



ACTIVITY 'S NAME: Relationship Management

Relationship management – inappropriate behaviours – how behaviour and language can be misinterpreted natural supports

Conflict resolution

Type of activity: Individual and in groups

Number of participants: 10

Participants' academic profile(s): third cycle and secondary levels

Participants' average age: ≥18 years old

Duration: 30 minutes

Necessary materials:

- Projector
- PowerPoint presentation

Aim or Purpose

To help the young adults to understand / think about:

- That following instruction is important
- How an employer communicates instructions is important
- Their own preferred way of receiving instruction.

Expected Outcomes:

Basic notions about:

- Barriers and Enablers
- The importance of establishing natural supports in terms of fitting in and following directions.
- The ways an employer can make accommodations to communicate instructions

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Competencies that will be developed:

- To be familiar with what are natural supports.
- To recognise the main types of employment contracts.
- To understand the conditions of the probationary period.

Skills that will be developed:

To be able to think about:

- How to overcome difficulties at work.
- Making natural connections at work.
- inappropriate behaviour
- how behaviour and language can be misinterpreted

Key terms / special vocabulary about/during the activity:

- Fitting in
- natural supports
- Barriers
- Enablers
- Resilience
- Circles of support
- Career development
- Normalisation
- layering up

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

PowerPoint presentation will set out the following scenarios to promote discussion and present the outcomes.

The case studies can also be distributed to the groups or trainees in paper format.

Activity's step-by-step description:

Facilitator to introduce three case studies via PowerPoint

Trainees should read the three case studies and consider what they feel should happen. This activity can be done individually or in groups.

1. Karl has been sanctioned for making inappropriate comments to a female member of his work team in the warehouse.
2. Janet's key worker has been brought in because Janet was caught taking someone else's food from the fridge in the school staff room.

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3. Andrew's key worker was invited in by his employer because Andrew was rude to a customer.

Recommendations (How to use the tool/resource)

Once trainees have completed case studies Facilitator to reveal outcomes and invite discussion

Outcomes:

Karl believed he was only behaving like one of the team; overhearing a male member of the team flirting with one of his female colleagues Karl felt he could do the same. He failed to understand the difference between flirting and an inappropriate advance. He was not aware that the couple were in a relationship. Karl's Employment adviser was able to make Karl understand this. Working with the employer the employment advisor was successful in brokering an outcome that allowed Karl to keep his job and to be allocated a natural support.

Janet had been put on a diet by her home because she was putting on too much weight, Janet was hungry, and when she was in the staff room before she started her shift, she saw a member of staff take food from the fridge. At the end of her shift, it was customary for her to wait in the staff room until her transport arrived to take her home. Hungry, she helped herself to some food. Once the situation was understood the home discussed the situation with the school to ensure that they were part of the effort to manage Janet's weight and the home understood that the physical work meant Janet should get her meal early when she arrived back from work.

Andrew had been approached by a customer who had asked Andrew to help him find a particular product. Andrew had reacted by running away when the exasperated customer got no answer from Andrew and started shouting at him. Andrew would not subsequently return to work. Andrew was a valued and very popular member of the staff team, consequently his employer wished to resolve the situation and get Andrew back into work. Andrews Employment Advisor was able to broker a deal whereby Andrew would transfer to working in the staff canteen, serving staff and cleaning tables. He never looked back! And had no forward-facing customer contact.

Evaluation:

The facilitator could ask follow-up questions in order to consolidate and assess the activity's results:

- What did you learn during the activity?
- Have you discovered anything new?
- Can you identify the main elements that these employment situations teach us?

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Final observations and methodological recommendations towards the activity's implementation dos and don'ts:

NA

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