your CV, this will create a good impression and set you apart from other candidates who are applying;
- Check your spelling and make sure that there are NO grammatical errors – it is highly unprofessional to submit a CV with errors and it creates the impression that you are sloppy or careless with your work.

Successful professionals ensure that they always have an up to date CV prepared, you never know when opportunity will knock on your door! Each time you acquire a new skill, get additional work experience or achieve something noteworthy, add it to your CV immediately. The activity below is a step-by-step guide to compiling your CV.



LEARNING ACTIVITY 9.4: Creating your first CV

(This activity is based on <http://www.rkl.org.uk/CVWizard/>, www.jobsearch.about.com)

You might like to take a look at some of the examples of CVs included on your resource CD.

STEP 1: COMPLETE YOUR PERSONAL DETAILS.

On the template there is space provided for you to complete all your personal and contact details. This provides your prospective employer with all the necessary information about you as a person. It is extremely important that this information is correct otherwise employers will not be able to contact you in the event that you are selected for an interview.

STEP 2: COMPLETE YOUR PERSONAL PROFILE

You should write a short statement about yourself, describing your skills and experience. This should grab the attention of the employer and make them want to know more about you and your capabilities.



Before you complete your personal profile on the CV template, read through the examples below to get an idea of how a personal profile should look.

Example 1:

An enthusiastic, ambitious individual, with the ability to motivate others. Performs well individually or as part of a team. Thrives under pressure.

Example 2:

I am a recent graduate who is computer literate. I have good communication skills, am reliable, a good timekeeper and quick to learn. I am currently seeking a position within the voluntary sector.

Example 3:

I am a flexible, trustworthy and responsible graduate. I am extremely self-motivated and enjoy working on my own initiative. I have excellent problem-solving, planning and presentation skills.

STEP 3: ADD YOUR WORK EXPERIENCE

This part of the CV is an opportunity for you to showcase what you are able to do in a work environment. Always start with your most recent job and work backwards. You should always indicate the dates you worked in the company, what your position was and where the company is located. Also give a brief description of your main duties, using phrases rather than full sentences. The examples below indicate how to describe your duties using phrases.

Example 1: Undertook telephone answering duties

Example 2: Undertook internet based research

Example 3: Responsible for front office administration

Because you are still busy with your basic education, you will not have had extensive work experience, thus in this section you can add volunteer work you have done or part time jobs you have had. If you have had no experience you can delete this section from your CV. In this case it would be a good idea for you to try to gain some experience by volunteering in your community, at a company you might like to work for, at your church and so on.

STEP 4: ADD YOUR EDUCATIONAL HISTORY

This part of your CV will capture all your formal qualifications. Here you can include the details of your schooling and certificates obtained. You can also add degrees/diplomas you have obtained, and even include short courses you have attended. Always include the name of the qualification, the name of the institution, the dates you studied there and the date when you obtained the qualification. Underneath the qualification you can indicate any achievements or awards you received during your studies.

STEP 5: COMPLETE YOUR INTERESTS

When you add your interests/hobbies to a CV, they serve the purpose of showing your prospective employer that you are a well-balanced person.

Try and include things that will enhance your CV, such as any positions of responsibility or activities that you are involved in organising. Potential employers often ask questions at interviews about interests, so make sure you can talk about what you claim to have an interest in!



STEP 6: YOUR REFERENCES

Your prospective employer will want to contact people you have worked with previously as references. On your CV you should include the names and contact details of at least 2-3 references. This should include your last employer or teachers who know you well. Remember to let these people know that you are job hunting and ask them if you can add them as references.

Well done! You have now compiled a complete, professional CV. Next check it thoroughly for spelling or grammar errors and then print it out.

SUCCESS STEPPING STONE 3:

I have an up-to-date,
professional curriculum
vitae.

4.1 Stepping Stone: Your cover letter

Each time you submit a CV to a prospective employer, you must include a cover letter. A covering letter is your opportunity to introduce yourself, highlight the most important or relevant aspects of your CV, convey your enthusiasm for the job and persuade the reader to examine your application in more detail. Your letter must be clear concise and no longer than 1 page (Red Kite Learning, 2009).

When applying for a job a cover letter should be sent or posted with your resume. Your cover letter should be specific to the position you are applying for, relating your skills and experience to those noted in the job posting. Your cover letter is your first (and best) chance to make a good impression!

As part of your assessment portfolio complete the activity below.



LEARNING ACTIVITY 9.5: Your CV cover letter

*(The following activity is based on the following websites
www.jobsearch.about.com, www.rkl.uk/CVwizard)*

Imagine your life in 8-10 years time. You have by this time acquired the necessary specialised and transferable skills to apply for your dream job. Now it is time to take action and APPLY for a job!

STEP 1:

Identify a position you would like to apply for that is related to the career goal you stated earlier in this module.



When you are looking for available positions, you can make use of either the internet or newspapers. Most newspapers have career sections where posts are advertised on a weekly basis. Take some time to browse through newspapers you have access to, if you find a position you would be interested in, cut it out. Alternatively, the e-papers (newspapers on the internet) also have career sections where you can search online for jobs. Use Google to find the homepage of a newspaper and look for their careers section. You can copy the information of the position, paste it into a Word document and then print out the details. Alternatively, there are websites dedicated to career related issues. Browse these sites for job listings:

www.bestjobs.co.za
www.careers24.com
www.netads.24.com
www.careerclassifieds.co.za
www.careerjunction.co.za

Using any of the methods described above, find at least 3 positions you would be interested in applying for. You must include copies of all 3 advertisements in your assessment portfolio.

STEP 2:

Select one of the jobs you identified in Step 1. You are now going to write a cover letter for your CV as if you were applying for this specific job. Remember you are imagining yourself a couple of years from now when you have all the necessary skills necessary to apply.

Use the template in your resource file entitled Cover Letter to complete this activity. The summary below outlines each of the sections that should be included in your letter and gives you guidelines as well as examples of what to write.

- **Address and Date**

A formal letter must include your address, the address of the person to whom you are sending it and the date on which the letter was written

- **Opening paragraph: Why you are writing**

Indicate what post you are applying for and where you found out about it. Here are a few examples to help you write your opening paragraph.

Example 1:

I am writing with reference to the vacancy for _____, which was advertised in the _____ on _____

Example 2:

I am writing to apply for the position of _____ advertised in _____ on _____

Example 3:

Please find enclosed my CV in application for the position of _____ as advertised in _____

- **Second paragraph: Highlight your skills and experience**

When you are describing your skills and experience, try to use key words and phrases from the advertisement or job description to emphasise how you fit in with their requirements. This is the section where you get to market yourself and give the employer an incentive as to why they should contact you.

Here are a few examples to help you write the section on your skills and experience

Example 1:



As you will see from my enclosed CV I have extensive experience in _____ .

Example 2:

My CV shows that I have a strong background in _____ .

- **Third paragraph: Highlight your attributes and personal qualities**

Once you have mentioned your work experience, use the third paragraph to highlight what else you can offer the employer in terms of your attributes and personal qualities.

Example 1:

I am self-motivated and conscientious and enjoy working as part of a team.

Example 2:

I have excellent communication skills, both written and verbal, and am highly motivated and ambitious.

Example 3:

I am computer literate, enthusiastic and an excellent team player.

Example 4:

I work well on my own and within a team. I have a track record of working efficiently and perform well under pressure.

- **Final Paragraph**

Always end your letter on a positive note and thank the employer for considering you.

Example 1:

I look forward to discussing my application in more detail. I am available for interview at any time.

Example 2:

I look forward to hearing from you shortly.

Example 3:

Thank you for taking the time to consider my application, I look forward to hearing from you soon.

**SUCCESS
STEPPING STONE 4:**

I compiled a professional covering letter to accompany my CV for every position that I apply for.



5. Stepping Stone: Preparing for interviews

After you have submitted your CV, interested employers can contact you for an interview. Your CV is only the first step in impressing your potential employers, the interview is an opportunity to market yourself in person! You must remember that you only get one chance to make a first impression when a prospective employer meets you, so make the most of it. In this section of the module we are going to look at a couple of guidelines on how to handle an interview effectively.

The best strategy is to go to an interview as prepared as you possibly can be. Rodger Darlington (2008), a well renowned human resource specialist, believes that good preparation is the key to a successful interview. He advises prospective employees to use the internet and telephone to research the industry or company where you want to work.



LEARNING ACTIVITY 9.6: Preparing for an interview

For this activity you will now imagine that you have been invited to an interview for the position you applied for in the cover letter activity. Based on the advert you used to write the letter, complete the following activity.

Write down the name of the company where you are applying for a job.

Use the internet to locate the webpage. Write their homepage address down in the space provided.

Use their website to obtain the following information:

Name of the CEO or Head at the office where you are applying for the position.

Office location where you are applying for the position.

Mission/Vision of the company.

Write down three interesting facts about the company, its history or its traditions.



You can now use this information to help prepare for your interview. If you know the goals of your company you can prepare for questions such as “Why do you want to work for this company? Also, demonstrating to employers that you took time to research their company indicates your enthusiasm and will count in your favour.

Preparing interview questions

Once you have learnt as much as possible about the company where you may be working, it is time to prepare yourself for the type of questions you may be asked during the interview. Read the insert below to see some of the most frequently asked interview questions. Underneath each question are some guidelines on how to answer them (University of the Free State, 2008).

Frequently asked interview questions

1. “Tell us about yourself.”

Answer: Give a short history of your education and background. Keep it focused. The employer wants to know about your suitability for the job, not what your extended relatives eat for Christmas dinner.

2. “What attracts you to this company?”

Answer: Talk about the opportunities the job offers and how you can use your strengths to take advantage of those opportunities. Show off your knowledge about the company that you gathered from your pre-interview research.

3. “Tell us about a difficult problem you have encountered and how you solved it.”

Answer: Have a story about a particular experience ready. Show how you used your skills, education or experience to come up with a creative, workable solution.

4. “What are your weaknesses?”

Answer: Don't say you don't have any – everyone does. Find a way to turn your weaknesses into strengths. Don't exaggerate, but show how you have learned and developed as you dealt with those weaknesses.

5. “Where do you see yourself in five year's time?”

Answer: You don't want the company to think it can't live up to your lofty goals, but you still want to appear ambitious. Say that you want to pursue opportunities as they arise.

6. “Why should we hire you?”

Answer: Here is the place to sum up your strengths. Create a list of five reasons that show why you are right for the job, with supporting evidence of each.



Simply reading interview questions will not be adequate preparation, you need to practice your answers out aloud – either in front of a mirror or with a friend.

Presenting yourself during interviews

There are a number of technical aspects that you should pay attention to when you arrive at the interview. Here are a couple of hints (Best.Job.Interview, 2007):

- 1 Pay attention to what you wear. Always be neat, tidy and professional. Find out what the dress code is for the specific company where you are going to be interviewed – it is a good idea to match the company culture.
- 2 Visit the following website to learn more about what to wear to an interview:
<http://www.best-job-interview.com/dress-for-an-interview.html>
- 3 Your body language is also important. Being on the spot can feel uncomfortable, forcing you into a defensive posture. Make sure you sit up straight with your shoulders backwards and your chin up, making eye contact. It does not matter how nervous you are; you need to look at the people interviewing you!

Visit the following website to learn more about body language in an interview:
<http://www.best-job-interview.com/interview-body-language.html>

- 4 Speak clearly and articulately. Remember, no matter how good your answer is, if no one can hear what you are saying they will not be able to identify your strengths and hear how well prepared you are.

For the following group activity you are going to practice writing and answering interview questions.



GROUP ACTIVITY 9.7

Divide into groups of 3 members. Group members must swap their job advertisements (used in Portfolio activity 4.2 to construct the cover letter).

Each group member must now take 5 minutes to write 3 potential interview questions for the advert they have.

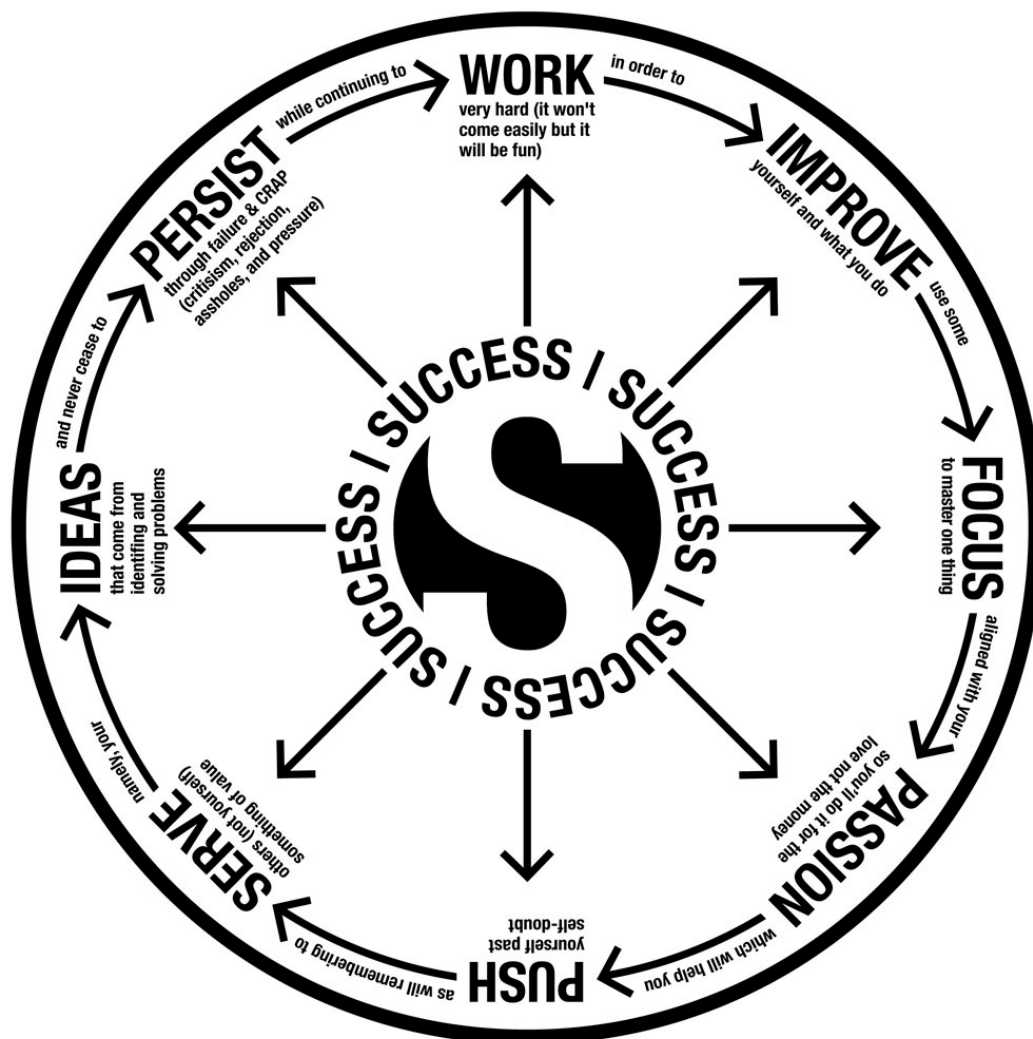
Next, group members must take turns to interview each other. One group member will be the potential employee who will be interviewed. The group member who prepared the questions based on this person's advert will be the interviewer. The third group member must observe the interview carefully and answer the following questions. You should note your answers on the sheets that your facilitator will hand out so that you can give your feedback to the person being interviewed.



world. Each time you learn a new skill you make yourself more valuable to your future employer – and remember to keep your CV up to date.

We started out this unit by watching an amusing video about what it takes to be successful. To remind yourself of the key points, and also the importance of life long learning in being successful, you might like to refer to the figure on the next page from time to time. You might even find it helpful to put a copy up where you study to remind you of where you are going.

May you enjoy your journey of life-long learning!



Source: Kurtz, J (online). www.jameskurtz.com



Tracking my progress

You have reached the end of this unit. Check whether you have achieved the learning outcomes for this section.

LEARNING OUTCOMES	✓ I FEEL CONFIDENT	✓ I STILL NEED PRACTICE
I understand the value of developing professional competencies		
I have researched possible study and career directions		
I have identified specialised skills I would like to acquire		
I have identified transferrable skills that I need to acquire		
I can compile a CV and a cover letter		
I know how to prepare for a job interview		
I understand the value of becoming a life-long learner		

What did you like best about this section?

What did you find most difficult in this section?

What do you need to improve on? How will you do this?



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