

# Training Material for Low Skilled Employees to Build Key Competences Using Workplace Learning in Tourism SME

Handbook for Employees

**Elaborated in the Project** 

Self-Responsible Learning of Key
Competences in Tourism SME - a Mean to
improve Competitiveness and
Employment
2014-1-RO01-KA202-002766

**TouriSMEComp** 













The tourism sector is crucial for the European economy. It employs a large number of low-skilled workers, for whom this is an opportunity to enter the labor market and 99% of it consists of small and medium enterprises.

The project **TouriSMEComp-** "Self-Responsible Learning of Key Competences in Tourism SME - a Means to Improve Competitiveness and Employment", financed through **ERASMUS** + is implemented by 6 partners from 5 countries: Romania, Germany, Turkey, Croatia and Portugal. The aim of the project is to increase the productivity and competitiveness of small and medium tourism companies through the promotion of self responsible learning methods at the workplace.

The main objective of the project is to qualify 20 consultants who will act as learning facilitators for 50 owners and managers of hotels and restaurants, from the participating country.

This project will cover at least 100 low-skilled workers, by partner country, from small and medium-sized tourism companies.

The training material for consultants, tourism business owners/ managers and employees and the training curricula will be made available on the website <a href="https://www.fpimm.ro">www.fpimm.ro</a> and on the Dissemination platform of the ERASMUS+.















# Communication skills in foreign language



"For communication in foreign languages, the basic skills are generally the same as for communication in the mother tongue: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in a number of societal and cultural contexts (in education and training, work, home and leisure), depending on needs or interests.

For communication in foreign languages, the basic skills are generally the same as for communication in the mother tongue: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in a number of societal and cultural contexts (in education and training, work, home and leisure), depending on needs or interests."

http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:c11090

Recommendation 2006/962 / EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning life [Official Journal L 394 of 30.12.2006].

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### 1. ENGLISH DIAGNOSTIC TEST

# A. LISTENING EXERCISE: Read these questions then listen carefully to the text read by your teacher and choose the correct option. (6x4=24 points)

### 1. Where are Barbara and John staying?

- a) In Vienna, at a five star hotel.
- b) In Mokala, at a guest-house.
- c) In Mokala, at a campsite.

### 2. Whereis Janet staying?

- a) In Crete, at a motel.
- b) In Vienna, at a five star hotel.
- c) In Vienna, at a hostel.

### 3. Whereis Bob staying?

- a) In Crete, at a marvellous campsite.
- b) In Crete, at a fabulous resort.
- c) In Crete, at a spa.

### 4. Who has tried frog legs?

- a) Janet and Bob
- b) John and Barbara
- c) Barbara and Bob

### 5. Who has put on weight?

- a) Bob
- b) Barbara
- c) Janet

### 6. Whohastriedsnails?

- a) Bob
- b) Janet
- c) Barbara

# B. READING AND COMPREHENSION: Read the dialogue and answer in a complete way the questions. (6x8=48 points)

### **MakingReservations**

**Receptionist:** Good morning. Welcome to The Grant Hotel.

**Client:** Hi, good morning. I'd like to make a reservation for the 23rd of November. Do you have any vacancies?

- **R:** Yes sir, we have several rooms available for that day. How long will you be staying?
- **C:** I'll be staying for just one night.
- **R:** How many people is the reservation for?
- C: Only me.
- **R:** And would you like a single room?
- C: Yes, please.
- **R:** Great. And would you prefer to have a room with a view of the mountains?
- **C:** What's the rate for the room?
- **R:** Five hundred dollars per night. What name will the reservation be under?
- **C:** Samuel Johansen.
- **R:** Could you spell your last name, please?
- C: JOHANSEN
- **R:** Great. Now I'll need your credit card information to reserve the room for you. What type of card is it?
- **C:** Visa. The number is 123856759
- **R:** And what is the name of the cardholder?
- C: Samuel Johansen.

a single bed and view of the mountains. Check-in is at 2 o'clock.

R: Allright, your reservation has been made for the twenty-third of November for a room with

C: Thank you. **R:** My pleasure. Have a niceday. 1- On what day will the client check in at the hotel? 2- How long will the client stay? 3- In what kind of room will the client be staying? 4- How much will the client be paying for his stay? 5- How will he be paying for his room? 6- In which name is the reservation under? C. WRITING EXERCISE: In 70 words, write a text on a country that you would like to travel to - explain why and say some of the things that you would like to do there. (78 points)

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D. SPEAKING ACTIVITY: Describe yourself as a person and as a worker. (50 points)

### 2. Answers - DIAGNOSTIC TEST

### **TEXT TO BE READ BY THE TEACHER**

**Barbara:** Hello there Janet. How are your holidays?

**Janet:** Wonderful! I'm staying at Mokala Natural Park in an amazing campsite. It's simply fantastic being able to live in the wilderness. What about you and John?

**Barbara:** We're in Vienna, staying in a marvellous five star hotel near the centre of the city. It's such a lovely city. We've even tried eating frog legs, imagine... Haveyouheardanynewsabout Bob?

**Janet:** Oh yes, he is in Crete at a fabulous resort near the sea. He is having the joy of his life and has put on weight with the ethnical food that he has been trying. By the way, even I have been trying some new food – I tried some snails yesterday at a local restaurant.

**Barbara:** You? You've certainly changed. Well, I got to go. John is telling me to hurry up. We're going out for dinner. Take care.

Janet: Allright. Goodbye.

### A.

- 1. In Mokala, at a campsite.
- 2. In Vienna, at a five star hotel.
- 3. In Crete, at a fabulous resort.
- 4. John and Barbara
- **5.** Boh
- 6. Janet

### B.

- **1.** The client will check in on the 23rd of November.
- **2.** He will stay a night.
- **3.** He will be staying in a single bed room with a view of the mountains.
- **4.** He will pay 500 dollars.
- **5.** He will pay by Visa.
- **6.** The reservation is under the name of Samuel Johansen.

### C.

I would like to travel to England because it is a developed, multicultural and historical country. I would like to see some touristic landmarks like Big Ben, Buckingham Palace, Tower Bridge, Stonehenge, Windsor Castle, Westmisnter Palace and many other places.

I would like to go to their markets to see and smell flowers, fruits and vegetables; I would like to try their typical gastronomic specialities; I would like to walk around London and do some shopping as well. I would like to have a pint in a pub, relax and meet new people.

D.

**As a person, I am** nice and friendly. I love to go out with friends, listen and play music, eat at a good restaurant, travel around Europe and get to know new people and cultures.

**As a worker, I am** hardworking and responsible. I take my duties very seriously and do everything on time and as perfect as possible.

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### 3. EXERCISES FOR THE DEVELOPMENT OF THE SKILL

### **EVERYDAY COMMUNICATION**

Wait just a minute. Wet floor

I'm sorryHold on a minuteThank youTake careI'll take a minuteBeware

I'll be right back That won't be possible, sorry.

I regret to say that it won't be possible Yes, of course. Hello Farewell

Good morning I don't understand, say it again, please.

It is a pleasure to meet you
Be careful
May I help you?

Nice to meet you
How are you?
Goodbye

Good afternoon I apologize for the delay

Certainly Thanks.

Could you repeat, please? This is my friend.

No smoking allowed Can I call you a taxi?

Good evening I'm Susan.

Is everything allright?

Are you enjoying your stay?

Good night

1. Fill in the chart with expressions related to the right category:

Greetings	Introducingpeople	Asking to wait
3	31 - 1	3
Asking to repeat	Positive answers	Negative answers
risking to ropout		lioganio anonoio
Offeringhelp	Thanking	Apologizing
3 1	<b>,</b>	
Askingquestions	Warning	Saying goodbye
31		

### **Giving directions**

Excuse me, sir. How can I get to the library, please? It's a 5 minute walk that way.

Pardon, I'm looking for the police station. Would you mind showing me the way? *It's close from here.* 

### Useful words for giving directions

Turn left / right. Go through

Go straight ahead Go past

Go on for about 5 minutes. Go across

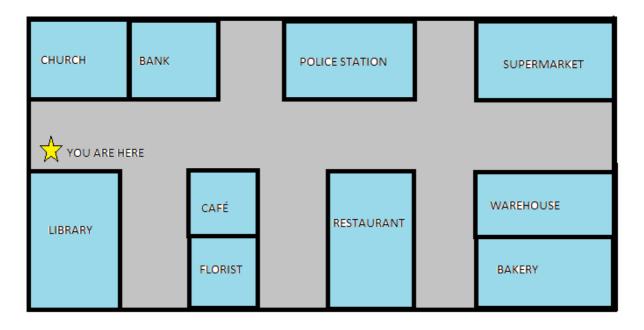
Go down It's in front of...

Go up

### Landmarks as a helpful way to give directions

taxi rank
level crossing
underpass
overpass / flyover
zebra crossing
tunnel
crossroads
junction
fork in the road
turning
main road

Now look at the map below and complete the dialogs. Use: in front of, on the right, on the left, next to or straight ahead



1. How can I get to the police staio
--------------------------------------

-	Go		The	police	station	is	on	the	first	turning
••	•••••									

### 2. Where is the library?

	lt/c	 VOL
-	IL 3	 vuu.

### 3. Where is the bakery?

- It is	the	warehouse.
---------	-----	------------

### 4. Where is the restaurant?

- It is on the second turning		
-------------------------------	--	--

MODAL	EXAMPLE	USES
	We can come tomorrow.	Ability / Possibility
CAN	I can't help you.	Inability / Impossibility
	Can I go to the bathroom?	Asking for permission
	Could you lend me your pen?	Asking for permission.
	Could you speak slowly?	Request
COULD	You could try to study harder.	Suggestion

MAY	May I have another piece of cake?	Asking for permission
	Deforestation may endanger our future.	Future possibility
	It is too late, they might be sleeping by now.	Present possibility
MIGHT		
	My father might lend me his car.	Future possibility
	We must hurry to the hospital.	Necessity / Obligation
MUST		
	You mustn't eat in the library.	Prohibition
	You should obey your parents.	Advise
SHOULD	Cars should be flying soon.	Uncertain prediction
	You've cut yourself. I will get you a bandage.	Instant decisions
	I'll help you carry the luggage.	Offer
WILL		
	I'll call you as soon as I get home.	Promise
	Would you wait a minute?	Request
	Would you like to go out with me?	Invitation
WOULD	"Would you prefer vanilla or strawberry ice-	Preferences
	cream?" - "I'd like vanilla ice-cream, please."	

Complete the sentences using the words below. Don't forget to use the negative when necessary.

### can could must might should

1. The baby cried all night. Hebe ill.	
2. If you want to have a decent meal, you	go to that restaurant.
3. Running in wet grass b	eslipery.
4. When you have oil on the road, you	be speeding.
5. As I child, I spell my nam alphabet.	e correctly because I didn't know the
6. He is bleeding very much. He	stop the bleeding immediately.
7. If people spend too much time without water, they	die by thurst.
8. She is not at home. She eith house.	ner be backyard or at the neighbour's

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### **EVERYDAY COMMUNICATION - CORRECTION**

Fill in the chart with expressions related to the right category:

Greetings	Introducing people	Asking to wait
Hello Good morning Good afternoon Goodevening	It is a pleasure to meet you Nice to meet you How are you? This is my friend. I'm Susan.	Wait just a minute. I'll take a minute I'll be right back Holdon a minute
Asking to repeat	Positive answers	Negative answers
Could you repeat, please? I don't understand, say it again, please.	Certainly Yes, of course.	I regret to say that it won't be possible That won't be possible, sorry.
Offering help	Thanking	Apologizing
May I help you? Do you need any help?	Thankyou Thanks.	I'm sorry I apologize for the delay
	3	

### **GIVING DIRECTIONS**

- 1. Straight ahead/ontheleft
- 2. In frontof
- 3. Next to
- 4. Ontheright

### **MODALS**

- 1. 1.must
- 2. should
- 3. can
- 4. shouldn't
- 5. couldn't
- 6. must
- 7. can
- 8. might/must

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### 4. ENGLISH BASIC TEST

# A. LISTENING EXERCISE: Read these questions then listen carefully to the text read by your teacher and choose the correct option. (6x4=24 points)

- 1. When is the woman's holiday?
  - a) First week of May
  - b) Two first weeks of May
  - c) First week of May
- 2. How many people are going on holiday?
  - a) Oneadultandtwochildren
  - b) Twoadultsandonechild
  - c) Twoadultsandtwochildren
- 3. How much is the price of the holiday?
  - a) 700 pounds
  - b) 712 pounds
  - c) 720 pounds

- 4. What is the mean of transportation?
  - a) Train
  - b) Ship
  - c) Plane
- 5. How will the payment be done?
  - a) By Visa
  - b) Bycreditcard
  - c) By cash
- 6. What is the woman's name?
  - a) Mariah Cohen
  - b) Lincoln Avenue
  - c) Avenue Cohen
- B. READING AND COMPREHENSION: Read the dialogue and answer in a complete way the questions. (6x8=48 points)

### Checking-In

**Receptionist:** Good evening, sir. Welcome to the Grant Hotel. How may I help you?

**Guest:** I have a reservation. It's under the name of Thompson

**Receptionist:** Would you mind spelling that for me?

Guest: Of course, THOMPSON

**Receptionist:** Very well, Mr. Thompson, we've booked a single room for you with a view of the

ocean for four nights. Is that correct?

**Guest:** Correct.

Receptionist: Very well then. We already have your credit card info. Would you mind signing at

the bottom, please?

Guest: Six hundred dollars per night!!

**Receptionist:** Indeed, sir. We are one of the best five star hotels in the country!!

**Guest:** Well, at least, it's my father's-in-law business that's paying. What's included in the price?

**Receptionist:** A full Continental buffet every morning, free internet access, gym and use of the hotel's safe.

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**Guest:** So what's not included in the cost?

**Receptionist:** Well, the mini-bar and room service will be charged to you.

Guest: Ok, so what's my room?

**Receptionist:** Room 667. Here is your key. To get to your room, take the elevator on the left up to the sixth floor. Your room will be on the left hand side. A bellboy will bring your bags up shortly.

Guest: Thanks.

**Receptionist:** Should you have any questions or requests, please dial 'O' from your room.

Guest: Ok, and what time is check-out?

Receptionist: At midday, sir.

**Guest:** Ok, thanks.

**Receptionist:** My pleasure, sir. Have a wonderful stay at the Grant Hotel.

### 1- Why is the hotel so expensive?

- a) Because it is a resort near the beach.
- b) Because it is a five star hotel.
- c) Because it is an underwater hotel.

### 2- Who is going to pay for the stay?

- a) Mr. Thompson
- b) His father's- in-law business
- c) Theguest

### 3- What services are included in the cost?

- a) A full Continental buffet every lunch, free airport shuttle service, and use of the hotel's safe.
- b) A full Continental buffet every lunch, free airport shuttle service, and use of internet.
- c) A full Continental buffet every morning, free internet access, gym and use of the hotel's safe.

### 4- What services are not included in the cost?

- a) Use of room service and internet.
- b) Use of internet and minibar.
- c) Use of room service and minibar.

### 5- In which floor is his room?

- a) Room 667.
- b) Sixthfloor.
- c) 4th floor.

### 6- At what time is the check out?

C.	<ul><li>a) Atnoon.</li><li>b) Atmidnight.</li><li>c) In theevening.</li><li>WRITING EXERCISE fullfill. (78 points)</li></ul>	: In 70 words	, write a text	on a dream tha	t you would	like to
D.	SPEAKING ACTIVITY professional life. (50	-	it a success a	nd a weakness	in your perso	onal or

5.	ENGLISH ADVANCED TEST
A.	LISTENING EXERCISE: Read these questions then listen carefully to the text read b your teacher and choose the correct option. (6x4=24 points)
1.	When is the woman's holiday?
2.	How many people are going on holiday?
3.	How much is the price of the holiday?
4.	What is the mean of transportation?
5.	How will the payment be done?
6.	What is the woman's name?

B. READING AND COMPREHENSION: Read the dialogue and answer in a complete way the questions. (6x8=48 points)

### Checking-In

**Receptionist:** Good evening, sir. Welcome to the Grant Hotel. How may I help you?

**Guest:** I have a reservation. It's under the name of Thompson

**Receptionist:** Would you mind spelling that for me?

Guest: Of course. THOMPSON

**Receptionist:** Very well, Mr. Thompson, we've booked a single room for you with a view of the

ocean for four nights. Is that correct?

**Guest:** Correct.

Receptionist: Very well then. We already have your credit card info. Would you mind signing at

the bottom, please?

a Mean to improve Competitiveness and Employment. **Guest:** Six hundred dollars per night!! **Receptionist:** Indeed, sir. We are one of the best five star hotels in the country!! Guest: Well, at least, it's my father's-in-law business that's paying. What's included in the price? **Receptionist:** A full Continental buffet every morning, free internet access, gym and use of the hotel's safe. Guest: So what's not included in the cost? **Receptionist:** Well, the mini-bar and room service will be charged to you. Guest: Ok, so what's my room? **Receptionist:** Room 667. Here is your key. To get to your room, take the elevator on the left up to the sixth floor. Your room will be on the left hand side. A bellboy will bring your bags up shortly. Guest: Thanks. **Receptionist:** Should you have any questions or requests, please dial 'O' from your room. **Guest:** Ok, and what time is check-out? **Receptionist:** At midday, sir. **Guest:** Ok, thanks. **Receptionist:** My pleasure, sir. Have a wonderful stay at the Grant Hotel. 1- Why is the hotel so expensive? 2- Who is going to pay for the stay? 3- What services are included in the cost?

5- In which floor is his room?

4- What services are not included in the cost?

# C. WRITING EXERCISE: In 70 words, write about your job – what are your duties, your difficulties, your demands, your ambitions. (78 points) D. SPEAKING ACTIVITY: Speak about a success and a weakness in your personal or professional life. (50 points)

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### 6. Answers – BASIC AND ADVANCED TEST

### **TEXT TO BE READ BY THE TEACHER**

**Receptionist:** Hello, Grant Travelling Agency. This is Annette speaking. How may I help you?

**Client:** Hi there, I would like to book a cruise in the mediterranean.

**R**: Of course. For when would you like the cruise?

**C**: For the two first weeks of May if possible.

**R**: Certainly. How many passengers?

**C**: Me and my 5 and 7 year old children.

**R**: How would you like to pay the bill?

C: By credit card of course. How much will it cost?

**R**: Children under the age of 9 don't pay, so it will only be 700 pounds. Under whose name shall I book the cruise?

C: Mariah Cohen, please.

**R:** Very well, Mrs Cohen. I wish you a pleasant cruise.

**C:**Thank you. Goodbye.

### A.

- 1. In the two first weeks of May
- 2. One adult and two children
- 3. 700 pounds
- 4. Ship
- 5. Credit card
- 6. Mariah Cohen

### B.

- 1. Because it is a five star hotel
- 2. His father's-in-law business
- 3. A full Continental buffet every morning, free internet access, and use of the hotel's safe.
- 4. Use of room service and minibar.
- 5. 6th floor.

### 6. At noon / midday

C.

**BASIC:** I would like to have a big house near a private beach. My house would have three bedrooms with private bathrooms. The house would have a jacuzi and a gym. My beach would be of soft white sand and calm clear waters. Near the shore, I would have a boat to go fishing and scuba-diving. There would be no sharks around the beach and no pollution. This would be my dream spot.

**ADVANCED: I am a** receptionist at a hotel. Some of my duties are taking phone calls, making reservations, do check ins and check outs, solve problems that may occur during the client's stay, calling taxis, for example. Some of the difficulties are dealing with rude people or people that don't speak my language. As for the demands, I need to be always polite, competent, responsible, resourceful and good speaking english. One of my ambitions is to be head of staff.

### D.

I personal success is my marriage and the birth of my daughter. My wife and my daughter are the joy of my life. Life is now full and meaningful.

I professional weakness was not being able to get a higher position in my restaurant because I can't speak english very well and therefore can not attend tourists that don't speak my language properly.

# Counting and calculating skills and



"These competencies related to the ability to develop and apply mathematical thinking in solving various problems of everyday life, with emphasis on processes, activities and knowledge. The basic competences in science and technology refer to the mastery, use and application of knowledge and methodologies that explain the natural world.

Involve the understanding of the changes caused by human activity and responsibility of each individual citizen."

Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts).

Competence includes an attitude of critical appreciation and curiosity, an interest in ethical issues and respect for both safety and sustainability, in particular as regards scientific and technological progress in relation to oneself, family, community and global issues."

http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:c11090

Recommendation 2006/962 / EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning life [Official Journal L 394 of 30.12.2006].

**TEACHING MATH MATERIALS**: For those educated in the area of TOURISM (waiters, reception, animators, drives, cooks, etc....)

### **CONTENTS** addressed are:

- Operations with numbers (addition, subtraction, multiplication, division);
- Single European Currency (use of the currency in real context);
- Percentages;
- Cross-multiplication
- Proportions;
- Statistics Average;
- Units of measurement (weight and capacity)

### **SPECIFIC DUTIES:**

Ability to develop and apply mathematical thinking in solving various problems of everyday life,
 with an emphasis on process, activity and knowledge.

Material to be used: Scientific calculator

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### 1. DIAGNOSTIC EVALUATION

This review aims to distinguish at what cognitive level is the student.

This data can be found in two parts.

The first consisted of seven multiple-choice questions, and the second part consist of five development questions.

Carefully read all the questions. Cross the correct option in the multiple choice questions. In the second part of the form, presents all the calculations that you have made and make all necessary justifications.

		1.ª PART– MUL	TIPLE CHOICE	
	25% of € 100 is: € 25	<b>(B)</b> € 50	<b>(C)</b> €75	<b>(D)</b> € 100
1. (A)	20% of € 120 is: € 6	<b>(B)</b> € 20	<b>(C)</b> € 24	<b>(D)</b> € 100
2.	A restaurant was bot appreciation percenta	ught for € 70 000 and the ge?	e following year was sold	for € 71 610 was is the
(A)	2,3%	<b>(B)</b> € 16,1%	<b>(C)</b> 7%	<b>(D)</b> 4%
	The conversion of 10 10 cl	liters in centiliters is: <b>(B)</b> 1000 cl	<b>(C)</b> 1000 dl	<b>(D)</b> 100 cl
(A) cen	ıt	ritten in words is: seven euros and one (B) euros even and ten cents (D)	ro	·
5.	A culinary recipe take much flour will we nee	s flour and butter in the re	ason 2:0,25. If we are usi	ng 30 grams of butter how
(A)	210 g	<b>(B)</b> 220 g	<b>(C)</b> 230 g	<b>(D)</b> 240 g
6.	The average weight of What is the weight of	of 5 watermelons is 2.6kg the fifth watermelon?	. Four of them have the a	average weight of 2,4 kg.

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**(A)** 3,4kg

**(B)** 0,2 kg

**(C)** 1,6 kg

**(D)** Nenhuma das respostas

### 2.ª PART - DEVELOPMENT

- 1. Miss Catherine bought one and a half kg of cheese to make a lasagna. Needing more quantity, she asked her son to go and buy three hundred more grams. What is the amount of cheese that Miss Catherine really needed for the lasagna?
- **2.** A bottle of wine (75cl) costs 3.55 euros. How much does half a liter one cost?
- 3. Mr. Ribeiro wants to know how much he spends on average on monthly grocery shopping, for that he saved the receipts of these expenses in the recent months. In November Mr. Ribeiro spent € 189.35, € 259.39 in December, January he spent € 196.27 and February € 179.96.
  - a) What is the average spending Mr. Ribeiro is having on his grocery shopping?
  - **b)** Knowing that Mr. Ribeiro receives from his retirement 439.95 euros, what is the percentage that grocery shopping occupies in his family budget?
- **4.** Convert the following measurement:

**5.** In the following table the number of money bills and coins that each lady has is registered. Calculated how much money each one of them has.

	200 200 200 200 200 200 200 200 200 200	SOLVES SOLVES	23				Total
Carla	0	4	1	3	2	1	
Rosa	1	0	8	10	5	10	

a) The one that has more Money is \_\_\_\_\_ that has \_\_\_\_ euros.

**b)** The one that has less Money is \_\_\_\_\_ that has \_\_\_\_\_ euros

c) The two of them have together \_\_\_\_\_ euros.

QUESTION	PART 1	PART 2		TOTAL			
		1.	2.	3.	4.	5.	
LISTING	7,0	2,0	2,0	3,5	2,0	3,5	20,0

**NOTE**: If the student obtains a rating:

- greater than or equal to 80%, is at an **intermediate level**;
- Inferior than 80%, is at a **basic level**.

### 2. EXERCISES:

### 2.1. BASIC LEVEL

- 1. If you need 2 oranges to fill 1 cup of juice. How many cups do 42 oranges fill?
- 2. Mentally calculate:
  - **a)** 50% of 18;
  - **b)** 25% of 8;
  - **c)** 75% of 20;
  - **d)** 100% of 37.
- 3. Calculate:
  - **a)** 15% of 570;

**b)** 20% of 85;

**c)** 65% of 13;

- **d)** 94% of 100
- **4.** Pastry sales in the bar of the school for a week are: croissants 40%; Berlin balls 18%; carrot cakes 6% and beef patties 36%. Knowing that they sold 750 pastries, determine the number of what kind of pastries were sold.
- **5.** Ana's mother has deposited in the bank the amount of € 2500, at an interest rate of 2% per year. However, she raised capital and interest because she wanted to make a dream trip to the Caribbean. What was the amount she received?
- **6.** Victor's father won at the tourism fair, a prize of 800 euros, of which 15% he placed in his child account. How much money was the father left with?
- **7.** Andreia paid 38 euros for a wine box with 5% discount. How much did the box cost without the discount?
- 8. Fill in:

**a)** 1 kg = \_\_\_\_\_ g

**b)** 25000 mg = \_\_\_\_\_ g

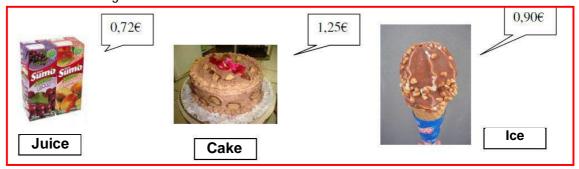
**c)** 5 t = \_\_\_\_\_ kg

- **d)** 5 kg = \_\_\_\_\_ g
- **9.** A truck weighs, empty, 3.25 tons. It is loaded with 152 boxes, with 7.5 kg each. Can the truck pass a bridge with the indication of a 4.5 t weight limit?

- **10.** Mr. António has 15 pigs to sell. Knowing that each pig weighs 650 kg and he sells the pigs at 3.50 € / kg, how much money can MrAntónio make? On average how much will it be worth each pig?
- **11.** Convert the following measures to liters
  - **a)** 500 ml = \_\_\_\_\_ **b)** 850 ml = \_\_\_\_ **c)** 250 ml = \_\_\_\_\_

- **d)** 15 cl = \_\_\_\_\_ **e)** 55cl = \_\_\_\_\_ **f)** 75cl = \_\_\_\_\_

- **g)** 9 dl = \_\_\_\_\_ **i)** 3 dl = \_\_\_\_\_
- **12.** Maria bought a 1.5l bottle of water and three 5 dl bottles of water. How many liters of water does Maria have?
- **13.** Mr. João bought a 5l water jug and twelve 33 cl bottles of water. How many liters of water does Mr. João have?
- **14.** Observe the following illustration:



- **a)** Put the prices in ascending order.
- **b)** Ana has only one coin of 1 €. What are the products that she can buy?
- c) Ana bought the cake and paid with a coin of 2 €. How much will she receive in change?
- d) Ana bought a cake, two ice cream and one juice. How much will she pay? If she pays with a € 10 note how much will she receive in change?
- e) Mr.João's grocery store has no coins to give change to customers. Describe how he can pay the exact price of each product using the fewest coins possible.

Juice lce cream -

15. Helena paid 2.19 euros to try a glass (50 cl) of cider. After sampling, Helena liked it and asked for three and a half liters to take home. How much more will she have to pay?

- **16.** Rita bought a bottle of wine 75cl, to offer her grandfather, which costs € 3.99. In the shop there are pocket bottles with 30 cl. Demonstrate the value of the pocket bottles.
- **17.** Mr. Paul drank 5L of beer last month.
  - a) How many deciliters of beer did he drink?
  - **b)** How many centiliters of beer did he drink?
  - c) How many milliliters of beer did he drink?
  - d) On average, how much beer did he drink per day last month (February 2013)?
  - e) If he drank five liters of beer in February, in March, how much will he drink?
  - f) How many liters will he drink during the year?
- **18.** Manuel spends a day one euro and four cents to buy eight loaves. Onaverage, howmuch does Manuel spend per month?
- 19. Paula clocked the time it takes to make lunch for a week. On Monday it took 45 minutes to prepare codfish with cream, on Tuesday it took an hour and ten minutes to make a feijoada, on Wednesday it took 35 minutes to prepare grilled chicken steaks with fries and rice, Thursday it took 1 hour and a half to prepare chicken lasagna and on Friday it took 1 hour and 45 minutes to cook Cozido à Portuguesa. On average, how long did Paula take cooking per day?
- **20.** Miss Adriana went to the market. She bought two chickens. Each chicken weighs 1.200 kg. She paid € 8.75 for the two chickens. They went to have dinner at a friend's house. As she plants potatoes, she did not charge anything for potatoes, but wanted to divide the price of the chickens.
- **a)** How much will each couple pay, assuming that dinner will be she, her husband and the two couples?
- b) On average, if no food is left over, what is the amount of chicken eating by each person?

### 2.2. INTERMEDIATE LEVEL

1. In a shop, 15 bonbons cost 40 cents. What is the cost of nine bonbons?

2. In 8 hours of work Dina won 32 euros. How much would she win if she worked 100 hours?

- 3. Ana will make a cake for her friends for lunch. In the cookbook she found a recipe for a sponge cake, but the problem is that she wants to make a cake for 10 people and the book has quantities only for 6 people. What quantities does Ana have to use to make the sponge cake for 10 people?
  - for 6 for 6

**SPONGE CAKE (6** 

**4.** In a pastry, a baker bakes bread and cakes in the ratio of 4 to 3. Knowing that the loaves were 948, how many cakes were there?

**5.** A cookie recipe takes sugar, butter and flour in the ratio 10: 2: 7.

- a) 10 grams of butter will be used. How much flour will you need?
- b) for a total of 75 grams of the 3 produtcs, how much sugar is needed?
- c) What is the percentage of butter in the recipe?
- 6. Calculate:

a) 12% of 200

**b)** 7,5% of 120

**c)** 45% of 1200

**d)** 36,5% of 400

**7.** Write, usingthesimbol %:

a) 
$$\frac{25}{100} = \cdots \dots \%$$

b) 
$$\frac{1}{8} = \cdots ... \%$$

- **8.** In a restaurant, a steak dish costs 15 €. After a while, the dish of steak at home came to € 18. Whatwastheincreasepercentage?
- **9.** In a grocery store items are 30% off. Knowing that Maria spent € 35 purchases, indicate the price of the purchases before the discount.
- **10.** A trader bought 40 kg of pears for 20 € and intends to sell them in order to obtain a 30% profit. As some pears rotted, profit was only € 2.75. How many kilograms of rotten pears were there?
- **11.** To make 1/2 liter of juice there were four oranges. It is assumed that oranges are all equal in the amount of juice.
  - a) What is the amount of juice that you can do with 36 oranges?
  - b) How many oranges are necessary to make 2 liters of juice?

**12.** Complete:

a)	1	1	=	 	 		 d]
,	-	-		 	 	 	 •

- **13.** Solve the following problems by two distinct processes:
  - 1) Ricardo bought 6 boxes of lettuces. Each box weighs half a kilo. How many grams weigh 6 boxes?
  - 2) Marta bought 9 jars of jam. Each jar weighs a quarter of a kilo. How many grams weigh 9 jars?
  - 3) How many 500g bags of potatoes can be made with a potato bag of 8 kg?
  - 4) How many 75g packages can be made with a 30kg bag of almonds?
- 14. Ana Maria went shopping. Look at the following figures and resolve the questions:



- a) On Monday she bought 1 kg of cabbage, 1 kg of kiwi and one baguette. How much did she spent?
- **b)** Eduarda, asked Ruben to buy, for the place where she works at, 25 kg of cabbage, 15 kg of kiwi and 50 baguettes. She handed him fifty euros. How much money does Ruben need to give back to Eduarda?
- **15.** Sofia bought 330g cheese, 280g of ham, 720g of turkey steak, 850g of ground beef and 200g of chorizo. 1 kg of cheese costs € 3.55, 1 kg of ham costs € 3.00, 1 kg of turkey steak costs € 8.98, 1 kg of minced meat costs € 5.04 and 1 kg of sausage costs 6,50. How much did Sofia pay for each of the products she bought?
  - **a)** Sofia has € 5.50 for lunch. Take a look at the menu, and explain what dishes she can chose to eat:

\_ soup

Menu Soups: Of the day – 0,75€ Chicken soup – 1,25€

Plates of the day: Beef Stew – 4,75€ Codfish à Brás – 4,50€

Desserts: Pudding – 1,15€ Mousse – 1,50€

- \_ soup + fish plate
  \_ soup + meat plate
  \_ meat plate + dessert
  \_ fish plate + dessert
  \_ soup + dessert
- **16.** Caroline's pudding takes 1 can of condensed milk (200ml), 4 eggs, two "cans" of regular milk (400ml) and 200g of sugar. This recipe is for six people. Calculate the proportions so that Caroline can make the pudding for eight people.
- **17.** A 500ml olive oil bottle costs € 7.85. How much should a bottle of 200ml cost?
- **18.** In a farm located in the city of Fundão, people pay 25 cents for each kilogram of cherries harvested. One day, four friends gathered, respectively, 35.8 kg, 29.2 kg, 25.6 kg and 27.5 kg.
  - a) What was the average harvest of the four friends?
  - **b)** If they equally split the money earned by the four, how much does each one receive?
- 19. A box has 80 chocolates.
  - a) How many chocolates does 8 boxes have?
  - **b)** 20% of the chocolates were eaten. How many chocolates are still left in the box?
  - c) If 60 chocolates were eaten, what is the percentage of chocolates eaten?
  - **d)** Each box of chocolates costs € 13.97. A 10% promotion will be made. How much will it cost each of the 80 chocolates in the box?
- **20.** On average a melon weighs 1.5kg, how much will 10 melons weight?

### 3. SUMMATIVE EVALUATION

### 3.1. BASIC LEVEL

**OBS:** Displays all the calculations you make and all the necessary justifications.

- **1.** 1. In a café, 3 rice cakes cost 2.7 euros and 5 patties of meat cost 2.5 euros. How much did Rita pay, knowing that she bought 8 cakes and 2 patties?
- **2.** Calculate:
  - **a)** 64% of € 342;

- **b)** 3% of € 1200;
- **c)** 10% of 80 g.
- **3.** Pass the following measurements to litters.
- **a)** 150 ml = \_\_\_\_\_ **b)** 25 ml = \_\_\_\_\_ **c)** 1,5 dl = \_\_\_\_\_
- **4.** In a restaurant there are 25 plates, 12% are soup plates.
  - a) What percentage corresponds to the dinner plates?
  - **b)** How many soup dishes are there? Anddinnerplates?
- **5.** At his senior trip, Rui and his eight friends bought a ticket for 975 euros each. Due to the amount, the travel agency made a 4% discount.
  - a) What would be the amount to pay for the tickets without the discount?
  - **b)** What is the discount amount on each ticket?
  - c) How much money did the 8 friends save?
- 6. In a restaurant, the expense of a customer was 15 euros. They did a discount of 1.2 euros. What was the percentage of the discount?
- 7. In a month, Mr. Francisco spent 441 euros on food, which represents 42% of his salary. How much does Mr. Francisco make per month?
- 8. Manuel weighs 90 kg, Mary weighs 60kg, the son weighs half of Manuel and daughter weighs a third of her mother. On average, how many grams do each of them weigh?

QUESTION	1.	2.	3.	4.	5.	6.	7.	8.	TOTAL
LISTING	2.5	1.5	1.5	3.5	4.0	2.0	2.0	3.0	20.0

### 3.2. INTERMEDIATE LEVEL

**OBS:** Displays all the calculations you make and all the necessary justifications.

- 1. In a company, the ratio of employees that go on vacation in August and that goe in other months is 5: 3. Knowing that in August, 60 more employees went on vacation than in any of the other months, determine the number of employees that this company has.
- 2. To manufacture a cake with 1.5 kg eggs 6 are used. How many eggs are required for a 2 kg cake?
- 3. A liter bottle of wine is 12% alcohol. What is the amount of alcohol in a bottle of 0.75 liters?
- **4.** At the end of the year an equipment for a kitchen of a restaurant has a value of EUR 1 200. Devaluation suffered during the year was 10%. How much was the equipment worth at the beginning of the year?

**a)** How much did she spent at the supermarket?

7.

- **5.** After an increase of 25%, a salary of a waiter stood at € 573.62. What was his salary before the increase?
- Cristina went to the supermarket Modeloto do her shopping. The shopping ticket is the image on 6. the right. MODELO

a, the transfer and the opening and the particular	Cont. 502 011 475	
b) How much money did she spend on dairy products?	Tel. 21 214 93 10	
c) Cristina payed with two 20-euro bill how much money did she get back?	General Products 21% 2420003 FRK BORR/CENOUR 2 x 0,71	1,42
A loaf of bread has 20 slices.	21% 2210550 FRK.VACA.400GR 21% 2694742 AL.HUM.GATO GEL 21% 2010129 CEREAL CLUSTER	0,71 0,71 2,39
a) How many slices do 4 loafs have?	21% 2621751 CER CLUSTERS 21% 2759642 AL.SECO GATO IN Beverages	2,85 5,39
b) If 12 slices of bread are already eaten what is the	5% 3035691 AGUA CONT4*1.5L Dairyproducts	0,99
percentage of bread already eaten?	5% 2210946 MIMOSA M/G 6 x 0,59	3,54

8. In a box there are 6 mellons which together weigh 19.2 kg. Determine the weight of the melon that was taken from the case, knowing that the average weight of the remaining melons is 3 kg.

QUESTION	1.	2.	3.	4.	5.	6.	7.	8.	TOTAL
LISTING	4,0	1,5	1,5	2,5	3,0	2,5	3,0	2,0	20,0

c) José ate 75% of the slices. How many slices did he eat?

**d)** If a package costs € 1.70, how much do 6 slices of bread cost?

3,54 1,59

BARREIRO

5% 3627253 IOG.LIQ.CONTINE

5% 3627251 IOG.LIQ.CONTINE

#### **4.SOLUTIONS**

#### **4.1 DIAGNOSTIC EVALUATION**

#### 1.ST PART- MULTIPLE CHOICE

1. 
$$25\% = \frac{25}{100} = 0.25 \times 100 = 256$$
  
R: (A)

1. 
$$25\% = \frac{25}{100} = 0.25 \times 100 = 25 \in$$
  
R: (A)

2.  $20\% = \frac{20}{100} = 0.20 \times 120 = 24 \in$   
R: (C)

3. 
$$71610 - 70000 = 1610€$$

$$\frac{1610}{70000} = 0.023 \times 100 = 2.3\%$$

**R**: (A)

6. 
$$\frac{2}{0.25} = \frac{x}{30} \Leftrightarrow x = \frac{30 \times 2}{0.25} = \frac{60}{0.25} = 240g$$
R: (D)

7. 
$$\bar{X} = \frac{?}{s} = 2.6 \ kg$$
  
 $2.6 \times 5 = 13 \ kg$   
 $2.4 \times 4 = 9.6 \ kg$   
 $13 - 9.6 = 3.4 \ kg$   
R: (A)

### **2ND PART** – DEVELOPMENT

1. 
$$1,500 + 0,300 = 1,800 \, kg$$

2. 
$$75cl = 0.75l$$
  
 $0.75 \rightarrow 3.55$   
 $0.50 \rightarrow x$   
 $x = \frac{0.5 \times 3.55}{0.75} = \frac{1.775}{0.75} \approx 2.376$ 

3.

a) 
$$\bar{X} = \frac{189,35 + 259,39 + 196,27 + 179,79}{4} = \frac{824,97}{4} \approx 206,24 \in$$
  
b)  $439,95 - 206,24 = 233,71 \in$ 

b) 
$$439,95 - 206,24 = 233,71$$
€  

$$\frac{233,71}{439.95} \approx 0,53 \times 100 = 53\%$$

4.

a) 
$$20 l = 2000cl$$

b) 
$$6l = 6000 \, ml$$

c) 
$$25000 \ kl = 25\ 000\ 000\ l$$

d) 
$$3500 \ hl = 35000 \ l$$

5.

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	200 200 200 200 200 200 200 200 200 200	SOFVB8	23		2		Total
Carla	0	4	1	3	2	1	205,05€
Rosa	1	0	8	10	5	10	226,20€

- a) Rosa .... 226,20€
- **b)** Carla ... 205,05€
- c)  $226.20 + 205.05 = 431.25 \in$

#### 4.2. EXERCISES

### 4.2.1. BASIC LEVEL

1. 
$$1 \rightarrow 2$$

$$x \longrightarrow 42$$

$$x = \frac{42 \times 1}{2} = \frac{42}{2} = 21 \text{ copos de sumo}$$

- **a)** 9
- **b)** 2
- **c)** 15
- **d)** 37

a) 
$$15\% = \frac{15}{100} = 0.15 \times 570 = 85.5$$
 b)  $20\% = \frac{20}{100} = 0.20 \times 85 = 17$ 

b) 
$$20\% = \frac{20}{100} = 0.20 \times 85 = 17$$

c) 
$$65\% = \frac{65}{100} = 0.65 \times 13 = 8.45$$

c) 
$$65\% = \frac{65}{100} = 0.65 \times 13 = 8.45$$
 d)  $94\% = \frac{94}{100} = 0.94 \times 100 = 94$ 

4.

#### **Croissants:**

$$750 \to 100\%$$

$$x \to 40\%$$

$$x = \frac{40 \times 750}{100} = \frac{30\ 000}{100} = 300$$

$$x = \frac{18 \times 750}{100} = \frac{13\ 500}{100} = 135$$

#### **Berlin balls:**

$$750 \to 100\%$$

$$x \to 18\%$$

$$x = \frac{18 \times 750}{100} = \frac{13500}{100} = 135$$

#### **Carrotcakes:**

$$750 \to 100\%$$

$$x \to 6\%$$

$$x = \frac{6 \times 750}{100} = \frac{4500}{100} = 45$$

### Meat patties:

$$750 \to 100\%$$

$$x \to 36\%$$

$$x = \frac{36 \times 750}{100} = \frac{27000}{100} = 270$$

Confirmation: 300 + 135 + 45 + 270 = 750.

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5. 
$$2\% = \frac{2}{100} = 0.02 \times 2500 = 50$$
€  
 $2500 + 50 = 2550$ €

6. 
$$15\% = \frac{15}{100} = 0.15 \times 800 = 120$$
€  $800 - 120 = 680$  €

7. 
$$5\% = \frac{5}{100} = 0.05 \times 38 = 1.90$$
€  $38 + 1.90 = 39.90$ €

8.

a) 
$$1 kg = 1000 g$$

b) 
$$25\,000\,mg = 25\,g$$

c) 
$$5t = 5000 kg$$

d) 
$$5 kg = 5000 g$$

9. 
$$3.25 t = 3250 kg$$
 (weight of the empty truck)

$$152 \times 7,5 = 1140 \ kg$$
 (weight of the boxes)

$$4,5 t = 4500 kg$$
 (weight limit)

$$3250 + 1140 = 4390 \, kg$$

R: Yes because the weight of the truck is 4390 kg and the limit is 4500kg.

**10.** 650 
$$hg = 65 kg$$
 (weigh of each pig)

$$65 \times 3,50 = 227,5 €/kg$$
 (price per pig)

$$\bar{X} = \frac{3412,5}{15} = 227,5 \in$$

11.

a) 
$$500 \ ml = 0.5 \ l$$
 b)  $850 \ ml = 0.85 \ l$  c)  $250 \ ml = 0.25 \ l$  d)  $15 \ cl = 0.15 \ l$  e)  $55 \ cl = 0.55 \ l$  f)  $75 \ cl = 0.75 \ l$  g)  $9 \ dl = 0.9 \ l$  h)  $7.5 \ dl = 0.75 \ l$  i)  $3 \ dl = 0.3 \ l$ 

c) 
$$250 ml = 0.25 l$$

d) 
$$15 cl = 0.15 l$$

e) 
$$55 cl = 0.55 l$$

f) 
$$75 cl = 0.75 l$$

a) 
$$9 dl = 0.9 l$$

h) 
$$7.5 dl = 0.75 i$$

$$3 dl = 0.3 l$$

12. 1,5 
$$l + 3 \times 5 dl = ? l$$

$$5 dl = 0.5l$$

$$3 \times 0.5 = 1.5 l$$

$$1.5 + 1.5 = 3 l$$

**13**.

$$5 l + 12 \times 33 cl = ?l$$

$$33 cl = 0.33l$$

$$12 \times 0.33 = 3.96 l$$

$$5 + 3.96 = 8.96 l$$

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14.

c) 
$$2-1,25=0,75$$
€

d) 
$$1 \times 1,25 = 1,25 \in 2 \times 0,90 = 1,80 \in 1 \times 0,72 = 0,72 \in 1,25 + 1,80 + 0,72 = 3,77 \in$$

**e)** Juice = 
$$0.50 + 0.20 + 0.02$$

Cake = 
$$1.00 + 0.20 + 0.05$$

Ice cream = 0.50 + 0.20 + 0.20

**15. 50** 
$$cl = 0.5 l$$
 (one cup of cider)

$$\frac{0.5}{2.19} = \frac{3.5}{x} \Leftrightarrow x = \frac{2.19 \times 3.5}{0.5} = \frac{7.665}{0.5} = 15.33 \in$$

$$75 cl = 30 + 30 + 15$$

$$\frac{75}{3.99} = \frac{30}{x} \Leftrightarrow x = \frac{30 \times 3.99}{75} = \frac{119.7}{75} = 1.596 \in$$

R: Rita bought two bottles of 30 cl for 3.192 euros.

17.

a) 
$$5 l = 50 dl$$

d) 
$$\bar{X} = \frac{5}{28} \approx 0.18 l/dia$$

e) 
$$5l \rightarrow 28 dias$$

$$x \rightarrow 31 dias$$

$$x = \frac{5 \times 31}{28} = \frac{155}{28} \approx 5,5 \ l$$

R: Mr. Paulo will drink 5.5 I of beer in the month of march

R: Per month Manuel spends 31.20 euros in the daily purchasing of 8 breads.

19.

Monday	Tuesday	Wednesday	Thursday	Friday
45′	1h10m= 60'+10'=70'	35′	1h30m=60'+30'=90'	1h45m=60'+45'=105'

$$\bar{X} = \frac{45 + 70 + 35 + 90 + 105}{5} = \frac{345}{5} = 69'$$

R: On average Paula cooks for 69 minutes a day.

20.

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a) 
$$\bar{X} = \frac{8.75}{6} \approx 1.46 \text{ (perperson)}$$

R: Eachcouplepays 2,92€.

b) 
$$1,200 + 1,200 = 2,400 \ kg$$

$$\bar{X} = \frac{2,400}{6} = 0,400 g$$

R: On average each person eats 400 grams of chicken.

#### **4.2.2 INTERMEDIATE LEVEL**

1.  $15 \rightarrow 0.40$ 

$$9 \rightarrow x$$

$$x = \frac{9 \times 0.40}{15} = \frac{3.6}{15} = 0.24$$

R: The cost of 9 bonbons is 24 cents.

2. 
$$\frac{8}{32} = \frac{100}{x} \Leftrightarrow x = \frac{100 \times 32}{8} = \frac{3200}{8} = 400$$

R: Gina for 100hours would gain 400 euros.

3.

Eggs: Flour: Sugar: 
$$12 \to 6$$
  $600 \to 6$   $300 \to 6$   $x \to 10$   $x \to 10$ 

4.

$$4 \rightarrow 3$$

$$948 \rightarrow x$$

$$x = \frac{948 \times 3}{4} = \frac{2844}{4} = 711$$

R: The baker make 711 cakes.

5.

Sugar Butter Flour

a) 
$$2 \rightarrow 7$$

$$10 \rightarrow x$$

$$x = \frac{10 \times 7}{2} = \frac{70}{2} = 45$$

R: For every 10 grams of butter 45 grams of flour are needed.

b) 
$$10 + 2 + 7 = 19$$
  
 $19 \rightarrow 10$   
 $75 \rightarrow x$   

$$x = \frac{10 \times 75}{19} = \frac{750}{19} \approx 39,5 \ g$$

R: 39.5 grams are necessary.

c) 
$$100 \rightarrow x$$
  
 $19 \rightarrow 2$   
 $x = \frac{100 \times 2}{19} = \frac{200}{19} \approx 10,5 \%$   
R: The percentage of butter is 10.5

6.

a) 
$$12\% = \frac{12}{100} = 0.12 \times 200 = 24$$
  $7.5\% = \frac{\frac{75}{100}}{100} = \frac{75}{1000} = 0.075 \times 120 = 9$ 

c) 
$$45\% = \frac{45}{100} = 0.45 \times 1200 = 540$$
 d)  $36.5\% = \frac{365}{100} = \frac{365}{1000} = 0.365 \times 400 = 146$ 

**7**.

a) 
$$\frac{25}{100} = 0.25 \times 100 = 25\%$$
  
b)  $\frac{1}{8} = 0.125 \times 100 = 12.5\%$ 

8. 
$$18 - 15 = 3$$
 €  $\frac{3}{15} = 0.2 \times 100 = 20\%$ 

9. 
$$30\% = \frac{30}{100} = 0.3 \times 35 = 10.5 €$$
  
35 + 10.5 = 45.5€

R: The shopping before the promotion cost 45.5 euros.

10. 
$$30\% = \frac{30}{100} = 0,30 \times 20=6$$
€ (lucro)  
 $6 \to 40$   
 $2,75 \to x$   
 $x = \frac{2,75 \times 40}{6} = \frac{110}{6} \approx 18 \text{ kg}$ 

R: 18 pears rotted.

a) 
$$x = \frac{36 \times 0.5}{4} = \frac{18}{4} = 4.5$$
  $x \to 36$ 

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R: 4.5 L of juice are needed

b) 
$$0.5 l \rightarrow 4$$
  
 $2 \rightarrow x$ 

$$x = \frac{2 \times 4}{0.5} = \frac{8}{0.5} = 16$$

R: 16 oranges are needed.

11.

a) 
$$1 l = 10 dl$$

12. 
$$1.6 \times 0.5 = 3 \ kg = 3000 \ g$$

b) 
$$10 dl = 100 cl$$

d) 
$$350.4 l = 3504 l$$

$$2.9 \times 0.250 = 2.25 \ kg = 2250 \ g$$

$$3.8 \ kg = \frac{8000}{500} = 16$$

R: 16 sacks of potatoes

$$4.30 \ hg = \frac{3000}{75} = 40$$

R: 40 packs of almonds

13.

a) 
$$0.54 + 1.75 + 0.21 = 2.5 \in$$

b) 
$$25 \times 0.54 = 13.5$$
;  $15 \times 1.75 = 26.35 \in 50 \times 0.21 = 10.5 \in 13.5 + 26.25 + 10.5 = 50.25$   
 $50 - 50.25 = -0.25$ 

R: The 50-euro bill was not enough to pay the groceries. There was no money given back.

14.

Cheese: Ham:  

$$1000 \rightarrow 3,55$$
  $1000 \rightarrow 3$   
 $330 \rightarrow x$   $280 \rightarrow x$   
 $x = \frac{330 \times 3,55}{1000} = \frac{1171,5}{1000} = 1,1715 € x = \frac{280 \times 3}{1000} = \frac{840}{1000} = 0,84 €$   
Steak: Minced meat:  
 $1000 \rightarrow 8,98$   $1000 \rightarrow 5,04$ 

$$x = \frac{720 \to x}{1000} = \frac{6465,6}{1000} = 6,4656 \in \qquad x = \frac{850 \to x}{1000} = 4,284 \in$$

$$x = \frac{850 \to x}{1000} = \frac{4284}{1000} = 4,284 \in$$

Chouriço:

1000 → 6,50  
200 → x  

$$x = \frac{2000 \times 6,5}{1000} = \frac{1300}{1000} = 1,3 \in$$

15.

1. Option	2. option
5,50 - 0,75 = 4,75	5,50 - 1,25 = 4,25
4,75 - 4,50 = 0,25	4,25 - 4,50 = -0,25
4,75 - 4,75 = 0	4,25-4,75=-0,50

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4,75 + 1,15 = 5,90	4,25 + 1,15 = 5,40
4,5+1,15=5,65	
For exemple: $1,25 + 1,50 = 2,75$	

16.

Condensed milk:

$$200 \longrightarrow 6$$

$$x \longrightarrow 10$$

$$x = \frac{200 \times 10}{6} = \frac{2000}{6} \approx 333 \text{ ml}$$

Regular Milk:

$$800 \to 6 
 x \to 10 
 x = \frac{800 \times 10}{6} = \frac{8000}{6} \approx 1333 \, ml$$

$$200 \to 6 
 x \to 10 
 x = \frac{200 \times 10}{6} = \frac{2000}{6} \approx 333g$$

Eggs:

$$4 \longrightarrow 6$$

$$x \longrightarrow 10$$

$$x = \frac{4 \times 10}{6} = \frac{40}{6} \approx 7 \text{ ovos}$$

$$x = \frac{x \to 10}{200 \times 10} = \frac{2000}{2000} \approx 3336$$

17.

$$\frac{500}{7,85} = \frac{200}{x} \Leftrightarrow x = \frac{200 \times 7,85}{500} = \frac{1570}{500} = 3,14 \in$$

18.

a) 
$$\bar{x} = \frac{35.8 + 29.2 + 25.6 + 27.5}{4} = \frac{118.1}{4} \approx 29.5$$

R: On average each friend harvested 29.5 kg of cherries.

b) 
$$0.25 \times 35.8 = 8.95 \in$$
  
 $0.25 \times 29.2 = 7.30 \in$   
 $0.25 \times 25.6 = 6.40 \in$ 

0,25 × 27,5 = 6,875€

$$\bar{x} = \frac{8,95 + 7,30 + 6,40 + 6,875}{4} = \frac{29,525}{4} \approx 7,38 \in$$

R: On average each friend received 7.38 euros.

19.

a) 
$$8 \times 80 = 640$$
 chocolates

b) 
$$20\% = \frac{20}{100} = 0.20 \times 80 = 16$$
  
 $80 - 16 = 64$ 

R: The box contains 64 chocolates.

c) 
$$80 - 60 = 20$$
  
 $\frac{20}{80} = 0.25$   
 $100 - 0.25 = 0.75 \times 100 = 75\%$   
d)  $10\% = \frac{10}{100} = 0.1 \times 13.97 = 1.397$ 

13.97 - 1.397 = 12.58

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#### 4.3. SUMMATIVE EVALUATION

#### 4.3.1.BASIC LEVEL

Rice cakes: Patties:  $3 \rightarrow 2,70$  $5 \rightarrow 2,50$  $x = \frac{8 \times 2.7}{3} = \frac{21.6}{3} = 7.2$   $x = \frac{2 \times 2.50}{5} = \frac{5}{5} = 1$ 

2.

a) 
$$64\% = \frac{64}{100} = 0.64 \times 342 = 218.88 \in$$
  
b)  $3\% = \frac{3}{100} = 0.03 \times 1200 = 36 \in$ 

c) 
$$10\% = \frac{10}{100} = 0.10 \times 80 = 8g$$

3.

a) 
$$15 \ ml = 0.15 \ l$$
 b)  $25 \ ml = 0.025 \ l$  c)  $1.5 \ dl = 0.15 \ l$ 

c) 
$$1.5 dl = 0.15 l$$

4.

a) 
$$100 - 12 = 88\%$$

**b)** 12% = 
$$\frac{12}{100}$$
 = 0,12 × 25 = 3 plates of soup 25 - 3 = 22 dinner plates

5.

b) 
$$4\% = \frac{4}{100} = 0.04 \times 975 = 39$$
€  
 $975 - 39 = 936$ €

R: The value of discount per person in 39 euros.

$$7800 - 312 = 7488 \in$$

R: The group of friends saved 312 euros.

6.

$$15 \to 100$$

$$1,2 \to x$$

$$x = \frac{100 \times 1,2}{15} = \frac{120}{15} = 8\%$$

R: O desconto foi de 8%.

7. 
$$42\% = \frac{42}{100} = 0.42 \times 441 = 185.22 \in$$
  
 $441 + 185.22 = 626.22 \in$ 

R: Mr. Francisco has a monthly wage of 626.22 euros

8.  

$$90 \text{ kg} = 90000 \text{ g}$$
  
 $60 \text{ kg} = 60000 \text{ g}$   
 $\frac{1}{2} \times 90 = 45 \text{ kg} = 45000 \text{ g}$   
 $\frac{1}{3} \times 60 = 30 \text{ kg} = 35000 \text{ g}$   
 $90000 + 60000 + 45000 + 35000 = 230000 \text{ g}(230 \text{ kg})$   
 $\bar{X} = \frac{230000}{4} = 57500 \text{ g}(57,5 \text{ kg})$ 

R: On average each person weights 57.5 kg

### 4.3.2. INTERMEDIATE LEVEL

$$\frac{5}{3} = \frac{x+60}{x} \Leftrightarrow 5x = 3x+180$$

$$\Leftrightarrow 5x - 3x = 180$$

$$\Leftrightarrow 2x = 180$$

$$\Leftrightarrow x = \frac{180}{2} = 90$$

$$90 + 60 = 150 + 60 = 240$$

R: The company has 240 employees.

1.  

$$1.5 \rightarrow 6$$

$$2 \rightarrow x$$

$$x = \frac{2 \times 6}{1.5} = \frac{12}{1.5} = 8 \text{eggs}$$

2.  

$$1 \rightarrow 12$$

$$0.75 \rightarrow x$$

$$x = \frac{0.75 \times 12}{1} = 9\%$$

3. 
$$1200 \rightarrow 90$$
  
 $x \rightarrow 10$ 

$$x = \frac{1200 \times 10}{90} = \frac{12000}{90} = 133,33 \in$$

$$1200 + 133,33 = 1333,33 \in$$

4. 
$$573,62 \rightarrow 125$$
  
 $x \rightarrow 100$ 

$$x = \frac{573,62 \times 100}{125} = \frac{57362}{125} \approx 458,90$$

5.

	•
2	1
а	
•	•

Shopping	13,47€
Drinks	0,99€
Dairy	6,72€
Total	21,18€

c) 
$$40 - 21,18 = 18,82 \in$$

6.

a) 
$$4 \times 20 = 80$$
 slices

b) 
$$20 - 12 = 8$$
  
 $\frac{8}{20} = 0.4 \times 100 = 40\%$   
 $100 - 40 = 60\%$ 

c) 
$$75\% = \frac{75}{100} = 0.75 \times 20 = 15$$
 slices

d)  

$$1,70 \rightarrow 20$$
  
 $x \rightarrow 6$   
 $x = \frac{6 \times 1,70}{20} = \frac{10,2}{20} = 0,51 \in$ 

8. 
$$3 \times 5 = 15$$

$$19,2 - 15 = 4,2 \text{ kg}$$

# Using computer at work



"Digital competence involves the confident and critical use of information society technologies (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information and to communicate and participate in Internet cooperation networks.

Skills needed include: the ability to search, collect and process information and use it in a critical and systematic way, assessing relevance and distinguishing real from virtual while recognizing the links. Individuals should be able to use tools to produce, present and understand complex information and to access, search and use internet-based services. They should also be able use IST to support critical thinking, creativity and innovation.

Use of IST requires a critical and reflective attitude towards available information and a responsible use of interactive media. This also supports competence when the individual interest in engaging in communities and networks for cultural, social and/or professional. "

http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:c11090

Recommendation 2006/962 / EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning life [Official Journal L 394 of 30.12.2006].

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### **Use of Information and Communication Technologies at Work**

### 1. Diagnostic tests

# 1.1. Diagnosis of the use of knowledge Operating System Mark the correct answer to each of the following questions:

1.	The term Software is used to indicate:  A) Computer software;  B) A screen;  C) CD-ROM;	7.	To access the computer's storage devices, you should:  A) Go to the control panel.  B) Co there My Computer entire
	D) The physical part of the computer;		<ul> <li>B) Go there My Computer option.</li> <li>C) Go there My Documents option.</li> <li>D) None of the previous</li> </ul>
2.	The Start button is on:  A) The recycling bin;		
	B) On the task bar;	8.	Which of these transactions is to select an
	C) Desktop;	0.	element:
	D) None of the previous		A) One Click.
	D) Notice of the previous		B) Click using the secondary button.
3.	Of these amounts of information which is the		C) Double Click.
J.	largest.		D) None of the previous
	A) 100 KB		b) None of the previous
	B) 5000 Bytes	9.	Examples of software application are:
	☐ C) 1GB	,,	A) Access, Word, Excel, Windows.
	☐ D) 10 MB		B) Unix, Word, Access, Excel.
			C) Excel, Access, PowerPoint, Word.
4.	Minimizing a window means:		D) None of the previous
	A) Reducing it to a button on the Taskbar.		
	B) Enlarge it so that it takes up the entire desktop.	10.	What are the parts that most affect your
	C) Restore it to its original size.		computer's performance:
	D) None of the previous		A) The sound board and the processor;
			B) The processor and the modem;
5.	A short cut is to:		C) The printer and the processor;
	A) Quick access to a file or program;		D) The processor and RAM;
	B) Copying files;		
	C) Delete Files;	11.	Microsoft Windows is considered:
	D) None of the previous		A) Application software
			☐ B) System Software
6.	The purpose of the right button on the mouse is:		C) Word Processor
	A) Opening and closing windows;		D) office application
	□ B) Open a submenu with commands for the		
	location where the click was made;	12.	The operating system is:
	C) delete a file;		A) A manager and interlocutor.
	D) Copy a folder;		B) A rapporteur and interlocutor.
			C) A manager and informer.
			D) None of the previous

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1	<ul> <li>The processor is response</li> <li>A) Save all the information</li> <li>B) Process all the information</li> <li>C) Check all information.</li> <li>D) None of the previous</li> </ul>		<ul> <li>14. Option Details view of a window allows you to:</li> <li>A) See the file thumbnails into folders;</li> <li>B) See only the name of the folders or files;</li> <li>C) See the folder name or file size, type and modification date;</li> <li>D) View the folders and files arranged in alphabetical order of name, size and type.</li> </ul>
		<b>Solution:</b> -B; 3-C; 4-A; 5-A; 6-B; 7-B; 8-A; 9-C; 10 uestions 1 to 8 basic level. Questions 9	
	1.2. Diagnosis of the use of Mark the correct answer to each	f knowledge of the Word proc ch of the following questions:	
1.	The text formatted in bold is:  A) Tilted to the right B) Underlined C) Darker and stronger D) Tilted to the left	5.	Typos (misspelled words) are marked with:  A) underline red  B) Underline wavy red  C) Underline wavy green  D) underline Black
2.	Arial, Times New Roman and C	Courier are examples	
3.	of:  A) Paragraph B) Fonts C) files D) Spacing  Using Word, when we align a p	6. 7. paragraph to the right	<ul> <li>□ A) Enter a calendar.</li> <li>□ B) Insert a table.</li> <li>□ C) Insert an Excel spreadsheet.</li> <li>□ D) Remove selected objects.</li> </ul>
	and left at the same time, we a  A) Aligning to the right B) Aligning to the Left C) Aligning in the Center D) align	re:	<ul> <li>A) Hide the labels of the horizontal ruler</li> <li>B) Hide the labels of the vertical ruler</li> <li>C) Adds Tags to selected paragraphs in a document</li> <li>D) Insert page numbers in the document</li> </ul>
4.	(1,0), (1,15), (1,5) and (2,0) are of give to:  A) Paragraphs B) Types of Letters C) File D) Line spacing	examples of values 8.	When preparing a text in Word you forget to save it Accidentally, you try to close Word. Your text:  A) will be printed B) It will be lost immediately C) It may yet be saved D) Will appear in the preview
		9.	Which of the following cannot be applied to a Word

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	<ul> <li>A) Color font, underline, bold text</li> <li>B) Spreadsheet, text boxes, circ</li> <li>C) Table with 20 columns, animosound</li> <li>D) background color, both black Shapes</li> </ul>	les and squares ated images,	<ul> <li>10. What is the display mode usually used to create a document in Word: <ul> <li>A) View Print Layout</li> <li>B) Reading ModeView</li> <li>C) Web Layout View</li> <li>D) draftview</li> </ul> </li> </ul>
		<b>Solution:</b> 1-C; 2-B; 3-D; 4-D; 5-B; 6-B; 7	'-C: 8-C: 9-C: 10-A
		s 1 to 5 are basic level. Quest	
1.3 Vla	ark the correct answer to each o	of the following question	
1.	In EXCEL reference to "D7" show  A) short cut to enter information  B) None of the options are cor  C) A document from a template  D) The resulting cell in column with line 7	n in a cell 4. rect e	The Name Box shows:  ☐ A) The file name. ☐ B) The name of the sheet. ☐ C) The name of the function. ☐ D) The name of the active cell or name assigned to the range of active cells
2.	A formula always begins with:		
2	<ul> <li>□ A) With the equal sign</li> <li>□ B) a function</li> <li>□ C) None of the options are cor</li> <li>□ D) The plus sign</li> </ul> When we unite two or more cells		When used in a cell, the expression = sum (A1, A4) that makes the sum of the cells:  ☐ A) line 1 with the cells from line 4.  ☐ B) The lines 1, 2, 3 e 4.  ☐ C) A1 e A4  ☐ D) A1, A2, A3 and A4.
<b>J</b> .	use the option:	into one, we	D) A1, A2, A3 dilu A4.
	<ul> <li>□ A) Add cells</li> <li>□ B) merge cells</li> <li>□ C) Unite cells</li> <li>□ D) Weld cells</li> <li>.</li> </ul>	6.	In Excel the following formula is not possible  ☐ A) =A2-B5+(49/B6); ☐ B) =20*A1-12; ☐ C) =H7-5.L4; ☐ D) =H7-H8+H9.
		<b>Solution:</b> 1-D; 2-A; 3-C; 4-D; 5-	C: 6-C
	Question 1 to	3 are basic level. Questions	

#### 2. Practical exercises

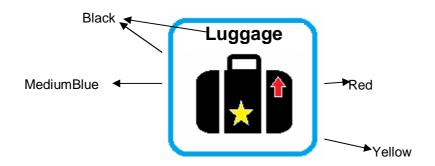
### 2.1. Practical Exercise using the Operating System

Exercise A – (Basic Level)

1. Create in the desktop the following structure of folders and subfolders.

Reservations
Weekend
From Monday to Friday
∕ Daily

2. Then and through Windows accessories, access the **PAINT** program and creates the following drawing.



- 3. Save the picture in the "Daily" that you created earlier and give it the name "logoluggage".
- 4. Again, through Windows accessories, access **WORDPAD** program and type the following (**note**: it must be identical, taking into account the capital letters, accents and punctuation):

#### Privacy

Info text according to art. 13 of the Italian Legislative Decree 196/03

We would like to inform you that your personal data, collected through registration or a reservation will be used by the Hotel, while fully respecting the fundamental principles cited by the Legislative Decree number 196 of 30 June 2003, Code on personal data protection

- 5. Save the document created in the "Weekend Getaway" folder with the name "inf. about privacy."
- 6. Create a shortcut on the desktop to the document "inf. about privacy."
- 7. Create a copy of the folder "Weekend Getaway" and place it inside the "Reservations" folder and change its name to "Long Weekend"

- 8. Again, through Windows accessories, access the NOTEPAD program and there place the following elements: € 150.00 x 20% =
- 9. Still with the program open, go to the computer's calculator and run the account described in the document Notepad and add the same the result in the calculator.
- 10. Close the calculator and save the document from Notepad in the "Reservations" folder named "discount."

#### **Exercise B** – (Intermediate level)

1. Access the area of "My documents"/" Documents" of your computercreate the following folder structure.

Registration of Reservations
Month of May
☐ 1st week
Standard rooms
Triple rooms
Suites
<i>┌</i> ── Extras
2nd week

2. Then through Windows accessories, access WORDPAD program and create the following text and format it according to the directions that are below this text.

# Hosting Industry Reception and Reservations

The lodging industry the reception is considered the heart of the hotel, since it is the place where guests looking to make your compliments and complaints. The reservations department should be close to the reception. Reservations can be individual or in groups, individuals or companies, can be made directly or indirectly. The most common ways to make a reservation is by phone, fax or email.

#### Formation:

- a. The hole text must be in the font "Times New Roman".
- b. The main title should be in the size 10, bold and centered.
- c. Subtitle size 14, bold and centered.
- d. The remaining text with size 12.
- 3. Save the document created in the "Month of May" folder with the name "information on reservations."
- 4. Place in the folder "Week 2" copies of files that are in the "Week 1" folder.
- 5. Through the Windows accessories, access the PAINT program and creates the following drawing.

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- 6. All elements of the image must be color-orange.
- 7. Save the image created in the folder named "images" that should create within the "Booking Registration" folder, the image file must be named "img-check."

#### 2.2. Practical Exercise using the Word processor.

Exercise A – (Basic Level)

- 1. Go to the Word program, and set up the page with the following characteristics
  - a. Margins: top and bottom 3.5 cm, left and right 3cm
- 2. Then type the following text:

#### **MENU**

#### **Starters**

Bolinhos de bacalhau ou Pataniscas - € 6,00 Presunto de Chaves com ou sem melão - € 7.00 Alheira vegetariana - € 7.00

#### Soup

Sopa de legumes - € 3.50 Sopa de espargos - € 4.50 Creme de marisco - € 5.00 Caldo verde - € 5,00

#### **FishPlates**

Bacalhau gratinado - € 17.00 Polvo no Forno - € 19.00 Robalo ou Dourada Grelhada - € 15.00 Espetadas de Lulas com Gambas - € 15.00 Filetes de Linguado com Alcaparras ou Porto - € 19.90

#### **MeatPlates**

Vitela no Espeto - € 16.00 Entrecosto Grelhado - € 17.50 FiletMignon(Porco) - € 15.00 Peito de Frango com Cogumelos - € 14.00 Alheira com molhe especial - € 15.00

#### **Desserts**

Leite creme queimado - € 5.00 Mosse de chocolate - € 5,00 Pudim - € 5.00 Rabanada - € 5,00

- 3. Format the text you type, so it is with the following characteristics:
  - a. The hole text should be in the font Times New Roman.
  - b. Main title (MENU), with size 20 and boldface, subtitles (starters, soups ...) size 14 and bold. The remaining text to size 12.
  - c. The spacing of the whole text in 1.0 and only in the subtitles add space after the paragraph.
- 2. Finally save your document with the name "Restaurant menu".

### **Exercise B** – (Intermediate Level)

1. Access the Word program, and create a document similar to the one presented below, paying attention to the formatting characteristics described.

		Phone Book rec	ord
First time costumer:	Yes	No No	
Name:			
Last Name:			
Type of costumer:	Particular: Company		
Day of arrival:	Da:	Month	Year
Day of departure:	Day	Month	Year
Number of people to ho	Double Triple ro Suite st:		
Name of reserve:			
Contacts Cell	phone numbe emai		
Notes:			
Observations:			

- 2. The document text should be with the Arial font. The title should be size 16, the remaining text size 12 and some cases in bold, as shown in the example.
- 3. This document is drawn up tables feature (as can be seen in the example), and the lines are shown dashed in the example, the final document should be invisible.
- 4. The spacing in the document should be 1.15.
- 5. Finally save your document with the name "telephone booking record."

# 2.3. Excel Practical Exercise using the Excel spreadsheet Exercise A – (Basic Level)

1. Access to Excel, draw a table like the one shown below, taking into consideration the formatting features described in this document, and likewise draw up the appropriate formulas to perform the desired calculations.

1	A	В	С	D	
1	Spreadsheet fo	r Additior	nal Purchas	ing	
2	•				
3	Client Name :				
4	Client N.º:				
5					
6	Purchase discerption	Unit value	Quantity	Total	
7					
8					
9					
10					
11					
12		Ove	erall expense		
13					
14			Date://		
15	Guest Signature				
16			Date://	_	
17	Receptionists Signatur	re			
18					

- 2. To start you should create the elements as they are displayed on the worksheet, for you must in some cases merge cells. And you must also format the columns of the unit value and total value, to present monetary values.
- 3. All text should be with Arial, the title should be in the size 16 and in bold, the text of lines 3 and 4, as well as the titles of table columns should be with the size 12 and bold, the signatures and date were to stay with size 8.
- 4. To complete the submitted file, you should put the limits and color the cells as illustrated in fig.

- 5. In cell D7 create the appropriate formula to calculate the total value of the type of expenditure that is intended to be the multiplication of the unit value by the amount.
- 6. The formula created by this paragraph must be copied to the remaining cells of the spine to the cell D11.
- 7. In cell D12 you should create the formula or use the appropriate function to get the total expenditure, which is intended to be the sum of all the column elements presented above that cell.
- 8. Save the file on your computer as the name "extra expense log file."

#### **Exercise B** – (Intermediate Level)

- 1. Access to Excel, draw a table like the one on the right, taking into consideration the formatting features described in this document, and likewise draw up the appropriate formulas to perform the desired calculations.
- 2. To start you should create the elements as are shown in the spreadsheet (except the values that are in the E10 range of cells: E22 and cell D6, for they will be subsequently calculated),

4	Α	В	С	D	Е	F
1						
2			Cusine datashe	et		
3			Plate Description	Codfish Tov	ver	
4			Place of sale	Main Resta	urant	
5			Net selling price	€ 11,90	TAX	
6			Price of dose	€ 14,04	18%	
7			No of doses	1		
8		C '4 "	L P C	D 11.14	D. T. ( I	
9		Capitação	Ingredientes	Pr. Unit.	Pr. Total	
10		0,180	Codfish put	€ 10,49	€ 1,89	
11		0,75	Corn bread	€ 2,35	€ 1,76	
12		0,40	zucckine	€ 1,29	€ 0,52	
13		0,750	Tomatos	€ 1,25	€ 0,94	
14		0,10	Olive oil	€ 2,09	€ 0,21	
15		0,002	garlic	€ 9,93	€ 0,02	
16		0,002	parsley	€ 17,80	€ 0,04	
17					€ 0,00	
18						
19				Total cost	€ 5,37	
20				Dose cost	€ 5,37	
21			Unit contribut	ion margin	€ 6,53	
22						
23						
24						

for it must in some cases merge cells, all text should be with the font Arial size 12 and bold in cases as the figure exemplifies, you must also put limits and color the cells. You should also format the cells that have monetary values in order to show the euro symbol and two decimal places.

- 3. For the document to be properly prepared, you have to create formulas or use features like these directions:
  - a. In cell D6 you should calculate through the proper formula, the sale price of the dose, which is based on the net selling price at which to add the tax.
  - b. In cell E10 you should calculate through the proper formula, the value of the total price, which results from multiplying the value of capitation by the unit price.
  - c. In E19 cell, use the appropriate function to calculate the total cost.
  - d. In the E20 cell, calculate the cost per dose, creating the appropriate formula that results from dividing the total cost by the number of doses.

- e. In cell E21, calculate the unit contribution margin, creating the appropriate formula, resulting from subtracting the cost per dose to the gross sales price.
- f. In E22 cell, calculate the unit cost ratio, creating the appropriate formula that results from dividing the cost per dose to the gross sales price.
- 4. Save the file on your computer as the name "Sheet kitchen."

#### 3. Evaluation Sheet

1.	Create the deskto	p the following	structure of folders	and subfolders.	(2	points)
----	-------------------	-----------------	----------------------	-----------------	----	---------

Assessment Form (followed by	the assessed person's name)
Shortcuts	
Documents	
<a> Word</a>	
Excel	

- 2. Go to the Word program, and set up the page with the following characteristics:
  - a. Margins: top and bottom 2.75 cm, left and right 3cm. (2 points)
- 3. Then create the document similar to the following, taking into account the characteristics which are below:

	HOTEL XPTO
Nameofthec	Bed request / Extra cot
Roomnumb	
Bed	Crib   Quantity
Age oftheus	er
Termofrespo	onsibility:
	It this equipment would be use solely for the authorized purpose, forcing me to take a prudent use, and working order and repair.
	t I will not give the mentioned equipment to others and take responsibility for loss, theft or damage the ing the period of use.
Clientsignat	ure

- a) The type of text to be used is Times New Romam (0,5 points)
- b) The title should be the size 20, bold and centered. **(0,5 points)**

- c) Subtitle size 14, underlined and centered. **(0,5 points)**
- d) Develop with the feature tables (as can be seen in the example) the first four lines of document elements, and the lines are shown dashed in the tables in Example in the final document should be invisible. (2 points)
- e) The remaining document text should be in size 12 and in some cases (as in the present example) should be bold. **(0,5 points)**
- f) The text regarding the liability waiver must be justified. **(0,5 points)**
- 4. Finally save your document in the "Word" was created earlier. (0,5 points)
- 5. Create a shortcut of this document in the folder shortcuts. (1 point)
- 6. Then go to the Excel program, draw a table like the one presented below, taking into consideration the formatting features described in this document, and likewise draw up the appropriate formulas to perform the desired calculations.

	A	В	С	D	
1	F	Pre-invoice			
2					
3	Client Name:				
4	Client N.º:				
5		-		-	
6	Spending description	Unit Value	Quantity	Total	
7					
8					
9					
10					
11					
12			Total		
13			TAX value		
14	TAX	13%	Total with TAX		
15	Descount	10%	Desc. Value		
16			Overall TOTAL		
17					

- 9. To start you should create the elements as they are displayed on the worksheet, for you must in some cases merge cells. And you must also format the columns of the unit value and total value, and the range of cells D13: D16 to present monetary values. (1 point)
- 10. All text should be with Arial, if the title should be size 16 and in bold, the text of lines 3 and 4, as well as the titles of table columns should be with the size 12 and bold, the remaining cells should be of size 11 and bold in cases with an example. **(1 point)**
- 11. To complete the submitted file should put the limits and color the cells as illustrated in fig. (1 point)
- 12. In cell D7 create the appropriate formula to calculate the total value of the type of expenditure that is intended to be the multiplication of the unit value by the amount. (1 point)
- 13. The formula created by this paragraph must be copied to the remaining cells of the spine to the cell D11. **(0,5 points)**

- 14. In cell D12 you should create the formula or use the appropriate function to get the total expenditure, which is intended to be the sum of all the column elements presented above that cell. **(1 point)**
- 15. In cell D13, you must create a formula to calculate the amount of TAX to be applied to prebill, which is intended to be the multiplication of the total amount by the percentage of the TAX. (1 point)
- 16. In cell D14, you must create a formula or use the function to obtain the pre-invoice amount with tax, which is intended to be the sum of the two values. **(0.5 points)**
- 17. D15 cell, you must create a formula that calculates the discount amount to apply, which is intended to be calculated based on the value of tax multiplied by the percentage of discounts to be applied. (1 point)
- 18. In cell D16, you must create a formula for the total amount of pre-invoice, which is intended to be off the subtraction to the total Tax. (1 point)
- 19. Finally save your document in "Excel" folder and create a shortcut that should be placed in the folder shortcuts. (1 point)

# Learning to Learn



"Learning to learn is the ability to pursue and persist in learning, to organize their own learning, including through effective management of time and information, both individually and in groups. This competence also implies that the individual is aware of its own method of learning and their own needs, identifying available opportunities, and has the ability to overcome the obstacles to successful learning. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build up the life experiences and prior learning to apply knowledge and skills in a variety of contexts - at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence."

A positive attitude includes the motivation and confidence to pursue and succeed at learning throughout life. An open attitude to problem solving favors not only learning but also the individual's ability to handle obstacles and make changes. The desire to apply prior life experiences and learning and the curiosity to look for opportunities to learn and apply learning in a variety of contexts are essential factors of a positive attitude. "

http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:c11090

Recommendation 2006/962 / EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning life [Official Journal L 394 of 30.12.2006].

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#### **LEARNING TO LEARN**

From the time of the Greek philosopher Socrates, educators have believed that teachers cannot possibly teach students all the things they need to know in their life. Therefore, a major goal of educational systems has been to prepare students for a lifetime of learning. To this end, a large part of the educational endeavor involves teaching general skills and strategies that can be applied to a variety of problems and learning situations.

Lifelong learning is first and foremost about learning, with this learning occurring over the lifespan. In fact, you can tell that 'learning' is the noun and then 'lifelong' is the adjective describing the type of learning taking place.

Learning to learn' is the ability to pursue and persist in learning, to organize one's own learning, including through effective management of time and information, both individually and vice versa.

Competence for learning to learn includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. Competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance.

Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.

Here are 3 tactics to learn how to learn created by Erika Andersen

(https://hbr.org/2016/03/learning-to-learn-12.05.2015)

### 1. Aspiration

It's easy to see aspiration as either there or not: You want to learn a new skill or you don't; you have ambition and motivation or you lack them. But great learners can raise their aspiration level—and that's key, because everyone is guilty of sometimes resisting development that is critical to success.

Think about the last time your company adopted a new approach—overhauled a reporting system, replaced a CRM platform, revamped the supply chain. Were you eager to go along?

I doubt it. Your initial response was probably to justify not learning. When confronted with new learning, this is often our first roadblock: We focus on the negative and unconsciously reinforce our lack of aspiration. When we want to learn something, we focus on the positive—what we'll gain from learning it—and envision a happy future in which we're reaping those rewards.

That propels us into action. Researchers have found that shifting your focus from challenges to benefits is a good way to increase your aspiration to do initially unappealing things.

#### 2. Self-Awareness

Over the past decade or so, most leaders have grown familiar with the concept of self-awareness. They understand that they need to solicit feedback and recognize how others see them. But when it comes to the need for learning, our assessments of us—what we know and don't know, skills we have and don't have—can still be woefully inaccurate.

Focusing on benefits, not challenges, is a good way to increase your aspiration.

Let's say your boss has told you that your team isn't strong enough and that you need to get better at assessing and developing talent. Your initial reaction might be something like what? She's wrong. My team is strong. Most of us respond defensively to that sort of criticism. But as soon as you recognize what you're thinking, ask yourself, Is that accurate? What facts do I have to support it?

In the process of reflection, you may discover that you're wrong and your boss is right, or that the truth lies somewhere in between—you cover for some of your reports by doing things yourself, and one of them is inconsistent in meeting deadlines; however, two others are stars. Your inner voice is most useful when it reports the facts of a situation in this balanced way. It should serve as a "fair witness" so that you're open to seeing the areas in which you could improve and how to do so.

### 3. Curiosity

Kids are relentless in their urge to learn and master. Curiosity is what makes us try something until we can do it, or think about something until we understand it. Great learners retain this childhood drive, or regain it through another application of self-talk. Instead of focusing on and reinforcing initial disinterest in a new subject, they learn to ask themselves "curious questions" about it and follow those questions up with actions. Carol Sansone, a psychology researcher, has found, for example, that people can increase their willingness to tackle necessary tasks by thinking about how they could do the work differently to make it more interesting. In other words, they change their self-talk from this is boring to I wonder if I could...?

You can employ the same strategy in your working life by noticing the language you use in thinking about things that already interest you—How…? Why…? I wonder…? —and drawing on it when you need to become curious. Then take just one step to answer a question you've asked yourself: Read an article, queries an expert, find a teacher, join a group - whatever feels easiest.

**Example 1.**You need to Changing Your Inner Narrative; but How? Then look the below....

	SUPPO LF-TALI			SUPPORTIVE SELF-TALK
l	don't	need	to	What would my future look like if I did?

learn this.	
I'm already fine at this.	Am I really? How do I compare with my peers?
This is boring.	I wonder why others find it interesting.
I'm terrible at this.	I'm making beginner mistakes but I'll get better.

Yes, if you want to learn, sometimes you need to perform some changes on your life. You should give up your prejudices and start to think if I do this, then what will change on my life positively. Trust on yourself is good to some extent but too trust yourself sometimes make you blind and be a barrier on your eyes to see the reality. So sometimes compare yourself with others, and try to see someone better then you and try to be better than him.

Don't tell I don't like it, it is boring, maybe your point of view is wrong, change your view point then look again it. Maybe it will be better for you. Yes, sometimes too trust in yourself can be bad but of course telling that "I can't do it, I am terrible to do it" is also as bad as the one sample. Yes, you can, firstly you can do some mistakes but you can learn with your mistakes as well. Let's start to learn.

#### Example 2.

Your path for most effective learning is through knowing (quoted from www.studygs.net-12.05.2016)

- yourself
- your capacity to learn
- the process you have successfully used in the past
- your interest in, and knowledge of, the subject you wish to learn

It may be easy for you to learn maths but difficult to learn volleyball, or vice versa. All learning, however, is a process which settles into certain steps.

# These are four steps to learning. Begin by printing this and answering the questions. Then plan your strategy with your answers, and with other "Study Guides

Begin with the past	What was your experience about how you learn? Did you
	<ul> <li>like to read? solve problems? memorize? recite? interpret? speak to groups?</li> </ul>
	<ul><li>know how to summarize?</li></ul>
	<ul> <li>ask questions about what you studied?</li> </ul>

a Mean to improve Competitiveness and Employment.

		_
•	revie	M Z

- have access to information from a variety of sources?
- like quiet or study groups?
- need several brief study sessions, or one longer one?

### What are your study habits?

How did they evolve? Which worked best? worst?

How did you communicate what you learned best? Through a written test, a term paper, an interview?

# Proceed to the present

How interested am I in this?

How much time do I want to spend learning this?

What competes for my attention?

Are the circumstances right for success?

What can I control, and what is outside my control?

Can I change these conditions for success?

What affects my dedication to learning this?

Do I have a plan? Does my plan consider my past experience and learning style?

# Consider the process,

What is the heading or title?

What are key words that jump out?

Do I understand them?

# the subject matter

What do I know about this already?

Do I know related subjects?

What kinds of resources and information will help me?

Will I only rely on one source (for example, a textbook) for information?

Will I need to look for additional sources?

As I study, do I ask myself whether I understand?

Should I go more quickly or more slowly?

If I don't understand, do I ask why?

Do I stop and summarize?

Do I stop and ask whether it's logical?

Do I stop and evaluate (agree/disagree)?

Do I just need time to think it over and return later?

Do I need to discuss it with other "learners" in order to process the

		information?  Do I need to find an authority, such as a teacher, a librarian, or a subject-matter expert?
Build	in	What did I do right?
review		What could I do better?
		Did my plan coincide with how I work with my strengths and weaknesses?
		Did I choose the right conditions?  Did I follow through; was I disciplined with myself?  Did I succeed?  Did I celebrate my success?

#### Example 3.

Develop your own study skills, yes you can(quoted from www.skillsyouneed.com -13.05.2016)

- You will develop your own personal approach to study and learning: in a way that
  meets your own individual needs. As you develop your study skills you will discover what works
  for you, and what doesn't.
- Study skills are not subject specific: they are generic and can be used when studying
  any area. You will, of course, need to understand the concepts, theories and ideas surrounding
  your specific subject area. To get the most out of your studies, however, you'll want to develop
  your study skills.
- You need to practice and develop your study skills: This will increase your awareness
  of how you study and you'll become more confident. Once mastered, study skills will be
  beneficial throughout your life.
- Study skills are not just for students: Study skills are transferable you will take them with you beyond your education into new contexts. For example, organizational skills, time management, prioritising, learning how to analyze, problem solving, and the self-discipline that is required to remain motivated. Study skills relate closely to the type of skills that employers look for.

#### The best motto is Why for learning to learn

(Dunlosky, J., Rawson, K., Marsh, E., Nathan, M. and Willingham, D. 2013)

A great way to learn is to ask yourself questions. Little kids know this intuitively, as they run around asking "Why, dad; Why Mum?"

The main reason asking "why" questions seems to work is that it encourages you to integrate the new fact with things you already know. Doing so improves your memory for the new fact by giving you more "hooks" to find it.

#### **References**

- Dunlosky, J., Rawson, K., Marsh, E., Nathan, M., & Willingham, D. (2013). Improving Students' Learning with Effective Learning Techniques: Promising Directions from Cognitive and Educational Psychology Psychological Science in the Public Interest, 14 (1)
- http://www.skillsyouneed.com/learn/study-skills.html, 13.05.2016
- http://www.studygs.net/metacognitiona.htm. 12.05.2016
- https://hbr.org/2016/03/learning-to-learn 12.05.2015

### **APPENDIX 1**

# DISCOVER YOUR PREFERRED LEARNING STYLE BEFORE TO START LEARNING This questionnaire will help you discover what kind of learner you are. Read each row and click the ONE option that is most like you. Please Put "Thick" on your preference

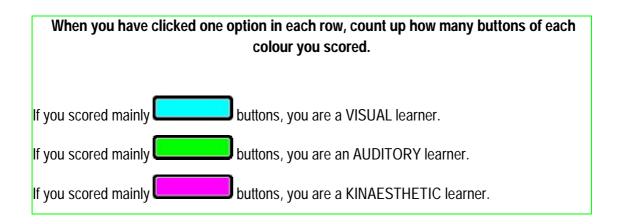
I prefer lessons where we can discuss things.	I prefer lessons where there is something to look at (like a picture, chart, diagram or video) or something to draw.	I prefer lessons where we can do something practical or at least move around.	
I often fiddle with	I often sing or hum	I often doodle in	
things in class (a	to myself in class.	class.	
pen, paper clip or			?
rubber band.)			
When learning a	When learning a	When learning a	
new skill, I prefer to	new skill, I prefer	new skill, I prefer to	
just get on with it.	someone to explain	watch someone	2
	to me how to do it.	else show me how	
		to do it.	
When the adverts	When the adverts	When the adverts	
come on the telly -	come on the telly -	come on the telly -	
I like to watch them.	I get up and do	I like to sing along	3
	something.	with them.	
I would prefer to	I would prefer to	I would prefer to act	
listen to a story.	see a comic strip of	out a story.	
	a story.		

I am good at	I have a good	I have a good	
learning physical	memory for	memory for faces.	
skills.	people's names.		
Lungfordoodhara	l mustan ta a ab ana	I wasfan ta a ab ana usba	
I prefer teachers	I prefer teachers	I prefer teachers who	
who use diagrams	who get us to do	explain things to us.	
to show us things.	something.		
	1		,
If I get in trouble in	If I get in trouble in	If I get in trouble in	
class, it's for	class, it's for	class it's for	
talking.	drawing on the	fidgeting.	2
	desk or all over my		
	books.		-
On a long journey I	On a long journey I	On a long journey l	
like to look at the	can't wait until we	like to listen to	
scenery or read a	stop so I can walk	music or talk to the	3
book.	around.	other travellers.	
I use my hands a	When I am	When I am	
lot when I am	discussing	discussing	
talking.	something, I	something, I like to	
	sometimes use	doodle.	3
	words my friends		
	don't know.		
If I could be	If I could be	If I could be	
famous, I would be	famous, I would be	famous, I would be	
a sports-person (or	a film-star.	a singer.	3
dancer).			

I would rather go outside and play.	I would rather watch my favourite TV programme.	I would rather listen to my favourite music.	?
	,	,	
I get distracted in	I get distracted in	I lose concentration	
class if I can see	class if I can hear	if I have to sit still	
something outside	something	for a long time.	2
the window.	happening outside.		
			_
I am good at	I am good at	I am a good	
drawing.	making things.	listener.	3
Out of these 3 jobs	Out of these 3 jobs	Out of these 3 jobs	
- I would prefer to	- I would prefer to	- I would prefer to	
be a radio DJ (or	be a mechanic.	be an artist (or	2
presenter)		designer).	
In my spare time I	In my spare time I	In my spare time I	
would prefer to do	would prefer to	would prefer to	
something	watch TV or a	listen to music or	
physical, such as	video.	chat with friends.	
sport or dancing.			
The type of puzzle I	The type of puzzle I	The type of puzzle I	
would prefer is	would prefer is	would prefer is	
"Spot the	"Name that tune".	"Rubik's cube".	3
difference".			

If I needed to build a Lego model, I would get someone to explain how or to read the instructions to me.	If I needed to build a Lego model, I would try to work out which bits fit together.	If I needed to build a Lego model, I would follow the diagram or the picture on the packet.	Ş

BELOW ANSWERS ......



#### **COMMENTS ON THE RESULT OF TEST**

#### **VISUAL LEARNER**

If you are a visual learner, you learn by reading or seeing pictures. You understand and remember things by sight. You can picture what you are learning in your head, and you learn best by using methods that are primarily visual. You like to see what you are learning.

As a visual learner, you are usually neat and clean. You often close your eyes to visualize or remember something, and you will find something to watch if you become bored. You may have difficulty with spoken directions and may be easily distracted by sounds. You are attracted to colour and to speak languages (like stories) that are rich in imagery.

#### Here are some things that visual learners like you can do to learn better:

- Sit near the front of the classroom. (It won't mean you're the teacher's pet!)
- Has your eyesight checked on a regular basis?
- Use flashcards to learn new words.
- Try to visualize things that you hear or things that are read to you.
- Write down key words, ideas, or instructions.
- Draw pictures to help explain new concepts and then explain the pictures.
- Colour code things.

- Avoid distractions during study times.
- Remember that you need to see things, not just hear things, to learn well.

#### **AUDITORY LEARNER.**

If you are an auditory learner, you learn by hearing and listening. You understand and remember things you have heard. You store information by the way it sounds, and you have an easier time understanding spoken instructions than written ones. You often learn by reading out loud because you have to hear it or speak it in order to know it.

As an auditory learner, you probably hum or talk to yourself or others if you become bored. People may think you are not paying attention, even though you may be hearing and understanding everything being said.

- Here are some things that auditory learners like you can do to learn better.
- Sit where you can hear.
- Have your hearing checked on a regular basis.
- Use flashcards to learn new words; read them out loud.
- Read stories, assignments, or directions out loud.
- Record yourself spelling words and then listen to the recording.
- Have test questions read to you out loud.
- Study new material by reading it out loud.
- Remember that you need to hear things, not just see things, in order to learn well.

### **KINAESTHETIC LEARNER.**

If you are a tactile learner, you learn by touching and doing. You understand and remember things through physical movement. You are a "hands-on" learner who prefers to touch, move, build, or draw what you learn, and you tend to learn better when some type of physical activity is involved. You need to be active and take frequent breaks, you often speak with your hands and with gestures, and you may have difficulty sitting still.

As a tactile learner, you like to take things apart and put things together, and you tend to find reasons to tinker or move around when you become bored. You may be very well coordinated and have good athletic ability. You can easily remember things that were done but may have difficulty remembering what you saw or heard in the process. You often communicate by touching, and you appreciate physically expressed forms of encouragement, such as a pat on the back.

#### Here are some things that tactile learners like you can do to learn better:

Participate in activities that involve touching, building, moving, or drawing.

- Do lots of hands-on activities like completing art projects, taking walks, or acting out stories.
- It's OK to chew gum, walk around, or rock in a chair while reading or studying.
- Use flashcards and arrange them in groups to show relationships between ideas.
- Trace words with your finger to learn spelling (finger spelling).
- Take frequent breaks during reading or studying periods (frequent, but not long).
- It's OK to tap a pencil, shake your foot, or hold on to something while learning.
- Use a computer to reinforce learning through the sense of touch.
- Remember that you learn best by doing, not just by reading, seeing, or hearing.

#### **APPENDIX 2**

#### <u>Learning Strategies for Multiple Intelligences</u>

(Quoted from https://www.jobsetc.gc.ca/pieces.jsp?category\_id=326)

#### Are you verbal/linguistic?

Then you make sense out of the world through language and can use words effectively either speaking or in writing. When you make puns and tell stories, you exhibit this intelligence.

#### Learning strategies:

- read material before going to lectures;
- take notes of what you hear and read;
- describe what you have learned to others;
- listen to what others have learned;
- write out the steps/instructions to a procedure or experiment;
- use crossword puzzles, puns and imaginary conversations as memory devices;
- use your verbal/linguistic knowledge to help you study. For example, if you are taking a course in music, make up a story based on what you hear.

#### Are you logical/mathematical?

Then you appreciate abstract relationships and can use numbers effectively. When you enjoy statistics and analysing the components of problems, you exhibit this intelligence.

#### Learning strategies:

- take down notes in outline form;
- rank different items of information in order of their importance;
- organize information into different categories to aid memory;
- use your logic to predict outcomes based on your knowledge of the past;
- figure out the procedures to complete a task;
- create goal-setting charts for your learning objectives;

#### Do you have visual/spatial intelligence?

You are able to perceive visual/spatial information and can create effective mental pictures. When you like doodling, you exhibit this intelligence.

#### Learning strategies:

• use the visuals in your learning situation - images, shapes, designs, colours - to help you remember;

- create a mental picture of what you are being told;
- use highlighters to mark important text;
- when taking notes of what you hear and read, use images as well as words;
- draw diagrams, graphs, patterns to describe/explain things to yourself;
- use visual/spatial topics in your studies. For example, if you are studying a different culture, write an essay exploring their art and paintings.

#### Do you have interpersonal intelligence?

Then you are able to recognize and understand the motivations and feelings of other people. When you enjoy being on a team/group, you exhibit this intelligence.

#### Learning strategies:

- seek out group learning where you can interact with others.
- use your knowledge of others to help you be a better participant on a team.
- be aware of how others feel when you ask questions and listen;
- explain what you have learned to other people;
- be sensitive to the needs and wants of your teacher/instructor/professor you will be better able to predict his/her expectations on essays and exams;
- use interpersonal topics in your studies. For example, if you are studying history, write an essay in which you role-play with an historical figure

#### Are you musical?

Then you can create, communicate and understand meanings made out of sounds. When you notice sounds and tap out rhythms, you exhibit this intelligence.

#### Learning strategies:

- use the moods of different types of music to help you study different topics;
- make up sounds that you can attach to items of knowledge for better recall;
- create songs and rhythms about subjects you are learning;
- use music to help you reduce stress;
- use music topics in your studies. For example, if you are studying a different culture, ask if you can write an essay about its music.

#### Are you a naturalist?

Then you can distinguish among, classify and use features of your personal environment. For example, if you build collections of items such as stamps, films or musical recordings, you exhibit this intelligence.

#### Learning strategies:

• draw images of your environment when you take notes of what you hear and read;

- relate what you are learning to patterns in your environment;
- use your "collecting" ability to help you classify and organize ideas/concepts that you are learning;
- if the outdoors is an important part of your environment, study in a nature setting or have plants in your study location;
- use examples of your environment in your studies. For example, if you are studying literature and you work in an auto body shop, ask if you can write an essay about the automobile in poetry or a novel.

#### Do you have bodily/kinaesthetic intelligence?

Then you use all or part of your body to create products or solve problems. When you enjoy sports and dance, you exhibit this intelligence.

#### Learning strategies:

- seek out ways to learn through hands-on experience;
- act out the meanings of what you learn;
- connect body movements, gestures and facial expressions with different kinds of information;
- use games, mime and simulations to better understand and aid recall;
- learn about biofeedback methods to better understand how you learn;
- use your bodily/kinaesthetic intelligence in your studies. For example, if you are learning mathematics, use different parts of your body as measuring tools.

### **APPENDIX 3**

### **Test Your Skills and Find the Resources That Will Help You Most**

	15 Statements to Answer	Not at All	Sometimes *2	Often *3
1.	I routinely set realistic goals for myself, and I track my progress until I've reached them.	C	c	•
2.	When I have to make a decision, I pick the first good solution I find.	c	c	С
3.	I approach life with confidence, and I have high self-esteem.	c	С	c
4.	When it comes to managing my workload, I know my priorities.	c	c	c
5.	Team development is an area I admit to cutting back on when time and resources are limited.	c	c	c
6.	I lose time during the day because I'm not sure what I need to get done.	c	c	c
7.	When I want to motivate people, I try to use the same approach with each person.	С	c	c
8.	The work I do on a daily basis reflects my values, and is	0	c	C

	consistent with the goals I've set for myself.			
9.	I'm able to communicate my needs, and I make sure that my message is heard and understood.	C	c	C
10.	When I encounter a problem, I immediately begin looking for potential solutions.	C	c	С
11.	When there's conflict, I use my communication skills to find solutions and work things through.	c	С	С
12.	I'm aware of the differences between leadership and management.	C	c	c
13.	When discussing an issue with someone, I try to stay one step ahead in the conversation, and I actively think about what I'm going to say next.	C	C	C
14.	When I encounter a setback, I have difficulty focusing on the situation positively and objectively.	C	c	C
15.	I'm motivated to complete all of my work in a timely manner.	c	c	c

The questionnaire adapted from The Mind Tools Editorial Team
(https://www.mindtools.com/pages/article/get-started.htm)

Here are the comments on the question in the scale

**Personal Mastery** 

\*\*\*For questions 3 and 8,

Your score is between two and six.

If your score 2-3, Your *Personal Mastery* is Low, if your score 4; Then Your *Personal Mastery* is moderate and if your score 5-6; then Your *Personal Mastery* is high

When you know how to "lead yourself" and make good choices for your future, you'll be that much further ahead when it comes to the other skills areas that we've already looked at.

Start by setting <u>personal goals</u>,. As part of this exercise, analyse <u>your strengths</u>, and make sure that you understand the <u>values</u> that you hold.

#### **Leadership and Management**

\*\*\*For questions 5, 7, 12;

Your score is between three and nine.

If your score 3-4, Your *leadership and management* Low, if your score 5-7; Then Your *leadership and management* is moderate and if your score 8-9; then *leadership and management* Low is high.

Whether you're in a formal leadership position or not, you need good leadership and management skills if you're going to make best use of the opportunities open to you. (After all, you can get much, much more done when you have the help of other people.) The good news is that you can learn how to lead and manage effectively!

#### **Time Management**

\*\*\*For Questions 1, 4, 6, 15;

Your score is between four and twelve.

If your score 4-6 then your time management is low, if your score is 7-9 then your time management is moderate. If your score is 10-12 then your time management is high level.

Time management is one of the most important career skills areas. Not only does it help you to be more productive; you'll also be much less stressed!

#### **Communication Skills**

\*\*\*For Questions 9, 11, 13

Your score is between three and nine.

If your score 3-4, your *communication skills are* Low level, if your score 5-7; Then *communication skills* are moderate and if your score 8-9; then your *communication skills* Low is high level.

The ability to communicate clearly is key to your success, whatever role yourin.

#### **Problem Solving and Decision Making**

\*\*\*For Questions 2, 10, 14

Your score is between three and nine.

If your score 3-4, problem solving and decision making *skills is* Low level, if your score 5-7; Then your problem solving and decision making is moderate and if your score 8-9; then your problem solving and decision making *skills* Low is high level.

Problem solving and decision making are two areas where you'll need to excel to be a success in your career. (Together with people skills, they're what make up "good judgment" and "wisdom.") Like leadership and management, these two areas are closely related.

# Social and Civil Skills



"These include personal, interpersonal and intercultural competence and cover all forms of

behavior that equip individuals to participate in an effective and constructive way in social and

working life, particularly in societies increasingly diverse, and to resolve conflict where necessary.

Civic competence equips individuals to fully participate in civic life, based on knowledge of the

concepts and the social and political and an active civic participation and democratic structures.

Social competence is linked to personal well-being and collective, which requires an

understanding of how individuals can ensure optimum physical and mental health, including as a

resource for himself, for his family and for your environment immediate social, and how a healthy

lifestyle can contribute to this."

http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:c11090

Recommendation 2006/962 / EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning life [Official Journal L 394 of

30.12.2006].

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### 1. Introduction

The material is meant to be used during short workshops or staff meetings moderated by the manager or team leader which is seen rather as a coach than as a teacher. Even if gives a short input at the beginning (2-3 Minutes) his/her role is to guide the participants from one exercise to another while establishing the common rules.

Training module 6 is devoted to key competence *social and civic skills* It will help you to strengthen your employees skills like:

- communicate;
- manage information;
- think and solve problems;
- be responsible;
- be adaptable;
- work with others:

#### **Prerequisite for participation:**

- Basic knowledge of mother language.
- Basic literacy: reading and writing.
- Basic computer literacy (for e-learning).

#### **Target group:**

Adults working in tourism (hotel and restaurant) with lack of specific training or education gaps in the field.

Basic rule: in general i am myself you are yourself, but at the workplace we have different roles:

employee, boss, colleague.

In relationship with our boss: to apply the rules and demands following the companys policy

In relationship with our colleagues: wo work together even if we have different personalities or preferences.

The only rule: the customer pays, so we work alltogether in order to satisfy the customer.

#### Structure of the chapter/module:

# ! The common established rules should be documented by the moderator in the Handbook of the company at the end of each meeting

DidacticUnit	Theme	Time
District Head	basic definitions: notion of social skills;	
Didactic Unit 1.  Social and civic skills	role of social skills for personal development;	30 Min
Social and Civic Skins	learning social skills an EU priority;	
	read and understand information presented in a variety of forms;	
Didactic Unit 2.	speak so others pay attention and understand;	00 141
Communication skills	listen and ask questions to understand and appreciate the points	30 Min
	of view of others;	
Didactic Unit 3.	locate, gather and organize information;	30 Min
Mange information	use information;	20 MIIII
_	assess situations and identify problems;	
Didactic Unit 4.	identify the root causes of a problem;	
Think and solve problems	evaluate solutions to make;	30 MIn
	check to see if solution works and act on opportunities for improvement;	
	set goals and priorities balancing work and personal life;	
Didactic Unit 5. Be responsible	plan and manage time, money and other resources to achieve goals;	30Min
De les polisible	be accountable for your actions;	
	be socially responsible and contribute to your community.	
	be open and respond constructively to change;	
Didactic Unit 6.  Be adaptable	learn from your mistakes and accept feedback;	30 Min
	cope with uncertainty;	
	understand work within a group;	
Didactic Unit 7.	recognize and reap of the substantial facility for the state of the substantial facility of of the	
Team work and conflict management	recognize and respect people's diversity, individual differences and perspectives;	30 Min
	be able to seek common goals;	JU WIIII
	contribute to team by sharing information and expertise;	
	Deal with conflicts in a constructive manner	

### 2. Skill level diagnosis

### 2.1. Diagnosis of the social and civic skills-Practical Test1:

The exercise is meant not to establish if the candidate/employee knowledge of the proper sentences but to test his ability to interact with clients in various situations.

Exercise: Role Play

The candidate has to play the role of a waiter/receptionist/bell boy etc. and speak and act as if it would be a real situation. The interviewer plays the role of the client.

Time: 5 Min.

# 2.1.1. Diagnosis of the social and civic Skills-Multiple Choice Test: Mark the correct answer to each of the following questions:

- 1. A new client enters the hotel/restaurant and without greeting says loudly "I need to get to my room as soon as possible!"/" Bring me a beer and some snacks!". You answer:
  - A) "Hey watch your behavior!";
  - B) "Hello sir, of course, on which name is the reservation please?"/ "Hello Sir, coming right away, do you need anything else? ";
  - C) You take his passport, give him the keycard/bring the beer and snacks while rolling your eyes and making a smug face;
- 2. You work as a cleaning lady/man and a client is passing by:
  - A) You keep busy ignoring the client;
  - B) You tell him go walk faster so that you can finish cleaning the floor before your shift is over;
  - C) You smile and say hello;
- 3. After you worked 5 years at a hotel/restaurant a new manager comes and hands you a 30 pages' handbook containing the most important steps to follow during doing your job.
  - A) You take the handbook and try to do your job according with the content.
  - B) You take the handbook and during the next meeting you explain the manager what is not possible to implement, and after the meeting you respect the common decision of the group and act accordingly.
  - C) You do what you did until now, you know the hotel/restaurant better than any newcomer.
- 4. A very scrooge foreign client, who never greeted you during his stay, has to come to the airport which is 100km away and the railways are on strike:
  - A) You are a receptionist you are responsible jut for the wellbeing of the client in the hotel, anything else is not your duty.
  - B) You recommend the client a taxi company and make the call.
  - C) You send him to the taxi station.
- 5. A client has no toilet paper and calls you at the reception at 22 o clock:
  - A) You say you are sorry but you cannot leave the reception.
  - B) You are the receptionist the cleaning lady will take care of that in the morning;
  - C) You go to his room very annoyed bring him a role of paper and say: "Next time call before the cleaning lady leaves!";
  - D) None of the previous

<sup>&</sup>lt;sup>1</sup>To be used also as part of the job interview while selecting new personnel

### TouriSMEComp \_Self-Responsible Learning of Key Competences in Tourism SME

a Mean to improve Competitiveness and Employment.

- 6. At the restaurant a client is allergic to garlic and wants a dish which contains garlic but asks you to leave garlic aside:
  - A) You say: "Sorry it is not possible!"
  - B) You ask the cook to cook the dish without garlic;
  - C) You say: "Sorry this will cost you more!";
- 7. Your new colleague always forgets the one thing that you explained him (arranging the ornaments on the table/sorting the reservations etc.):
  - A) You do it yourself and say nothing.
  - B) You ask him politely and write him on a post-it to remember.
  - C) You tell him: "Hey how can you be so stupid and forget this all the time?".
- 8. The most important quality of a waitress/receptionist is:
  - A) Her tidy appearance and politeness.
  - B) Her makeup and ability to get big tips.
  - C) To be very talkative.
- 9. You work at a bar/restaurant/reception and a colleague needs help with the blocked computer. A client enters:
  - A) You say "Hello, I will be right with you" and smile and try to help the colleague as soon as possible.
  - B) You help the colleague and leave the client to wait.
  - C) You tell the colleague he has to solve his problems by himself.
- 10. A client is:
  - A) a stress factor;
  - B) the one who finances your job;
  - C) your friend;
- 11. At work it is OK to:
  - **1.** be called stupid "by the boss/colleague;
  - **2.** chew gum while dealing with clients:
  - 3. come late and start your day with a cigarette and a discussion about traffic;
  - **4.** all three responses above;
  - **5.** none of the responses above.
- 12. My motto is:
  - A) seize the moment!
  - B) don't leave for tomorrow what you can finish today!
  - C) smile and the world will smile with you;
  - D) time is money;
  - E)

#### Solution:

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

11-E; 12- all answers are OK it shows the personality of the candidate;

The test can be extended or adapted to the needs of the company, however for the sake of

Efficiency it shouldn't contain more than 10-12 questions.

### 3. Exercises for the development of the skill

! Activating and developing specific skills in the behavior of your employees takes a continuing effort. Therefore, discuss the present issues not just once with your employees but repeatedly after a certain amount of time and of course, whenever you notice a certain lack of practice. The exercises can be done (under the supervision of the manager/team leader) either in a bigger team or just in small groups (when you notice that some employees need more support in a certain domain).

Due to the abstract character of the theme, the exercises have partly a theoretical input which will be introduced by the moderator (manager or team leader).

#### 3.1. Social and Civic Skills General Information

Introduce the theme by using the exercises below (either in paper format or written on a whiteboard).

Social and civic skills are the most important abilities a person can have. Solve following exercises:

#### Exercise 1

What are social skills? Choose one answer, please.

- **1.** Social skills are the ability to do social work.
- **2.** Social skills are the ability to learn well.
- 3. Social skills are the ability to communicate with other people without provoking a conflict.

#### Exercise 2

Are these statements true?

- 1. People who like talking are interesting and have good social skills.
  - Yes
  - No
- **2.** A good education and hard work are all anyone needs to succeed at work. Good social skills are less important.
  - Yes

No

Ask the participants what social skills means to them.

Use the information below for a short theoretical input that you share with the participants.

Definition: Social skills represent ability to communicate, persuade, and interact with other people, without provoking a conflict.

The relationship that we have with others is two-way: we influence other people's thoughts, attitudes and, at the same time, we are influenced by them.

The way we speak -the words we choose, how we say the words and what is our body language (the way you look at people, what kind of gestures we make, facial expressions, physical appearance) all these make impact on how we communicate with other people.

Present some clichés about social skills to your employees and discuss with them situation from their own activities at work.

Some clichés about social skills<sup>2</sup>:

1. People who talk much are interesting and have good social skills.

It is not true. People are interesting when they have something worthwhile to say and are able to engage in a discussion. Good social skills include the ability to talk and at the time to listen.

2. Introverts (people who like more to be alone than among other people) are socially unskilled.

False. Good social skills are the same for everyone. Skills such as listening, talking and giving good feedback require attentiveness from anyone with good social skills.

3. A good education and hard work are all anyone needs to succeed at work and in life. Good social skills are less important.

Not true. Social skills are no less important than an education and work for good life.

How do we develop our social competence?

#### Ask the question to your employees, discuss.

Social competence is more than just set of separate skills. It is the ability to use various skills and psychosocial resources in a particular situation.

For example, the ability to communicate effectively is a competence that may depend on your **knowledge of language**, **ability to understand information and express your thoughts**.

<sup>&</sup>lt;sup>2</sup>Material transferred and adapted from KEYCOMKIT - "Key Competences Kit for facing Lifelong Learning" Project number 42210-LLP-1-2008-1-ES-GRUNDTVIG-GMP, Module 6, in which ISOB, the authors of the present chapter was also an active partner.

Sometimes for communication you may need practical computer skills: talk over Skype, write and send messages.

No less important is your attitudes towards those with whom you are communicating.

# Here are some examples. Use the examples as an impulse for a practical exercise with your employees:

Example	Colleague	Boss	Customer
Hotel	A colleague from the reception comes late very often.  Proper behaviour: you ask him politely why he comes late and communicate him that you will be late for your meetings if you have to stay longer.  No proper behaviour: "I'm sick of you coming late all the time! I will complain to the boss"!	Your boss asks you to jump in and do the beds because the housemaid is sick for the day.  Proper behaviour: I will do that of course, but I hope that someone will some tomorrow because otherwise I will neglect my duties at the reception.  Not proper: that is not my job I do not care.	You are a cleaning lady and you do your job very well. However, all employees have to be nice and friendly to the customers and make them feel welcome.  Proper behaviour:  Smile, say a short hello.  Not proper: pretend you do not see the guest/ignore the guest.

Exercise: Ask your employees to think about other situations and describe them to the other colleagues. Discuss proper and not proper behavior. Establish common rules and document them.

Restaurant	The help in the kitchen	Your boss tells you to set	Two customers enter the
	does not clean the floor	the tables according to his	restaurant and take a sit
	properly.	wishes for his restaurant.	at a table. You were just
		You think he is wrong.	small talking to your two
			colleagues.
	Proper: you tell him this politely giving also	Proper: you explain him	Proper behaviour: stop talking immediately, go to
	some practical	the advantages and	the customers bring them
	suggestions.	disadvantages and still do	the menus.
		what he decides.	
			OR
		Not proper: You let him	
	Not proper: you		

complain all the time to the other colleagues about this but you do not approach the person directly.	talk but do the tables as you wish you know better!	If your colleagues have an emergency related to work, smile, say a short hello, finish the discussion quickly, bring the customers the menus and apologize for the delay
		Not proper: pretend you do not see the guest/ignore the guest.

Exercise: Ask your employees to think about other situations and describe them to the other colleagues. Discuss proper and not proper behavior. Establish common rules and document them.

#### 3.2. Social and Civic Skills-Communication Skills

#### **WS Behavior Customer Boss Colleague**

You can use the working sheet to document the behavioural code of your company, that you establish with your employees

#### **Communication Skills**

In our daily life at work or at home it is important to understand what is happening in communication. Communication is based on three main factors:

- what we say (content and vocabulary)
- how we say it (tone, body language)
- how it is perceived by the others (depending on the "ear" that the listener is using while understanding the message)

#### What do we say?

Improving speaking skills is your opportunity to help the listener understand YOUR point of view. If you want that other people listen to understand what you want to say them your speech should be:

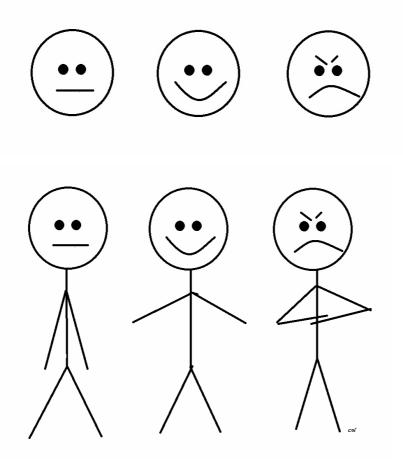
- 1. brief and organized
- 2. free of jargon
- **3.** if possible free of critical, blaming, judgmental or accusatory words that may create resistance in the listener.

#### How do we communicate<sup>3</sup>?

The way we speak and act has tremendous impact on our relationships with other people.

The role of body language in communication is very high. What we show by our posture, gestures, facial expression, and other account for 55% of what is understood by others.

Example: Look at the pictures. What do you think, which person will be more liked by the customers? Which one are you?



! After discussing the example, ask the participants how they think that their body language should be referring to the aspects below. Discuss with them and establish the common rules while offering also support by using the input below. Exercise while using example for your daily work life.

<sup>&</sup>lt;sup>3</sup>Theoretical m aterial transferred and adapted from KEYCOMKIT - "Key Competences Kit for facing Lifelong Learning" Project number 42210-LLP-1-2008-1-ES-GRUNDTVIG-GMP, Module 6, in which ISOB, the authors of the present chapter was also an active partner.

- The **voice** must be defined by a suitable volume, articulation (pronuciation of words), intonation (tone variations), loquacity (rate of words) and length of turn.
- The stare must be oriented towards the sender or senders of the message, avoiding staring too long at them.
- The facial expression must not produce excessive gestures, however gesturing is a good way to support the content of the message and to provide the sender with feedback.
- The **movement of the hands**, likewise facial gesturing, must not be excessive, but is useful to support the communicative process.
- The **body posture** must show naturalness<sup>15</sup> while avoiding excessive movement, it must be neither too rigid nor too dynamic. We must bear in mind that our body posture must never be a reason for distraction.
- The **distribution in space**, that is, the physical distance between sender/s and receiver/s must be the most suitable to support communication. Space must be a supporting element rather than a barrier for communication.

#### **Exercise**

Think about a situation (At the restaurant, at the reception, at the bar etc.) during which you have a first contact with a client. Which scene describes your bod language at best:

- A. You have a very serious face, so that the client takes you seriously. Smiling makes you look like a fool, you are not at the circus you are at work.
- B. You smile when you see a customer and say "Hello" all the time.
- C. You want to have a fresh breath all the time, that is why you chew gum or mint bonbons during work.

Which situation is wrong? Discuss with the colleagues. Why is it wrong?

#### How is our message perceived by the others?

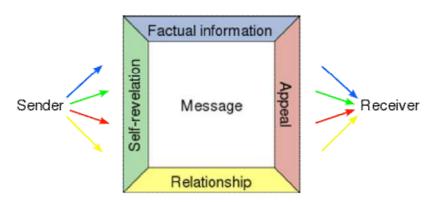
This is probably the most difficult aspect of the communication, which leads to most of the conflicts between your employees and customers, between colleagues and of course between you as a manager and your employees. Misunderstandings being a serious source of trouble at work, please take your time and

The four layers model, known also as **the four ears model** explains in a graphic way how a simple sentence can be understood differently depending of the "ear" the person is using at the time. In most of the situations the person talking expects that the partner understands the factual information. The situation is mostly the opposite and the receiver hears the message with his appeal ear like in the situation below:

Discuss the four layer model with the participants.

Discuss the examples below and ask the participants to apply them to their daily worklife.

#### The four layers model 4



#### **Example**

A customer is eating a soup in a restaurant. Suddenly he calls the waiter.

The customer says: "There is something green in the soup."

#### Sender

**Matter layer:** There is something green.

**Self-revealing** 

layer:

I don't know what it is.

Relationship

layer:

You should know what it is.

**Appeal layer:** Tell me what it is!

#### Receiver

**Matter layer:** There is something green in the soup.

<sup>&</sup>lt;sup>4</sup> Friedemann Schulz von Thun: <u>Miteinanderreden</u>: Störungen und Klärungen. Psychologie der zwischenmenschlichenKommunikation. Rowohlt, Reinbek 1981

 $Picture\ https://upload.wikimedia.org/wikipedia/commons/thumb/f/fb/Vier-Seiten-Modell\_de.svg/700px-Vier-Seiten-Modell\_de.svg.png$ 

**Self-revealing** You do not know what the green item is, and that makes you feel

layer: uncomfortable.

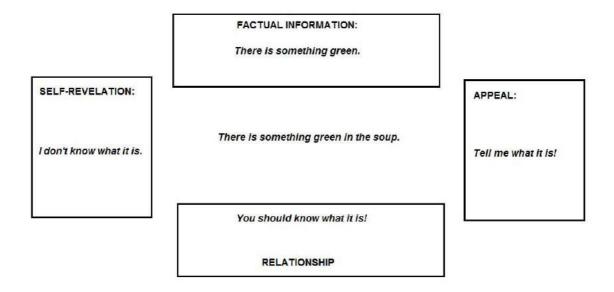
Relationship

layer:

You think our food is questionable.

**Appeal layer:** You should only order what you know in the future!

The waiter says: "If you don't like the taste, you can cook it yourself."



#### **Exercise**

**Step 1:** Encourage the participants to discuss example from their daily life at work in relationship with a colleagues, a superior and a customer. Give them 5 Minutes to write the examples down. Discuss the examples.

**Step 2:** Ask them to take one example and use the four layers model to visualize while thinking about possible variations of the message.

#### Discuss.

**Step 3:** Ask the participants to make a role play.

Example	Colleague	Boss	Customer
Hotel			
Restaurant			
Exercise			

Here are some supplementary exercises which you can use in order to know your employees better and to establish common rules in different situations.

Feel free to use them repeatedly.

#### **Exercise**

During the lunch break, while all your colleagues are missing you smoke a cigarette in front of the restaurant/hotel. There are no customers. A customer gets in.

- A. You finish your cigarette first, then get in and ask him politely how you can help him.
- B. You keep smoking, open the door for him, say "Hello, I will be there in a minute!" and finish your cigarette.
- C. You say "Hello" open the door and go together with the customer to the table/reception.

Which situation is wrong? Discuss with the colleagues. Why is it wrong?

Think about other similar situations. Share them with your colleagues. Discuss!

#### Exercise: Role play Waiter- Customer/Receptionist Customer/Receptionists colleagues

Think of a conversation in which you have recently taken part and answer the following questions, as best as you can, depending on what you are able to recall:

- How did you start the conversation?
- How did you get into the issue that turned into the main subject of the conversation?
- How long have you been exchanging opinions? Summarize what you expressed and what the other person expressed.
- How did will complete the conversation?
- ! Make it a habit to give feedback to your employees and to encourage them to give themselves feedback on a regular base.
- ! Make it a habit to discuss situations with your team regularly, from the perspective of the appreciative inquiry discussed in the Handbook for Managers. Be a moderator and guide not always a teacher who owns the only good answers.
- ! Think about standard behavior in standard situation, but be flexible to suggestions from your employees. Establish than common rules.

### 3.3. Social and Civic Skills-Managing Information

The 'information' is not just about what's available through computers: it comes from many sources and in many forms.

Information literacy skills are skills you will need through your life. We are always seeking different information. Which skills should I improve to be better at job? Who I can ask? Information helps us reach conclusions, make our choices, and communicate more effectively. But the good stuff is often buried in heaps of junk.

Encourage your employees to solve the following exercise individually. Discuss afterwards.

#### **Example:**

A guest at your hotel needs information in order to be able to hike on his favourite mountain.

#### **Individual Exercise:**

Try to identify the concrete information you need. Which steps would you follow?

While searching for information the participants can use some of the following questions as guidance, share the questions that you find useful with your team!

- What is my problem/what do I need?
- What do I already know on how to solve my problem?
- What information do I need?
- Where can I find the information I need? Which are the best possible sources? Which types
  of sources will best help me solve my information problem? Which sources do I already
  have?
- How can I search these sources effectively?
- How much of the information I collected is truly relevant?
- How can I organize this information so that it makes sense to myself and others?
- Have I solved my information problem and answered the related questions?
- Do I have enough information?

#### Moderate the following:

#### **Group exercise**

Collect the most common information that you customers need (hiking routes, best taxi companies, best clubs in the areas, best tourist attractions etc.)

Collect information sources by asking the participants what source they use

- · Collect the information that you already have and sort it out
- Make a standard format for collecting and saving information for specific themes
- Forward it to all employees or keep it in a place which is accessible for everybody

### 3.4. Social and Civic Skills-Thinking and solving Problems

A person cannot solve a problem until he/she clearly understands and identifies the real problem.

Some of our problems and decisions are simple, like deciding where to have lunch when our usual place is closed. However, some problems are challenging and take careful thought and consideration. When we are confronted with these types of problems, it can be very difficult to decide on the best solution.

However, researchers have developed a technique that many people have found useful when they are trying to solve a problem that seems unsolvable.

This procedure involves a series of steps that you can go through on your own when you are confronted with a problem that needs to be solved. This approach may not work perfectly for all difficulties, but it may help with many of the problems you are confronted with in your life.

#### **Step 1: Problem identification**

This step involves recognizing that a problem exists and that solving it possible. It is important that you approach the problem solving process with a positive attitude and view the problem solving as an opportunity or challenge.

#### **Step 2: Problem definition**

Before you start to tackle the current problem, it is important to clearly understand the difficulty and make sure that the problem you are trying to solve is the "real" problem.

#### **Step 3: Generation of alternative solutions**

During this stage, you should ask yourself, "What have I done in this situation in the past, and how well has that worked?"

When you start to think of possible solutions, do not limit yourself; think of as many possible options as you can, even if they seem unrealistic.

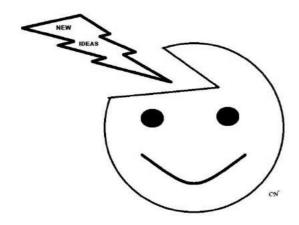
#### Step 4: Decision making

Now you are ready to narrow down some of the options that you have generated in the previous step.

For example, if your solution costs a great deal of money or requires many hours of effort each day, this may be too difficult to implement.

#### Step 5: Solution implementation and verification

Once you have decided on solution that seems to solve your problem, it is time to test it out. Make sure that when you implement this solution, you do so whole-heartedly and give it your best effort.



Keep your mind open.

- Perceive situation or a problem as positive as possible.
- Understanding your perceptions will help open ways to finding solutions.
- Take into account emotions

#### **Exercise**

Chose a practical problem that you face currently at work, formulate it in written. Try to apply the five step problem solution process described in this section.

#### **Exercise**

Assess your critical thinking ability, which is the correct answer?

- **A.** How many breakfasts does the average man have in a hotel?
  - 1. 365
  - 2. three plates
  - 3. one per day
  - 4. as many as he wants
- **B.** A young monk goes fishing with much older and experienced monk. While out in the boat older monk realizes he has forgotten his hook, gets out of the boat, walks across the water, and returns shortly with his hook. The young monk is stunned at this sight. The young monk decides to go ashore so he steps out of the boat, sinks over his head in the very cold water. While tredding water he asks older monk, "How did you do that? The walking on the water." Older monk replied:

#### What do you think, what is the correct question?

- 1. You are not holy enough.
- 2. it is easy if you know where the rocks are.
- 3. You can walk on water or you can't. That is the way it is.

### 3.5. Social and Civic Skills-Being responsible

**WS Common Goal** 

**WS SWOT Self-Assessment** 

You can use the working sheet to document the common goals of your company, that you establish with your employees but also to evaluate the strong points and the risks in your company.

Discuss with your employees: what means to be responsible? Share eventually a short input by using the information below.

Establish common standards for responsibility in your company while solving the exercise at the end.

A responsible person is one who can act without guidance or supervision, because he or she is accountable and answerable for his or her behavior. Being a responsible person requires learning, learning that is taught from infancy during the whole life.

Ideally, we've been taught responsibility, by our parents starting early in life. If we are lucky, we've been taught that every action has a consequence and that we need to do what we say we will do.

# If you decided to strengthen your responsibility skills you should start from three fundamental things:

- 1. You should make a conscious effort and stop putting things off.
- Second important step on the way to responsible behavior is knowing what your responsibilities are. Know exactly what needs to be done by you at work at home elsewhere.
- 3. Understand and accept the consequences.

#### **Exercise**

Please make a list of your main responsibilities at work. Then revise them and mark honestly those which you most often put off. Analyze why do you do this and write down the main reasons. Discuss about the results with your colleagues. This simple exercise will help you to strengthen your responsibility skills.

### 3.6. Social and Civic Skills- Being adaptable

### **WS Establishing Rules**

Ask at the beginning your team to share what they think that means to be adaptable. Document the answers on flipchart or whiteboard. Give the participant a short input inspired by the information below.

#### You can use the working sheet to document the common rules of your company.

What does it mean to be adaptable, and why is it important<sup>5</sup>? This is one of the skills holding many people back from achieving what they are capable of. It manifests itself in statements like "I don't know how to do that", or "that would be too hard", or simply displaying poor results when taking on a new challenge.

#### In order to be adaptable means to:

To adapt to the change and respond to it constructively

<sup>&</sup>lt;sup>5</sup>Material transferred and adapted from KEYCOMKIT - "Key Competences Kit for facing Lifelong Learning" Project number 42210-LLP-1-2008-1-ES-GRUNDTVIG-GMP, Module 6, in which ISOB, the authors of the present chapter was also an active partner.

- ability to cope with uncertainty;
- an open mind;
- ability to learn from mistakes

#### **Example:**

You work at the reception. A colleague from the cleaning department did not come at work. A customer complains about his dirty towels and bathroom.

#### Which is a proper behaviour?

- A. You say: I am sorry the colleague did not show up, someone will come tomorrow.
- B. I will be right there and try to solve the problem.

Ask the participants: How do you think your behaviour should/would change in you were in a similar situation again?

#### **Exercise:**

- Ask the participants for situations in which you need adaptability at work.
- Collect them on flipchart or whiteboard.
- Establish common standards of adaptability in your company.

### 3.7. Social and Civic Skills-Team Work and overcoming Conflicts

**WS Rules for Meetings** 

**WS Spider Web Analysis** 

**WS Spider Web Solutions** 

WS Solving conflicts in a team

Ask your employees what team works means to them and how they make use of it during their work life.

The majority of people in hotels and restaurants work in groups or teams.

Although working together with other people is common it is a task that require special types skills both - occupational and social. Teamwork is a necessary skill in almost any job, and especially in life.

The most important teamwork skill is the ability to communicate effectively. This includes speaking knowledgeably and tactfully as well as listening actively with an open mind.

Other teamwork skills important to achievement of common final result/goal is **commitment to the team**: making decisions with objectivity; discipline; ability to **support** other team member's opinions, and, most importantly, being **ready to get involved**.

Teamwork takes individual work for a collective good that ultimately increases the good everyone receives. Ask the participants to do the following test:

### Test your team spirit<sup>6</sup>

#### Please answer questions bellow and calculate your score:

- 1. Do you help others to finish their work?
  - 1. Always
  - 2. Sometimes
  - 3. Rarely
- 2. Do you listen to others' opinions and consider them as possibly correct?
  - 1. Always
  - 2. Sometimes
  - Rarely
- **3.** Do you consider it disrespectful to ignore another person?
  - 1. Always
  - 2. Sometimes
  - Rarely
- **4.** Do you openly volunteer for assignments and tasks?
  - 1. Always
  - 2. Sometimes
  - 3. Rarely
- **5.** Do you accept responsibility for your errors?
  - 1. Always
  - 2. Sometimes
  - Rarely

This is a very simple test it cannot reveal all skills that you need to improve but only gives general answer to a question - do you have features of team worker?

<sup>&</sup>lt;sup>6</sup>Material transferred and adapted from KEYCOMKIT - "Key Competences Kit for facing Lifelong Learning" Project number 42210-LLP-1-2008-1-ES-GRUNDTVIG-GMP, Module 6, in which ISOB, the authors of the present chapter was also an active partner.

Score 1.- 3 points; 2- 2. points; 3. – 1 point. If your score is 15 you have basic skills for team working. If your score is 10 you need to revise areas in which your skills are weak and strengthen them. If your score is close to 5 you need to pay attention to your team working skills otherwise you will not be able to work effectively in team work abilities:

#### Conflicts with clients

! Ask your team how they would define a conflict.

! Use the working sheet to make the group aware of the most common conflicts in your company. Collect the examples from the participants and write them in the working sheet.

Ask for solutions.

#### **Exercise**

In your restaurant/hotel some clients ignore the sign "Do not smoke!" and smoke either in the room or in the corridor where they sit at the bar. The other clients complain. In order to make them all happy you:

- A. ...make the "Do not smoke!" sign disappear.
- B. ...apologize to the non-smoking customers and ask politely and repeatedly the smoking guests to stop smoking and if they do not stop remind them of the hotel policy (extra charges).
- C. ...give to the non-smoking customers some air freshener spray and say you are sorry but you cannot so nothing because the customers do no listen to you

Exercise: Describe a possible or a recent conflict with a customer/with your boss/with a colleague. How did it start? How did it evolve? How did it end?

! Ask your employees to use <u>the 4 layer model</u> to describe a recent conflict (on paper 5 minutes).

#### 4. Evaluation

- 1. The test "Test your team spirit" as well as other exercises from the present chapter can also be used as evaluation of the social and civic skills of the employees.
- 2. The most important test regarding this competence is the **behavior of the employees** during the day to day activities in the company.

Identify which elements have worked and which not.

The focus of the evaluator (team manager) should be on the following aspects:

 Does the employee understand the policy of the company regarding proper behavior at work?

## good - OK - could be better - bad

Does the employee apply the rules of the company?

Yes – sometimes – rarely - never

Did the behavior of the employee change in the last 3 months?

Yes - sometimes - rarely - never

How is the team as a whole working?

good - OK - could be better - bad

If the answers tend to be negative, the training will be repeated.

Repeat with your employees some of the exercises on a regular base. Insist on the exercises useful for the situations in which you encountered dysfunctionalities.

3. Role play

## Ask the employees (in teams of 2) to play a scene from the all-day work life:

- While interacting with a customer
- While interacting with a colleague
- While dealing with a complaint
- While answering the phone

#### Analyze the scene by using the appreciative inquiry

Appreciative inquiry means shortly to focus on the positive aspects while analyzing the behavior of one employee and to mention them as a first step. As a second step while focusing on the problems give practical advice and ask the employee for suggestions for a better behavior in a standard situation.

In the Handbook for Managers and handbook for Consultants you have an entire chapter dedicated to appreciative inquiry.

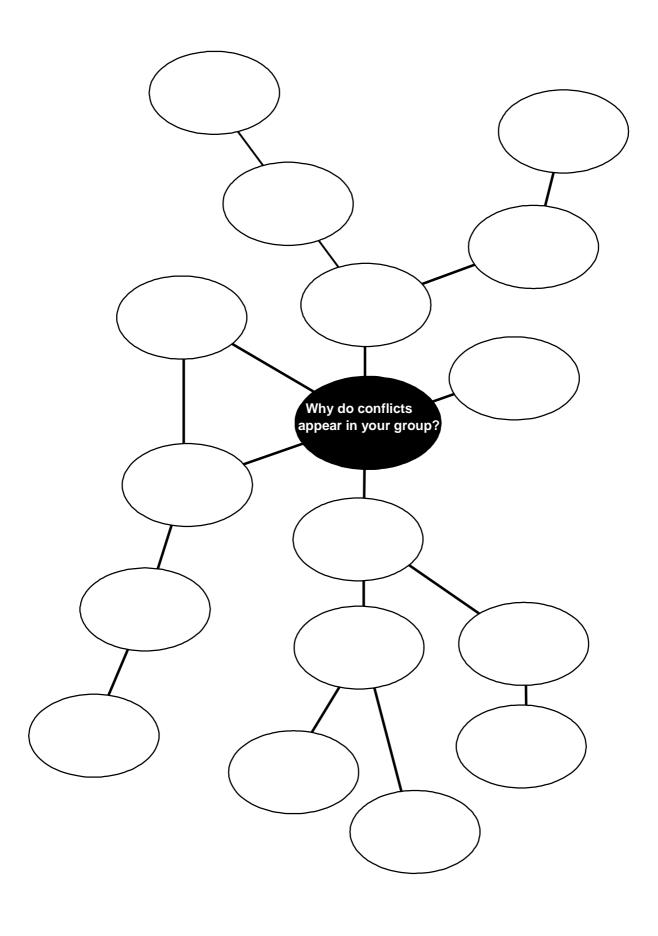
## **Appendix (worksheets)**

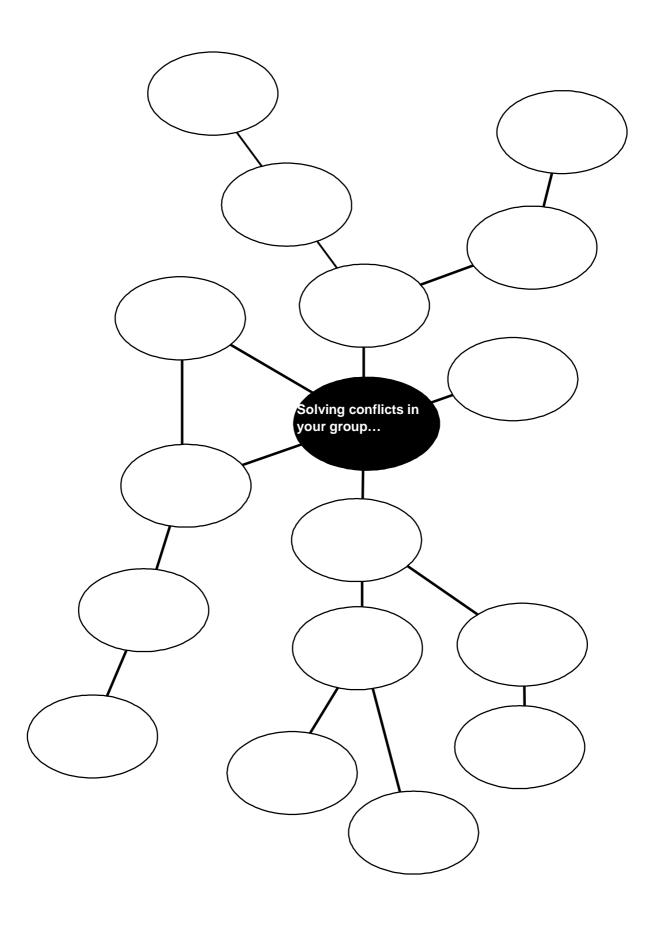
How the members of our staff should be...

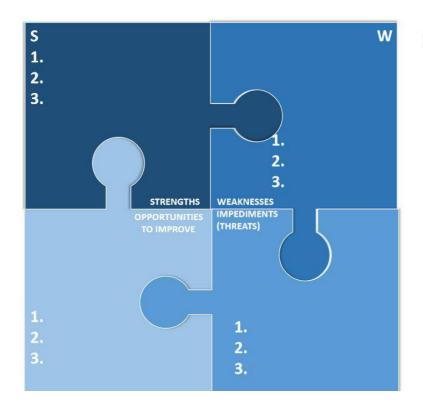
Towards my boss I should be	
because	
Towards the customer I should be	
because	
To my colleagues should be	
because	
To my employees I should be:	
because	

## Our general rules for working together:

Г		
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		







## **Self Assessment Test**

# Sense of Initiative and Entrepreneurship



"The spirit of initiative and entrepreneurship refers to the ability of individuals to turn ideas into actions. They include creativity, innovation and risk taking, as well as the ability to plan and manage projects to achieve goals. This skill is useful to individuals, not only in the life of every day, at home and in society, but also in the workplace, in being aware of the context of their work and able to seize opportunities, and provides the basis to acquisition of other skills and more specific knowledge needed by those establishing social or commercial activity or contribute to it. This should include awareness of ethical values and promote good governance.

An entrepreneurial attitude is characterized by initiative, pro-activity, independence and innovation in personal and social life as much as at work. It also includes motivation and determination to meet objectives, whether personal goals, or objectives with others, including at work. "

http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:c11090

Recommendation 2006/962 / EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning life [Official Journal L 394 of 30.12.2006].

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## 1. Sense of Initiative and Entrepreneurship

The employees with initiative are those who are involved by themselves in understanding and solving problems at the workplace, those who come with new ideas and propose new solutions to the manager and are willing to assume risk in implementing the solutions.

The pro-active attitude involves a high level of responsibility. The responsible employees are those who are trying to understand what the organisation is expecting from them and are trying to do things for the organisation's well-being; they do what they promised to do; they understand that the work results of the team depends on the work of each member and will do everything not to disappoint the others; they are trying to become a trustworthy member of the team. The work responsibility means the stability and predictability of the employee's behaviour and implies recognising both the success and the failure.

The entrepreneurial spirit characterizes individuals who are identifying the opportunities of creating something from nothing and who find new solutions to the problems they faced; this is characteristic also for the employees not only for the entrepreneurs or managers.

The features of the entrepreneurship are:

- The entrepreneurs are active people; they plan things in details and then make things happened
- They are focused on the central concept/ idea that has to be implemented
- They assume risks but they are doing this with responsibility and being aware of it, understanding the risks and the consequences of their actions
- They work with the material and financial resources available, searching new methods to use better the resources or to substitute one resource with other types of available resources
- They have the "sense of money", they are very responsible with the money they have;
   they are planning all the time the funds they need and especially they are trying to have cash
- They have a higher sense of initiative and they are involved in finding creative and constructive solutions to the problems they encounter
- They enjoy being challenged because these motivates them to work harder
- They are not trying to solve all the problems, they have the capacity to recognise the
  essential ones, the ones that really matters and they will focus on solving them
- They are optimistic persons, they believe that all problems will have a good solution, so this is why they are able to take risks
- The entrepreneurs are open minded, they are not afraid of changes, they easily sees the necessity and the opportunity of the changes; they are willing to accept them and they like to change frequently the way they do things

- They are not afraid of the social conformism because they are not bothers if the others will accept them as they are, and by consequence they assume the risk of unveiling the facets of their personality that the majority tend to cover (for example the fact that they can be very pretentious or capricious). This lack of conformism is helping them to look for more new, creative solutions, to do things differently
- The entrepreneurs know that success will not happen all the time so they are accepting also the failures, but they recover quickly after a failure; they focus on new things that are offering the possibility to regain the success
- They are always looking for partners, the exchange of information and ideas with other people is an opportunity for them to learn how to do things better; they are not lonely wolves, they are people building their success working with others

As a conclusion, an entrepreneur is a person that is really involved in his work field, is asking questions (for himself) regarding the best and efficient ways of solving the problems at work, have an optimistic approach and put into practice the planned actions.

## I. Creativity

#### **General Presentation**

In a general sense, creativity is the human capacity of producing something new, unique, which is not based on models and products well known and accepted. There is a link between the probability that a practical idea to be born and the value of the idea; if the probability is low, the value of the idea is high.

The creative person has the following features:

- Synthesis capacity for solving complex problems, using disparate and chaotic elements
- Capacity to identify the problems and to explore a lot of possible options before taking a decision
- High mental flexibility: they question the hypothesis of the problem, are doing analogy and deductions
- They are willing to accept the risks, they accept the failures and are learning from them, they accept being criticized, they accept advices, they test their ideas
- They value the objectivity and practicality of the ideas
- They have self-motivation and comes directly from the interest they give to the work they are performing and not from external pressure

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## 1.1 - Diagnose tests for creativity

## 1. Creativity Test

Look closely at the drawings bellow.

Choose one of the three proposed explanations: (A, B or C)

	Α	В	С		Α	В	С
	Sun set	Tunnel entrance	Hat	<u></u>	Snail	Clock arc	Rolls cake
AM	Water Jet	Lily	Pealed banana	•	Moon on the window	Ball on the table	Circle in rectangle
變	Sun	Netting	Spider web	<u>a</u>	Sun rise	Rainbow	Igloos
•	Bird	Plane	Arrow head	<b>₹</b>	Bomb	Fish	Vase
	Moon	Armchair	Ball	Com	Flames	Bush	Hand
	Pencil head	Parachute	Ice cream cone	88	Flower	Intersection on a road	Airscrew
	Dynamite	Umbrella	Spark plug engine		Moon over a factory cart	Pool cue	I point
<b>(</b>	Solar System	Structure of the atom	Target	Total			

#### How to calculate the results:

Give 3 points to each item chosen from column A, 2 points for each item chosen from column B and 1 point for each item chosen from column.

#### How to evaluate the results:

**Over 40 points:** you are very original, curious, you have a vivid imagination and you use it to understand the reality. You like paradoxes, you have vision and you tend to have an overview, without researching the immediate and practical consequences; you tend to abstract

**Between 25 and 40 points:** you prove a good balance between dream and reality. You have a vivid imagination, very efficient, which allows you to approach problems without complexes and inhibitions; you are dynamic and innovative and meanwhile very present in the daily reality. You build your aspirations in a realistic manner, taking into consideration your aptitudes.

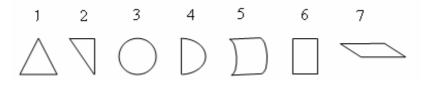
**Less than 25 points:** maybe you are a balanced person, with an analytic mind and closer to the reality. Your curiosity is oriented to the daily and tangible world; you are very capable to observe details. Probably you avoid abstract speculations, being more attracted by clear and coherent situations. You have the sense of balance and reality.

## 2. Test for creativity

We have 7 basic geometric forms. Bellow, on rounds A, B, C, D, E and F you can find different drawings that are done using the 7 basic geometric forms.

Find the solution! For each drawing write the basic geometric forms used for the drawing. Fill in the test alone and as quickly as you can; time limit is 10 minutes.

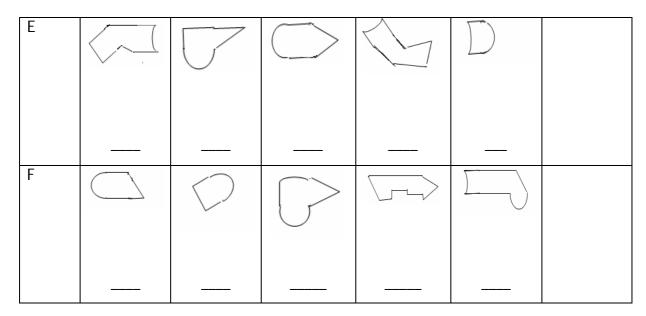
Note: Not all the basic geometric forms can be found in each drawing; the basic geometric forms are used just once in each drawing; for some drawings there can be more than 2 solutions but it is enough if you find just one solution.



A					
	<u>1,2 (2,6)</u>	<u>3,5</u>	<u>2,4,6</u>	 	
В					
С					
D					

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## How to calculate the points

Give 4 points for each solved drawing (see the solution below).

## Solution

A						
	<u>1, 2 (2 ,6)</u>	<u>3, 5</u>	<u>2, 4, 6</u>	<u>4, 6</u>	<u>2, 4, 6</u> (1, 2, 4)	<u>2, 6, 7</u>
В	1					
	<u>2, 4</u>	<u>2, 4, 7</u> (2,3,5)	<u>2, 4, 6</u>	<u>2, 5, 6</u>	<u>3, 4, 5</u>	
С						
	<u>1, 2, 4</u> (2, 4, 6)	<u>2, 3, 5, 6</u>	<u>4, 5, 6</u>	<u>2, 5, 6, 7</u>	1, 2, 4, 5 (1, 2, 7)	

D						
	<u>1, 3, 4, 5</u>	<u>2, 4, 5, 6</u>	3, 5, 6	2, 4, 7 (2, 3, 5)	<u>1, 2, 4</u> (2, 4, 6)	
E			$\bigcirc$			
	<u>1, 2, 5, 6</u>	<u>2, 4, 6</u>	<u>1, 3, 5</u>	<u>1, 2, 5, 6</u>	<u>4, 5</u>	
F						
	<u>1, 2, 4</u> (2, 4, 6)	<u>4, 6</u>	<u>1, 3, 5</u>	<u>1,2,4,5,6,7</u>	<u>1, 2, 4, 5, 7</u> (2, 4,5, 6,7)	

## How to evaluate the results

Between 90 and 100 points: you are a highly creative

Between 88 and 92 points: you are remarkable creative

Between 80 and 84 points: you are medium creative

Between 56 and 76 points: you have to mobilize your creative potential by doing exercises

If you obtained less than 54 points you have to do systematic efforts to develop your creativity.

## 1.2 Exercises for developing the creativity

Exercise no. 1
1. Write down the name of all round objects that you are thinking off. Working time: 2 minutes.
2. How can you use an empty jar? Give short answers. Working time: 5 minutes.
3. Write down as many similarities between a plum and an apple as you can find. Working time 3 minutes.
4. Use only circles and rectangles of different sizes to draw a man, a woman and a child.
5. Try to give as many plausible answers as you can find to the question: "Why the inhabitants of the Planet x have 3 legs?"
6. What is representing the following drawing? Give as many examples as you find. Working time: 3 minutes.

7. Giv	e more answers to	the question: Wh	at if we could fly li	ke birds?"	
8. Wri	te down as many in	npossible things.			
9. Loo	k for 8 suitable wor	ds to complete th	e following poem:		
	"In the park, lying	on a bench, last	night a male frog	was meditating	
	Lively,	sm	iling, toward him v	vas coming"	
			• • • • • • • • • • • • • • • • • • • •		

## 2. Sense of initiative

The employees with initiative are those who are involved by themselves in understanding and solving problems at the workplace, those who come with new ideas and propose new solutions to the manager and are willing to assume risk in implementing the solutions. The organisations that have such employees are performing better from economical point of view.

The sense of initiative involves, from the employee, a high degree of responsibility. The responsible employees are those who are trying to understand what the organisation is expecting from them and are trying to do things for the organisation's well-being; they do what they promised to do; they feel responsible for success and failure in the same measure; they are trying to become a trustworthy member of the team.

The employee with initiative is the one that set up the objective to perform at the workplace is dedicated and is mobilising all the available resources. S/he is the employee that will not leave the workplace at 17 sharp because the working programme is finished, s/he will go home after s/he finished the tasks for that day.

Sense of initiative means that the employee is trying to complete the tasks as well as is possible, without being pushed by the supervisor. For example, an employee with initiative when has difficulties in elaborating a presentation, try to solve this by reading books, learning from tutorials, looking for information etc.

The pro-active employee is the one that gives added value to the company; for example he can contribute directly to reach the objectives of the company, to implement a development project of the company, helps the introduction of a new product in the company's offer etc.

The employee with a pro-active behaviour is interested in continuous learning, in continuous updating the information regarding the job's domain: will read books, magazines, will follow specific web sites, will participate to seminars and conferences etc.

Voluntary participation to events linked to the professional activity is another way of proving the initiative and is very well received by the employers.

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## 2.1 - Diagnosis tests for sense of initiative

Test 1. Please answer the following questions:

- 1. Look straight ahead you. How does it look?
  - a. I can't focus my sight
  - b. Nice
  - c. Interesting
  - d. Ugly and irritating
  - e. Banal
- 2. Touch your right ear with your right hand. What do you feel?
  - a. An unpleasant felling on the hand
  - b. An unpleasant felling on the ear
  - c. A nice feeling on the hand
  - d. A nice feeling on the ear
  - e. Nothing particularly
- 3. Close your eyes and listen the sounds that surround you. What do you feel?
  - a. Pleasure
  - b. Alternation of high sounds and low sounds
  - c. Curiosity
  - d. I can't figure it
  - e. Unpleasant noise
- 4. Take an object in your hand and raise it. What do you feel, what do you think?
  - a. I have in my hand an object that I like to touch
  - b. I feel discomfort in my hand
  - c. Nothing special
  - d. A nice feeling
  - e. It is an wasteful action
- 5. Sit down and then stand up. What do you feel?
  - a. An unpleasant effort

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- b. The desire to walk
- c. I really do not like it
- d. The desire to sit down again
- e. The feeling that I do not where to go
- 6. Close your eyes and think. What do you feel?
  - a. Something very nice, I had the time to make some plans
  - b. The desire to open the eyes
  - c. The desire to sleep
  - d. A very nice, relaxing feeling
  - e. Discomfort, dissatisfaction
- 7. Take a deep breath. What do you feel?
  - a. It smells very well
  - b. Something nice, like a perfume
  - c. Nothing special
  - d. Unpleasant odour
  - e. Irritation
- 8. Tighten Raise your teeth. What do you feel?
  - a. Fear
  - b. Pain
  - c. Desire to eat
  - d. Effort
  - e. Nothing special
- 9. Take off one shoe and put it back immediately. What have you felt, what did you think?
  - a. I've just made some movement
  - b. I do not know
  - c. The fear that someone will watch me
  - d. Trouble, inconvenience
  - e. Unconstraint, freedom

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- 10. Caught! Which is the first thought?
  - a. Nothing special
  - b. I act a part
  - c. What are saying the persons that saw me?
  - d. I am preparing to keep a speech
  - e. I might be caught a cold
- 11. Look at the hour. What did you think doing this?
  - a. I have a very nice watch
  - b. I have time to do something
  - c. I have done what I was asked to do
  - d. My watch is late / forward
  - e. Nothing
- 12. Put your palms together. What do you thought?
  - a. To a payer
  - b. I watched by hands
  - c. Nothing
  - d. A very pleasant tactile feeling
  - e. To repeat often the movement
- 13. Scratch your head. What do you think when doing this gesture?
  - a. It is a way to stimulate ideas
  - b. It is a way to arrange my hair
  - c. I feel a sting in that particular zone
  - d. It is a way to keep me awake
  - e. It is a sign to express concern, preoccupation
- 14. Turn and look behind you. What did you feel?
  - That I am getting back
  - b. Pleasant feeling
  - c. Nothing special

- d. Danger
- e. I haven't seen anything and anyone.
- 15. Read something from a book or a magazine, printed or on the internet. What do you think?
  - a. I don't like to read
  - b. I found out interesting, pleasant information in the read fragment
  - c. Reading is a way to spend your time
  - d. Nothing precisely
  - e. Reading is helping me to solve some problems that occurs
- 16. Take a bank-note or a coin and look at it. What crossed your mind?
  - a. I could buy with it something
  - b. To take care not to lose it
  - c. It doesn't worth too much
  - d. I like watching it
  - e. It is dirty, so many people touched it
- 17. Look to the first person you meet. What do you think about her/ him?
  - a. I'd like to make acquaintance with her/him
  - b. He/she seemed nice
  - c. Nothing special
  - d. S/he seemed unlikable
  - e. There is so crowded in here
- 18. Try to look directly in the sun. What do you think?
  - a. Holiday, vacations
  - b. Nothing special
  - c. My eyes sting
  - d. Energy
  - e. Light
- 19. Try to watch something that you think is interesting. Where do turn your eyes?

- a. Straight ahead
- b. On left or on right
- c. In your front and down
- d. I don't know from where to start to look
- e. In your front and up
- 20. Touch your nose with your finger. What do you feel, what do you think?
  - a. I can see my finger
  - b. My nose might become read
  - c. It is funny
  - d. I already had a tickle
  - e. It is not a gesture for proving the lack of manners

#### How to calculate the score:

Answer		Question																		
chosen	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
a.	3	4	5	5	2	4	1	4	4	3	5	1	5	4	1	4	4	5	5	3
b.	5	1	3	1	4	2	5	1	1	5	4	3	3	5	5	2	5	1	2	1
C.	4	5	4	3	5	3	3	5	3	2	2	2	2	3	2	3	3	2	1	5
d.	1	2	1	2	1	5	4	2	2	4	1	5	4	1	3	5	1	4	3	4
e.	2	3	2	4	3	1	2	3	5	1	3	4	1	2	4	1	2	3	4	2

#### How to evaluate the results:

**Between 20 and 39 points**: your reactions are rather slow; you have a low interest for new things, action and changes. You have a low interest in people and you lack social behaviour. You are often afraid and your desire is to be self-secluded/ close in yourself when you are meant to do new actions, to travel or to discover new domains of activity or to meet new people.

Advice: you should try to discover the world around you

**Between 40 and 50 de points**: You encounter difficulties in assuming the initiatives; you are openly against anything that changes the already established rules. You like doing things the way you've already learned and you don't like new things. You tend to follow closely the established behaviour and officially accepted, preferring the formalism

**Advice:** try to be less conformist regarding the social rules and norms; try to find alternative ways of doing things, of course by reaching the same results

**Between 51 and 60 points**: You are always in doubt, between doing and not doing, between working and relaxing. Sometimes you are relaxed and with initiative, sometimes you are opaque and stolid. Do not let the difficult moments to overcome you, try to find the positive elements in anything and any situation, think that you can.

**Advice:** Encourage yourself that you are capable to face a higher number of complex situations.

**Between 61 and 79 points**: you are an active person and you feel the need to find out new things. Sometimes you tend to be excessively active and you have to try not to become obsessed by the activities and tasks you have to accomplish.

**Advice:** find ways to organise your activities and everything will be just fine!

**Between 80 and 100 points**: you have strong social abilities, you like social relationship; you are interested to find new information, actions etc. You are an active person and with a high sense of initiative, you like to travel and to try new things

**Advice:** take care not to waste the energy in too many actions; prioritise your objectives and actions!

#### 2.2 - Exercises for initiative development

Exercise 1. Please pick the correct answers

- 1. A tourist, an elderly lady, begins to yell as she can't find her hand luggage on the bus. The boy leading luggage:
  - a. He is not allowed to intervene because is the lady's issue
  - b. The driver must solve the problem because it is responsible for luggage stored in the bus
  - c. He should climb on the bus and look by himself the luggage
- 2. Reception floor is wet and slippery so the staff put up a sign warning. The hotel doormen:

- a. He politely tells to the tourists to walk carefully because there is a danger of slipping
- b. He forbids the passing through the area and indicate another way
- c. He offers to accompany tourists to cross the dangerous zone
- 3. One tourist admire a painting in the reception hall, depicting a small square from the city. The maid who cleans out the hall:
  - a. She vanishes, trying not interfere with the tourist
  - b. She say hello politely and sees on the job
  - c. She say hello politely and explains him how its gets in that small square
- 4. Some tourists admire the flowers in the hotel garden and approached to see them better. The concierge:
  - a. Warns them: "Be careful, you will break the flowers!"
  - b. Politely ask them to leave the area
  - c. Says tourists a few things about flowers and show them how they can get hold of seeds
  - d. Tells them interesting details about flowers and offers ladies a flower
- 5. A customer requires cigarette at the bar but the restaurant does not sell cigarettes. The waiter:
  - a. Inform the client that the bar do not sell cigarettes
  - b. Inform the client that the bar do not sell cigarettes and warning him that is not allowed to smoke in the hotel / restaurant anyway
  - c. Offers to buy him cigarettes, for a fee
  - d. Informs him that smoking is prohibited in the hotel / restaurant and indicate the nearest store where the client can purchase cigarettes
- 6. The receptionist is missing and the client is impatient to do the check-out. The bell-boy:
  - a. Try to make by himself the check-out because he saw the receptionist often doing so
  - b. Invite the customer to take place until he goes to seek receptionist
  - c. Try to keep talking with client
  - d. Do not interfere because it is not his job

- 7. A child in the hotel plays with a decorative clock, threatening to destroy it. The housekeeper, passing through hall by chance:
  - a. Sees her job without reacting
  - b. Makes observation to the child, explaining that he is doing a dangerous thing
  - c. Looks for the manager to let him know that someone is about to destroy the clock
  - d. Looks for the child parents to alert them that the clock destruction will cost them money
  - e. Find out the child's name, room number and then asks him to cease playing
- 8. The manager announced that a group of Pakistani tourists booked the restaurant for a business lunch. The waiter:
  - a. Aims to serve them carefully, aware that it could get a big tip
  - b. Search the internet various information about Pakistan
  - c. Do nothing special, everything will run as usual
- 9. The hotel launches a new service package for tourists. Chef Aid:
  - a. Study booklet and puts a few pieces in the bag, in order to give some of them to his friends
  - b. Considers that as long as the services do not refer to the restaurant he is not obliged to know the new offer
  - c. Notice that the offer do not meet the needs of all families with more than two children and report the problem to the marketing manager
- 10. Every morning, at breakfast, a significant part of salt pastry remains, this is then thrown away. Pastry chef:
  - a. Try to improve the offer, improving the quality of the ingredients
  - b. Watch for 2-3 weeks who's coming to breakfast to see which are their preferences
  - c. Keep the current offer because it was developed taking into account a number of factors

#### Solution:

$$1 - c$$
,  $2 - c$ ,  $3 - c$ ,  $4 - c$ ,  $5 - d$ ,  $6 - b$ ,  $7 - d$ ,  $8 - b$ ,  $9 - c$ ,  $10 - b$ 

## Exercise 2.

Carefully read the following statements and indicate a way of solving, proving initiative:

2.1. In a bar, one of the customers who may have consumed some more alcohol begins to make advances to a customer, a young woman accompanied only by a girlfriend, without considering the fact that she does not respond. To avoid a possible conflict, the waiter should
2.2. A large group of customers is out of the bar, leaving half of the tables dirty. Immediately arrives a group of customers who needs 2 tables. All the clean tables are occupied. To avoid losing customers busboy should
2.3. A customer asks the bartender a vegan cocktail. This cocktail is not in the menu and no customer has ever ordered such a drink. In order to thank the customer, the bartender should
2.4. One of the restaurant's customers tells the waiter that he simply does not like the food he ordered it, is not what he expected. In order to thank the customer, the waiter should
2.5. One of the customer rise the tone and claim that his soup is not fresh. People from the table start to pay attention. To settle the conflict, the head waiter should

$2.6.\ ln$ the restaurant, 50% of the bread is not eaten and is thrown away. To limit the waste, help cook should
2.7. In the hotel, wastewater discharge system works only if toilet paper is thrown in the trash. However, 60% of customers do not use the toilet properly. To avoid certain malfunctions, the housekeeper should
2.8. The staff from the pool noticed that, although it is mentioned specifically that each guest is asked to take one towel, however the vast majority of tourists take 2 towels. To limit excessive consumption, the supervisor should
2.9. Pets are allowed in the hotel. However concierge noticed that filters from vacuum cleaners spoil too much animal hair. To minimize damage, the concierge should
2.10. About 70% of tourists prefer to take by their own luggage in the room. In these circumstances, the bellboy should

## 3. Setting goals

Somehow or another, everyone has goals: to start a family, make a beautiful career, to reach a good standard of living, etc.. To achieve their goals, everyone should strive focused: to have a social life, to attend a good school, to find a better paid job etc.; most often it takes not just one type of effort or action, but several combined.

Objectives can be on long term, if it is considered a range of achievement over 7 years, on the medium term for a period of 5-7 years and short term goals for a period of up to 5 years.

A goal is a major target that guide our decision-making process.

Objectives are specific steps, measurable, that must be met to achieve the goal.

Below is an example that illustrates the connection between purpose and objectives.

A young man, John Smith aims that by 2023 to reach revenues of 33,600 euros, which will ensure a comfortable living.

This is his final goal. For that, he fixes two objectives: to achieve rental income of 9,600 euros and to obtain salary income of 24,000 euros / year.

But to achieve the second goal, he needs to set two other objectives: to become a professional chef by 2020 and to commit to a minimum wage of 2, 000 euros for next year etc.



As you can see, our young can then draw up a list of his prioritized goals:

- To graduate from a prestigious cookery schools with very good results in 2017
- To obtain the title of chef until 2020
- To get a job with a minimum paid 2,000 euro / month by 2021
- To achieving savings of EUR 20,000 in order to purchase real estate in the period 2020-2022
- To contract bank loan of max. 80.000 euro for purchasing real estate in 2022
- To purchase real estate for lease by 2022
- To make property rental income of EUR 9,600 / year in 2023

It sounds like a good plan and realistic, that is because goals are formulated SMART:

Specific - shows exactly what needs to be done (to attend cooking school, make savings, etc.)

Measurable - talk about things that can be measured and verified (must make savings 500 euro / month, earn 2,000 euros per month, etc.)

Attainable – are realistic, achievable with medium effort or above average (it is possible that in three years after graduating school to get a job as a chef in a restaurant were you can be pay with 2,000 euro / month)

**R**elevant - contribute to achieving the ultimate goal (all efforts to attend school, work and save converge towards achieving the ultimate goal of having a good standard of living)

in Time - all goals have a deadline by which objectives must be achieved (our character does not intend to finish cooking school in "several years" or to purchase the property "at a time").

From the example above, results the importance of setting objectives: in principle, any dream can be fulfilled if SMART objectives are fixed; people get organized and get better results; they are more in control of their future because they focus their energy and actions to achieve goals.

And it's not just people but also companies from all sectors; top performing companies use objectives management systems, they sets targets for their employees.

After setting objectives, it is essential to prepare and follow a plan of action. This is a way to indicate what concrete actions must be undertaken in order to achieve a specific goal

## Sample action plan:

Objective	Desired results	Necessary actions	Responsible	Deadline
To graduate from a prestigious cookery schools with very good results in 2017	- To graduate one of the 5 best culinary schools nationwide - To get a diploma as a chef in 2017 - Getting a minimum general average of 9.20 points	- To obtain a list of the best schools in the field from the country - To find conditions of registration and admission in school, getting scholarships; to make all the arrangements needed for enrollment in 2016 - To attend courses during 2016 – 2017	Ion Popescu	April 2016  July 2016
		- To take the graduating exams		September 2017
				October 2017

#### 3.1 Exercises

#### I. A few things to remember about goals:

1. The purpose and the objectives means the same thing.

False. Although is hard to tell the difference between them, the goal is the "dream" that we want fulfilled and the objectives are all the targets settled in order to "live the dream". Sometimes the goal is called "general purpose".

2. The objectives are fixed once every five years

False. Goals can be short-term (within 3 years), medium term (maximum 5 years) and long term (maximum 10 years). Objectives can be set annually or whenever desired / needed; not required to be fixed at a certain interval.

3. It is not advisable to have more than 5 goals

False. There is no a fixed number of objectives that you can watch; however it is good to have a small number of targets in order to dose your effort.

4. Goals setting should ilustrate also the activities that must be done.

False. Goals should indicate what is intended to be conducted in a measurable manner but should not indicate the concrete activities that will be undertaken; to achieve an objective, sometimes many activities could be necessary.

5. Objectives should not state clearly the period of time in which they will be achieved.

False. To be SMART goals must specify the period to be achieved, otherwise you cannot make a prioritization of measures to be taken.

6. You can set up your goals for both personal and professional life.

True. It is even recommended to set your objectives both for professional and personal life, because satisfaction is higher if you have more accomplishments.

7. It is useful to set targets for you so you have a more fulfilling life.

True. Setting objectives / targets guide you orient yourself and stay focused on the really important things.

8. The action plan is a business plan.

False. The action plan can be used to achieve any objective, whether business related or not.

9. You can reach your goals without having an action plan.

True. There are people who are able to follow their goals without putting on paper a plan of action, but such a tool is helpful because it helps you to find solutions to achieve things proposed.

10. The action plan should contains objectives, results, activities and responsible.

False. The action plan should include also deadlines for implementation of activities.

II. You find yourself in the following situation: yo	ou work at a hotel as busboy. Your goal is
that in five years to become a head waiter.	

Please formulated set them SMART.	I tree or four object	tives that should	d help you to fi	ullfil your goal	. Make sure to
•••••		• • • • • • • • • • • • • • • • • • • •			
		•••••		• • • • • • • • • • • • • • • • • • • •	

# III. In the exercise above, you have formulated three goals. Choose now one of the goals and develop a plan of action to achieve it.

01.1	16	l Ni	T.D. ""	D   III
Objective	Desired results	Necessary actions	Responsible	Deadline

D !!		
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DILI	liogra	IIIIV
DIN	10914	$\rho_{ij}$

Psihoteste, Adina Chelcea, edited by "Stiinta si Tehnica SA, 1994

How to Help Employees Take Ownership Over Their Work, Warren Tanner, https://soapboxhq.com, 2016



Risks are circumstances or factors that could produce a negative impact for an activity/business.

Identification of risks is very important in order to handle uncertainty, to overcome possible problems that could appear in the future and to find new opportunities for development.

Assessing the risks mean to estimate the potential prejudices caused by the materialization of the risk (ex. loosing clients, that will affect the income of the hotel/restaurant and the profitability of the business).

#### MANAGING RISKS

Managing risks is dealing with the incertitude regarding future activities and consists in identification, analyzing, assessing potential risks related to those activities and taking measures/ decisions in order to respond to the risks.

Risks could be produced as result of influence of internal or external factors. Internal factors are generated by the weaknesses or vulnerabilities of the company, related to product, internal procedures, human resources, financial capacity etc.

There are also external factors that are not depending on the customer's requests, like natural disasters, epidemics, terrorism, economic crisis, restrictive legislation etc.

- PRODUCT: location, product package, rates
- HUMAN RESOURCES
- FINANCIAL CAPACITY
- OTHER vulnerabilities
- SOCIO CULTURAL
- CLIMATE
- COMPETITION
- ECONOMICAL CRISIS
- SECURITY
- DISEASES

INTERNAL

**EXTERNAL** 

Regarding tourism, one of the approaches has in view the customer's expectations; in this way, from the tourist point of view there were identified the following types of risks:

the operational risk, meaning that the tourist product will not satisfy the tourist expectations

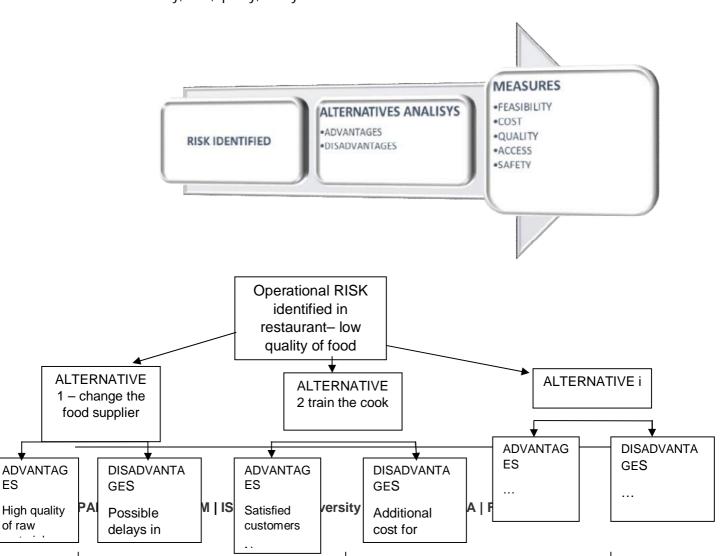
- ➤ the financial risk, meaning that the tourist product don't worth the money (ex. accommodation is too expensive comparing to the conditions offered)
- the physical risk, when the tourist product can be harmful (ex. sauna, swimming pool)
- ➤ the psychological risk, that appear in case of choosing a cheaper product that can affect the tourist self-esteem (ex. problems with cleanliness)

When assessing the risks related to foreign tourists we should consider factors like: nationality, tourists with specific interests, attitudes and values.

## Decision making model for risk management

According to Nieman and Bennet, decision making process for risk management involves the following stages:

- ✓ identifying the risk (what type of risk could appear?)
- ✓ identifying alternative measures for overcome the risk, advantages and disadvantages related to each alternative
- ✓ comparing the advantages and disadvantages of each alternative
- ✓ identifying the most appropriate solution, taking into consideration the criteria like: feasibility, cost, quality, safety etc.



# TouriSMEComp \_Self-Responsible Learning of Key Competences in Tourism SME a Mean to improve Competitiveness and Employment. EXERCISES for developing the competences related to risk management 1. If you are a tourist in a foreign country what types of risks do you take into consideration when you are choosing the destination? .....

R: It is recommended to identify at least 3 risks.

- 2. Please mark the internal factors of risk in case of a hotel:
  - a. Destination attributes
  - b. Weather evolution

- c. Package concept
- d. Accommodation conditions
- e. Employees skills
- f. Economic crisis

R: a, c, d, e

- 3. Please mark the external factors of risk in case of a restaurant:
  - a. Restaurant services
  - b. Customer's cultural status
  - c. Food quality
  - d. Legislation (interdiction of smoking inside the restaurant)
  - e. Competitors (other restaurants in the area)

R: b, d, e

4. Please identify the risk associated with the following internal and external factors:

Internal factor	RISK
Accommodation conditions	Ex. problems with noise during night
Package concept	
Leisure infrastructure	
Destination attributes	
(positioning and image)	
Restaurant services	
Other services offered	

External factor	RISK
Customer's expectations	
Customer's socio-cultural status	

Weather evolution	
Security of the country/ place	
Change in legislation	
Competitors	

5. Please suggest the measures for overcome the risks bellow:

RISK	MEASURES suggested
Loudness clients who are disturbing other clients during night	Ex. Display the rule regarding quietude  Contracting a security company
Technical problems with the door cards	
Delays in serving breakfast	
Tourist expectations for additional services	
Weather changes (rains)	

6. Compare the measures proposed to overcome the risk related to loudness clients and choose the best solution taking into consideration the lowest cost.

Measure 1	
Advantages	
Disadvantages	
Cost	

Measure 2	
Advantages	
Disadvantages	
Cost	
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Key Competencies Kit for Facing Lifelong Learning, http://www.keycompetenceskit.eu

# Cultural Awareness and Expression



"It involves assessing the importance of the creative expression of ideas, experiences and emotions in a range of communication media (music, performing arts, literature and visual arts). Cultural knowledge includes an awareness of the cultural heritage of local, national and European level and to its place in the world.

A solid understanding of Their own culture and a sense of identity can be the basis for an open attitude and respect towards the diversity of cultural expression. A positive attitude Also covers creativity, and the willingness to cultivate aesthetic capacity through a personal practice of artistic expression and participation in cultural life. "

http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:c11090

Recommendation 2006/962 / EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning life [Official Journal L 394 of 30.12.2006].

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### 1. Exploring Cultural awareness and expression

### 1.1. Defining cultural awareness and expression

Culture is not an easily defined term. It can refer strictly to the world of the arts; but can also be viewed more broadly encompassing heritage, the humanities and philosophy, and generally can refer to all aspects of human behavior. It is something that we all possess by nature of birth, whether we are aware of it or not.

Cultural awareness is the foundation of communication, it involves a level of self-awareness to become conscious of our cultural values, beliefs and perceptions, yet it also requires awareness of the culture of others. For example; we can begin by thinking; why do we act in a particular manner? How do we see the world? Why do we hold some actions to be more important than others? Understanding others will surely help us to understand ourselves.

The concept of cultural awareness is defined by the European Parliament and Council as, "appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts" in other words it is an awareness of culture, including our own individual culture as well as that belonging to others". Cultural expression more specifically treats with the way that our feelings and ideas are communicated through artistic media and oneself. What people say, write, sing, paint, dance, act or do in order to demonstrate their opinions, feelings or ideas, mainly relating to their production and creation are all examples of the ways in which culture is expressed.

The processes of cultural awareness and expression are intrinsically related and take many examples in a business context. Within organizations, this process relates to how relationships are formed between colleagues and clients across various international settings in an open minded and respectful way. Note the differences in cross-cultural communication where forming a circle with the thumb and forefinger may become a sign of everything being okay in the UK and USA, money in Japanese cultures, zero in Russia, or an insulting gesture in Brazil. Demonstrating an integrated knowledge of both cultural awareness and expression is integral to effectively working across cultures.

#### 1.2. Key competencies

The definition held by the EU of key competence 8 (KC#8) **cultural awareness and expression** highlights the necessary cultural knowledge, the abilities required to recognize the value of works of art and self-expression produced through diverse media drawing from one's inborn capabilities.

Furthermore, this definition of competence is founded on the supposition that a concrete perception of one's own culture and knowledge of identity can be the origin for an unprejudiced mindset towards others and respect for diversity in cultural expression.

The concept of **cultural knowledge** is constructed by an awareness of local, national, European as well as global cultural heritage and its place in the world. It requires a basic level of knowledge of major cultural works including those in popular contemporary culture. Moreover, it requires consideration of

the broad cultural and linguistic diversity in Europe and the other parts of the world, and furthermore the need to uphold its importance in daily life.

The abilities relate to both the appreciation and expression of culture. The appreciation and enjoyment of art and performances as well as the self-expression through one's developed or innate abilities. Cultural expression includes one's abilities to relate their own creative and expressive points to the attitudes of others and to realize opportunities in cultural activity. A sound ability for cultural expression is fundamental to the growth of creative abilities that are transferable across various professional settings.

The two most important factors are a concrete perception of one's own culture and knowledge of self-identity which serve as the foundation for an open-minded approach towards diversity through cultural expression. A positive attitude also enriches creativity and the want to improve cooperative interaction through self-expression and participation in cultural life.

### 1.3. Benefits of working effectively across cultures

Working effectively across cultures enables increased cross-cultural awareness and sensitivity, which allows you to decipher the cultural variables influencing attitudes, values and behaviors of counterparts from different cultures. Consider the way that culture can affect face-to-face and virtual business and subsequently, change the dynamics of businesses that operate internationally. A business that operates globally will require different strategies to work effectively in different cultures within Europe, for example between Italy and Poland or across various continents, including Asian markets and those in the United States of America. Considering these differences and adapting your response effectively will assist you in deciphering the cultural variables influencing attitudes, values and behaviors across different cultures.

Now that you are equipped with an understanding that different approaches are required while operating across different frontiers, you have the capability to design and adjust your business strategy and communication style accounting for cross-cultural diversity in each business situation. Take customer service for example. Customer service in Italy (also in some parts of the UK) is relatively scarce and laidback. The salespersons are unlikely to make direct contact with the customers. On the other side of the world, in Australia, customer service takes a much more direct approach, the sales staff are highly likely to approach a customer, intent to provide assistance, make sales, often achieving personal incentives. Depending on the personal background, one may find the first approach rude and disrespectful while others may appreciate the personal freedom. On the other hand, the second approach may be viewed as friendly, polite and helpful whereas others may find that it applies too much pressure and therefore increases skepticism of the salespersons intentions. Understanding current cultural and regional norms is imperative to forming and adapting your business strategy as well as your communication style. This understanding will assist in your ability to effectively negotiate business across groups from different cultures.

Armed with a well-designed business plan, you will be equipped with the ability to forge stronger and more profitable relationships with international colleagues and clients across cultures. Being aware of problems that may arise when working across cultures will help you to deal with them when they arise. Consider this instance of lack of trust in an international organization; a Chinese manager wonders,

while his Indian coworkers speak amongst themselves in Hindi when the manager is not around, "why can't they speak English?". Developing cultural awareness and open-mindedness across the organization will help to reestablish levels of trust between workers and understand that it may not be necessary to communicate in English all of the time. Maintaining an open mind, being culturally aware and understanding the appropriate ways to express culture are the tools required to successfully solve these problems of international business.

Cultural awareness strongly impacts our ability to learn social and intercultural competencies, as well as our sense of initiative and attitude towards others. The development of these competencies is strongly interrelated and interdependent and will secure the many benefits of working effectively across cultures.

# 1.4. Developing cultural awareness and expression: why it's important and how it can improve performance

Developing cultural awareness requires a high level of individual drive to build a strong foundation of knowledge, create a strategy and convert this strategy into action. There are many factors that are required to develop an effective level of cultural awareness and expression yet some of the most important factors; communication, observation, and sensitivity, flexibility, self-awareness will be discussed as well as strategies that can be employed alongside them.

Effective communication is arguably the most important factor involved in developing cultural awareness. The definition of effective communication is dependent on to whom you are trying to communicate and what information you are communicating. Consider an example where you are traveling to another country that doesn't speak your native language, speaking the local language will be of great benefit, however, a strong knowledge of local customs and traditions combined with an efficient translator will enable effective communication with almost all cultures. Effective communication in this sense is built upon a solid drive to gain knowledge about another culture, employing a strategy and acting upon it in a manner that is sensitive and respectful.

Being observant and sensitive towards the cultures around you is another way to develop cultural awareness. There are many ways to achieve this. Before entering into negotiations it may prove useful to study carefully the culture with which you intend to negotiate. Doing this may help to clear up any common and avoidable misunderstandings when engaging with a new culture, and will also demonstrate your sensitivity and willingness to integrate. When in a foreign country, it can be beneficial to study the behavior of those around you, observe how they conduct themselves and their business. Listening more than you talk will allow you to become aware of subtle differences.

Being aware of the way you express your own culture is important to developing effective self-awareness, another tool required for cultural awareness. This involves understanding why you behave and think in a certain manner, and how that may differ to others. Become aware of yourself by asking yourself; "Why do I think this?", and "Why do I feel this way?", and then modify your responses as required. It is not easy to process all the information in an intercultural business environment, and at times being aware of yourself is as important to being aware of others.

Employing flexibility in your thoughts and actions will enable you to communicate more effectively with others. Remember to always see the bigger picture of the discussion and not to only focus on the details of character or culture. You may find yourself not able to control a situation and without all the

answers, but remaining flexible and keeping focused on the bigger task at hand will serve to your benefit. Dealing with uncertainty is a natural part of working with other cultures especially cultures that may have more nuanced or subtle ways of communicating information. Be flexible and remain patient with yourself as well as with colleagues or clients, and make sure to focus on the objectives.

These aforementioned tools of effective communication, observation, and sensitivity, self-awareness and flexibility can be combined with a positive attitude to maximize effectivity. Displaying a positive attitude in intercultural settings involves being appreciative of differences; engage actively with stories, values, and traditions of others and learn to value how these cultures contribute to history. Having a positive attitude doesn't mean that you must know everything about every culture in the world, so don't be afraid to ask when you have doubts! More often than not, people respond positively to questions and genuine interest in their culture. Lastly, don't forget to smile, people will respond in fashion to your positivity.

# 1.5. Cross-cultural communication: interpreting styles and adapting your own to others

Communicating with people from various cultures can be difficult at times and much confusion may arise. Nevertheless, effective communication in this scenario requires you to adapt both your communication and interpretation in order to achieve your cross-cultural goals. This requires a knowledge of many factors and a lot of personal initiative as well as research to develop a sound understanding.

Verbal communication differs across regions globally, and thus it is important that we adjust our verbal communicating and interpreting styles. Verbal communication involves using sounds and words to express your ideas and desires, it operates in contrast to gestures and mannerisms (non-verbal communication). The difference between verbal and non-verbal communication is by saying "no" (verbal) to express disagreement or by shaking your head (non-verbal).

One way to do this, when communicating with clients and colleagues in English, is to use off-shore English. The term off-shore English refers to the international English spoken and written by non-native speakers in international communication. Many native English speakers don't feel the need to learn other languages and subsequently lack understanding of the problems that language learners face. Because of this, they don't see the need to modify their language when communicating with a foreign audience, they use colloquialisms, idioms, synonyms and phrasal verbs, without thought of the impact this might have on foreign business.

The English studied by foreign language learners uses a narrower core set of vocabulary and given the widespread success of relatively few language course books, for example, the Headway series, and the global control of very few exams; IELTS, and TOEFL, etc. As a result, non-native English speakers from different cultures and countries may understand each other better than they do the native speaker. Few English speakers outside the ESL world have much knowledge of what non-native speakers are taught and think that their communication skills are better than non-native speakers. As a result, it is important to be conscious of the way that you communicate when speaking with non-native speakers, avoid a heavy use of synonyms, phrasal verbs, colloquialisms, and idioms. Speak slowly and clearly with the goal of communicating your ideas effectively in the simplest manner possible.

Non-verbal communication is another essential element to consider when communicating across different cultures. Non-verbal communication is the language that is spoken by our bodies rather than by our words, it includes; touch, eye contact, gestures, appearance, body movement and posture, and physical space.

It is important to consider body language when traveling to other countries and how you will respond to this. Let's consider how physical customs differ in Arabic cultures from European customs. For example, you are not to touch anyone with your left hand, as this viewed as your unclean hand, thus, gifts are never to be presented with the left hand and a woman should not greet an Arabic man by hand or even touch them. These customs may seem perplexing for those who have grown in cultures that value contact between sexes, for example, Italy, Spain, and France but it is important that they are observed during cross-cultural communication as you will likely be held the same standards as others of this culture. A good strategy for developing non-verbal communication is to thoroughly research your target communication culture before engaging in communication. This is an effective strategy for avoiding unnecessary misunderstandings.

The objective of cross-cultural communication is to maintain an international dialogue that is open and respectful. It is important to promote and disseminate values, attitudes and behaviors conducive to dialogue and cooperation in order to sustain international dialogues. This international dialogue operates to ensure harmonious interaction among people and groups with diverse, and dynamic cultural identities enabling them to effectively cooperate. Using the aforementioned framework is an effective way to begin engaging in cross-cultural communication in an open and respectful manner.

#### 1.6. Virtual communication: fulfilling its potential

In our rapidly changing world, cross-cultural communication is rapidly moving to online forums and it is important to understand with and utilize fully recent developments in technology. According to Sinclair & Robertson-Smith (2008), "multicultural teams have greater potential for misunderstandings and conflict, which are exacerbated if team members are dispersed geographically and across time zones.". Noting this, it is, therefore, important that take extra precautions when conducting cross-cultural business in a virtual setting. With the advent of new global technologies enabling instant communication (e.g. Skype, telephones, translating services) the way that we communicate across borders and even languages has changed dramatically in only a few years and continues to change rapidly. New technologies facilitate our global communication but they also change the dynamics and require us to adapt our responses appropriately.

It is expected that communication in a virtual reality will raise new problems. A recent study on managing cross-cultural virtual communication conducted by Oertig and Buergi (2006) in Switzerland revealed that one of the greatest problems for virtual communication we the time difference and lack of face-to-face contact. Occupying different time zones meant that colleagues would be required to work more hours of the day. For example, team members were often required to start work very early and also work very late, e.g. organizing a three-way telephone conference at 1 a.m. Swiss time. This was at times found to be taxing for the employees. Moreover, the study revealed that for employees, lack of face-to-face contact was even more problematic and took away from what was referred to as the "office

atmosphere", and taking away the potential for casual conversation opportunities such as those had in the office hallways or cafeteria. Virtual communication was found not to be equivalent to that of real face-to-face communication because of these factors, and additionally not being able to detect on body language and other subtler clues.

Another problem that can arise during cross-cultural virtual communication is a lack of sensitivity that would be present in normal face-to-face interaction. For example, a research paper conducted by Maznevski and Chudoba (2000) found that cultural sensitivity was extremely important for effective virtual communication across cross-cultural teams. They provided an example of teams having different attitudes and a lack of cross-cultural sensitivity when dealing with colleagues from an Asian country. The members at this East Asian site required a sequence of faxed agendas for discussion and subsequent informal discussions over the phone, yet the researchers found that the non-Asian members had not made efforts to accommodate these preferences. The authors of the paper argued that such cultural insensitivity is likely to result in conflict and prevent effective collaboration in cross-cultural working environments.

Despite these challenges, virtual communication is one of the key methods in cross-cultural communication because at times its convenience outweighs its disadvantages. In this respect, it is important to keep some factors in mind when conducting cross-cultural virtual communication. Firstly, co-creating team rules and norms allows teams to agree upon and establish standards and expectations for communication, decision-making, meeting protocol and conflict resolution. This also provides an opportunity for the clarification of team goals and priorities as well as individual responsibility, roles, and accountability. Secondly, promoting cross-cultural awareness, and discussing the potential challenges that other global team members may face can bring an increased understanding and empathy for all of those involved. Thirdly, building virtual trust is integral for successful collaboration. It is something that is present in face-to-face encounters and develops naturally over time, but often lacks in the virtual environment. In a virtual environment trust can be built by using virtual settings (room maps and seating charts) including pictures of participants with short descriptions of their professional background and interesting aspects of their social lives, as well as artifacts that unite the team (brand logo, etc.) and participants may benefit from adding five minutes of "small-talk" before or after a meeting so participants may connect on a personal level.

Virtual communication is a newly emerging and viable medium for cross-cultural communication. It is bringing the world together with newfound opportunities for communication, and at the same time, it changes the dynamics of how we communicate within, but also across cultures. Despite the obvious benefits of this new medium, there still remain some challenges, but again, with a positive attitude, open minds, and a good strategy, cross-cultural communication in a virtual setting will transform the way business is conducted for the better.

# 1.7. Strategies for building successful cross-cultural relationships and working effectively across cultures

Building successful cross-cultural relationships is the process of a long process of understanding and building mutual trust. Doing this effectively requires you to have an effective strategy in place.

We are usually unaware of our own biases, and therefore place cultural assumptions and stereotypes onto others. Diversity training is a way for you to broaden your understanding of other cultures and can help to clear up misconceptions and doubts about how to behave and read the behavior of others. Diversity training can take many formats, it can be formal and official such as the training provided in this manual, but it can also be informal such as attending multicultural networking events with the intention of practicing and engaging with people from different cultures. Developing your cultural awareness is the first step for building successful cross-cultural relationships.

There are more broad strategies that can be adopted in order to ensure a positive attitude is maintained throughout intercultural dialogue. By seeking to understanding others, you will demonstrate a positive interest. Keep in mind that you won't be able to know, interpret or understanding everything straight away, if in doubt, ask! Asking questions demonstrates a genuine interest and desire to cooperate. Seeking to understand requires you to keep an open mind and remain flexible when interpreting the actions of others. Being understanding and willing to accept the customs of others is an important step in learning to interact across cultures. Lastly, it is important to assume positive intent. Bear in mind that the person that you are interacting with may not understand your culture either, in that respect it is important that you interpret their actions by assuming positive intent. If you have an issue you may be able to raise it with the person or a trusted colleague of manager. Remember to be respectful and forgiving of mistakes, this is integral if you wish for them to do the same.

Being aware of your self-expression is just as important to cross-cultural communication as is being aware of the communication of others. It is important to send the right signals to your clients and colleagues, that you are listening and are interested in maintaining a relationship. One strategy to perform this is to practice active listening. Pay attention to the speaker when they are speaking, make sure to acknowledge their message. Show that you are listening by using your body language and gestures to convey your attention. Provide feedback to demonstrate your understanding. Defer your judgement so as not to seem hasty and finally respond appropriately to what they have said demonstrating a considered and thoughtful understanding. Active listening is integral to facilitating effective communication.

Demonstrating awareness of our self-expression goes further and you should be aware of your body language and its limitations. Think to yourself when engaging with others, what does your body language say about you? Observe others around you, is their body language significantly different to yours? Non-verbal communication is a rapidly flowing back-and-forth processing that requires your full concentration and attention. If you spend your time planning on what you are going to say next, thinking about something off-topic or daydreaming, you're almost guaranteed to miss the nonverbal cues and other subtleties in the conversation. It is important to stay task focused and keep yourself in the moment to fully understand what is happening.

One strategy to keep in mind is to manage your stress levels. Learning how to manage stress in high tension situation is one of the most important steps to improving your nonverbal communication. Stress compromises your ability to communicate. When you are feeling stressed, you are more likely to misinterpret actions, send confusing or off-putting nonverbal signals. Moreover, emotions are contagious, being stressed and upset is likely to cause others to feel upset, worsening the situation. If you're feeling stressed out, it's advisable to take a break. Pause for a moment, calm down and focus on

something like your breathing pattern before jumping back into the conversation. Once you're refocused and under control, you'll deal with the situation in a much more positive way.

With the growing interconnectedness of the world, it is essential for us to establish and maintain effective cross-cultural relationships. Workplace diversity presents more opportunities than it does challenges. It is important to develop cultural awareness and expression in employees and business cultures so that employees can embrace and rise to meet these challenges for global cooperation.

### 2. Diagnostic tests

### 2.1. Diagnostic Test: Diagnosis of basic cultural awareness and expression

**Question 1:** Which of the following is not an example of diversity?

- a) Nationality
- b) Ethnicity
- c) Native language
- d) Respect

**Question 2**: Which of the following is NOT an aspect of understanding cultural differences?

- a) Cultural intelligence
- b) Tolerance for all workers
- c) Respect for all workers
- d) Cultural sensitivity

**Questions 3:** What is the purpose of cultural awareness training?

- a) Improve personal communication skills
- b) Increase workplace harmony
- c) Wasting company time and resources
- d) Improving company appearance as a 'new age' company

**Question 4:** An essential part of relating more effectively to diverse groups is to

- a) Insist that others conform to your culture and values.
- e) Understand that not all cultures operate with the same values
- f) Exclude members that have conflicting values
- g) Refrain from interacting with diverse groups

**Question 5:** Which of the following is NOT a strategy that will help overcome communication barriers?

- a) Politely insist that only English be spoken, even in international situations.
- b) Pay attention to individual differences in appearance.
- Be sensitive to nonverbal communication differences.
- d) Use straightforward language and speak clearly

**Question 6:** Which of the following statements about improved cross-cultural understanding is true?

- a) It can improve employee retention.
- b) It can attract new employees.
- c) It can attract customers.
- d) All of the above

**Question 7:** What is an example of effective cultural awareness

- a) Ability to observe and accept unfamiliar and ambiguous behaviors in others
- b) Ability to speak another language
- c) Ability to research cultural differences
- d) Ability to interpret someone's unfamiliar and ambiguous behavior the same way that others of the person's culture would

**Question 8:** What is NOT a way to manage cultural diversity

- a) Admitting that you don't know
- b) Suspending judgements
- c) Showing empathy
- d) Insisting on getting your own way

### **Question 9:** What is cultural knowledge?

- a) Being well-researched in your own culture
- b) Knowing about the history of wars in Europe

- An awareness of local, national,
   European as well as global cultural heritage and its place in the world
- d) Being able to enjoy art

**Question 10:** What questions can you ask yourself to become more self-aware?

- a) Why do I think this?
- b) Why do I feel this way?
- c) How am I acting?
- d) These are all good examples

Answer key: 1.D 2. B 3.B 4.B 5. A 6.D 7. D 8. D 9. C 10. D

# 2.2. Diagnostic Test: Diagnosis of knowledge of reasons for working effective across cultures

**Question 1:** Why is it important to adapt our behaviors to different cultures?

- a) It is important to at least pretend you are interested in overseas clients so as not to offend them
- b) Your boss expects you to
- c) Because talking with foreigners is inevitable
- d) To facilitate cooperation with international partners

### Question 2: What is off-shore English

- a) The language spoken by sailors from England
- b) A simplified version of English to be used with non-native speakers
- c) The English language spoken by countries that aren't England (America, Canada, Australia etc.)
- d) A language that sounds like English but isn't

**Question 3:** Which of the following is NOT a factor that is required to develop cultural awareness

- a) Communication
- b) Observation
- c) Shyness
- d) Sensitivity

**Question 4:** When speaking to non-native speakers of English during work, it is important to

- a) Talk about popular movies
- b) Watch their eyes for cultural clues
- Avoid excessive use of idioms, colloquialisms and synonyms
- d) Ask about their family

**Question 5:** Before travelling to work in a culture that you have little experience with, it can be beneficial to...

Research the culture and their traditions for a better understanding

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- Boast to all your friends that you are going to travel overseas
- c) Nothing, everybody appreciates foreigners
- d) Learn to imitate their accent, they will appreciate your curiosity

**Question 6:** The objective of developing crosscultural communication

- a) Improve your resume / CV
- b) To earn more money
- c) To maintain an international dialogue that is open and respectful
- d) So that your boss gives you the opportunity to travel more

**Question 7:** What is an example of non-verbal communication

- a) touch
- b) eye-contact
- c) gestures
- d) all of the above

**Question 8:** What is an example of a positive attitude in intercultural settings?

- a) You are happy all of the time
- b) You cannot be offended
- Being appreciative of differences, actively engaging and learning to value different cultures
- d) Knowing everything about that culture

**Question 9:** What are some challenges of communicating in the virtual world?

- a) Lack of face-to-face interaction makes building trust more difficult
- b) Organizing meetings across different time-zones
- c) All of the above
- d) None of the above, communicating is the virtual world is easy

**Question 10:** Which of these steps does NOT assist in facilitating cross-cultural communication in the virtual world?

- a) Co-creating team rules and norms
- b) Insisting that members do not wear religious items in group communication
- c) Promoting cultural awareness and discussing the potential challenges facing global team members
- d) Building virtual trust

Answer key: 1.D 2.B 3.C 4.C 5.A 6.C 7.D 8.C 9.C 10.B

### 3. Practical exercises:

3.1. Basic exercises using cultural awareness and expression

1. What is culture?
2. Hoing your own words, define active listening
2. Using your own words, define active listening.
3. Name and describe one instance of cultural diversity that can be found in the workplace

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4. Describe one challenge of communicating in the virtual world and how you would respond to it.
5. Describe one factor of your culture that others may find strange. Explain briefly how this may affect cross-cultural communication.

### 3.2. Intermediate exercises using cultural awareness and expression

1: "You originally from England, but are living and working in Italy as a trainer for cultural diversity. You have noticed that the delegates for your course often ask the trainer to leave t room first when there is a coffee break. As an Anglo-Saxon trainer, you believe that although you are working in 'their' company, that you are the host in this environment, according to we your instinct is to invite them to leave first by saying 'after you' to them. This often results in a comic situation where both parties stand awkwardly at the door not exiting."	h hich
Describe what is happening in this situation, and using some of the framework provided, expan effective way to resolve the issue. You have 100 – 150 words to complete the task.	olain

2. "Your boss tells you that in two weeks you will be required to travel to Iran to conduct negotiations. You have a very limited understanding of their culture."

Considering what you know of cultural awareness and expression, explain in detail how you would prepare for this trip.	

### 4. Evaluation

Consider your score on the diagnostic tests;

<10: If you scored less than 10 on the diagnostic test, it is possible that you may have missed some key understanding on the material. Therefore, it will be important that you review the material again, and make sure to focus and develop your skills. Don't lose hope, practice will make perfect!

**10-15:** You have demonstrated a reasonable understanding of cultural awareness and expression. You understand the basic requirements when communicating with different cultures and can adjust your behavior accordingly. You demonstrate sensitivity and culture is something that you believe has value in this world. There is still room to develop your abilities and you will benefit from further training.

**15-20:** You demonstrate a strong understanding of the principles taught in this course. You can understand the finer details required for cross-cultural interactions. You don't only recognize the value of other cultures, you actively take an effort to understand and cooperate with them. Although you already demonstrate a considerable understanding of the principles imparted during this course, there is still always room for develop. Remember to remain sensitive to other cultures and respectful and you will be well equipped for the situations to come.

When considering your responses to the exercises provided previously, it may be difficult to evaluate your skills effectively. Think back to the principles of the course, have you answered the material effectively and to the best of your ability. Have you been able to use the materials provided in this course to solve the problems. Do you think that you will be able to continue using these skills in further interactions in your professional career?

If you still have doubts, you may find it beneficial to consult with colleagues or a manager. It can always be beneficial to have an outside opinion of your behavior. There may be some things that you are not aware of. Make sure that you ask someone who you trust, respect and who also demonstrates the traits that you find desirable in terms of cultural awareness; sensitivity, respect and positive attitude being among them.

All considering, your journey to becoming a master of inter-cultural relations has begun but there is still work to be done. This process will require life-long learning and dedication to develop it to its full potential. Don't lose faith if your abilities are developing slower than those around you, it is important to take everything at your own pace in order to properly understand what is required of you.

#### References and further reading:

Maznevski, M.L., and Chudoba, K.M. "Bridging Space over Time: Global Virtual Team Dynamics and Effectiveness", Organization Science (11:5), 2000, pp. 473-492.