



# Identifying workplace behaviours and values

Age range: 16-19

 **BARCLAYS** | LifeSkills



# Session overview

Time	Key learning outcomes	Resources
15-60 mins	By the end of the activity students will be able to: <ul style="list-style-type: none"> <li>Describe aspects of non-verbal communication and how these can be interpreted</li> <li>Demonstrate the impact of the variation in tone on a basic request</li> <li>Identify some examples of organisational and personal values</li> <li>Review mission statements and values from a variety of organisations</li> <li>Explain how to prepare for job applications using mission statements and values</li> </ul>	<ul style="list-style-type: none"> <li>Identifying workplace behaviours and values student worksheet</li> <li>Identifying workplace behaviours and values presentation slides</li> </ul>

Remember that you can refer to the guiding principles for establishing a safe learning environment in the Appendix section of the LifeSkills content guide. This includes suggestions for signposting students to further support. The content guide can be downloaded [here](#).

Please note you will need a flipchart.

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# Activity one

## Inclusivity in the workplace

### 1. Try this icebreaker with your students

An inclusive workplace is one that values a diverse team and provides equal opportunity to all employees regardless of differences (e.g. ability, disability, age, ethnic background, gender, religion, sexual orientation, etc.) so that they can achieve their maximum potential at work without discrimination.

Employers may embed a commitment to diversity or inclusivity into their organisational values or mission statement. There are also ways that individuals can behave to create a more inclusive workplace and be a leader and team player that recognises the benefit of working with people who might think differently to them. These behaviours can help others feel included and valued and more likely to share their ideas and support.

This icebreaker can be delivered before the lesson to get young people thinking about inclusive behaviours and the benefits of an inclusive workplace. Start by asking young people to put themselves in small groups with those that they either don't know well, or they don't often work with, and then present the scenario. After they have completed the task, ask them to complete the reflection questions individually.

### Scenario

You are a member of the sustainability committee at your workplace, and you've been asked to create a 10 minute podcast episode to encourage teams across the organisation to become more sustainable. You want to make it fun and show people how easy it can be to take small steps to being more eco-friendly. You need to come up with as many suggestions as possible for the topics, structure and presentation style to share with your boss.

### 2. Support students to reflect on what they have learned

1. How different were the ideas put forward in your group?
2. How did it feel to be in a team with people you aren't used to working with?
3. Did people feel comfortable to put their ideas forward if they were different to someone else's?
4. What support did you give when someone put their point of view or idea forward?
5. If you were leading a team, how would you make colleagues feel supported and trusted?
6. In the workplace, what behaviours might you need to demonstrate to be inclusive towards all of your colleagues?

# Activity one

## Inclusivity in the workplace (cont'd)

If you need to provide prompts to help answer the reflection questions, you could discuss the following inclusive behaviours:

- Learning about other people's needs or preferred ways of working – get to know colleagues and listen actively to what they have to say. They may tell you that they have children, that they are religious or that they have health needs. Consider how these might influence their preferences and needs regarding work. For example, someone with children has added demands that might impact their working day in unforeseen ways: their child could become ill at school or childcare could fall through
- View everyone as an individual – sometimes we make assumptions about people based on what we think we know about them, so spend time finding out what makes each colleague unique. What skills and experience do they bring to the team?
- Be a role model – behaving in an inclusive way, and in a way that you would like others to behave towards you, can encourage others to do the same. Considering the language you use can be a great place to start

### Try next

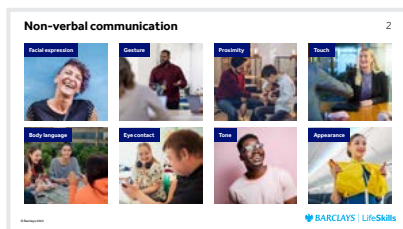
If you'd like to explore more about developing behaviours and values for the workplace, including inclusivity, you could use the following:

- All workplaces are different, and young people will need to interpret workplace culture by listening and responding to non-verbal cues. The [Listening and presenting lesson](#) gives students the opportunity to practise methods such as active listening and how to put these into action
- The [Leadership lesson](#) identifies different leadership qualities, helps students identify their own leadership styles and the importance of teamwork in relation to leadership
- Help students develop positive tactics for overcoming fears and turning challenges into opportunities with the [Staying positive lesson](#). Throughout their employment journey, they will face setbacks and challenging scenarios and the ability to reflect and move forward will be key to success
- Watch [Sophie takes the communication challenge](#) and see how she deals with a range of challenging customers
- The [Growth mindset toolkit](#) features practical activities and real life case studies to help young people recognise the behaviours and attitudes that will help them succeed in education and the workplace. A growth mindset allows young people to welcome mistakes and learn from them, understand that there is always room for improvement through practice, and reflect on their feelings and recognise strategies to control their emotional responses to a challenging situation

# Activity two

## Impact of non-verbal communication

### 1. Non-verbal communication



- Introduce the topic by asking the question 'Can you give examples of non-verbal communication?' and gather ideas on the whiteboard. Students are likely to offer gesture, facial expression and body language. Encourage them to think of others: tone of voice, volume, appearance, proximity, eye contact, touch
- Show **slide 2** to summarise the different categories
- Ask groups to think about and identify different scenarios where non-verbal communication is used to support another form of communication, e.g. sports referees use eye contact and hand signals to reinforce a decision
- Give students the **Body language student worksheet** and ask them to identify what message the images are conveying. Ask students to consider the question on the handout around how they would approach someone based upon the clues revealed by their body language. For instance, a person could choose another time, agree a future meeting date or offer help before making a request if a person they needed to speak to did not seem open to hearing them at that time
- Note that differing levels of self-confidence may affect students' participation in some of these activities. Try and be mindful of including everyone and providing encouragement to those who might seem less confident
- Refer back to what was covered on inclusivity earlier in the session, and ask students to think about which non-verbal forms of communication would lend themselves to making a workplace feel more inclusive
- Show **slide 3** to compare answers





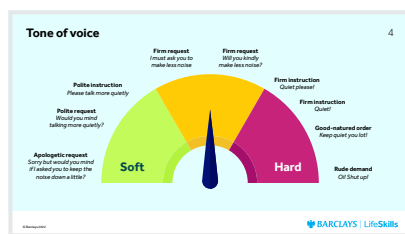
# Activity two

## Impact of non-verbal communication (cont'd)

### 2. Tone of voice

- Ask students to think about possible misinterpretation of what you say because of the way you say it, e.g. the tone of your voice in conjunction with your facial expression and gesture
- In their groups, ask them to write down all the different ways they could ask someone to be quiet (tell them that their responses can range in levels of politeness but no rude words are allowed)
- Circulate around the groups to check their ideas and then ask for some volunteers to ask the rest of the class to be quiet using one of their examples (they can use facial expression and gesture to support if they wish). Then ask the group for feedback on the tone of the request and how effective it is

### 3. Explore different levels of tone



- Show **slide 4** to show the different levels of tone and discuss what might be appropriate in different situations
- If you have time, discuss with the students how tone can be implied via text messages and emails, e.g. using capital letters to 'shout' and show aggression, and the importance of email etiquette
- Ask students to reflect on whether their confidence in interpreting and using non-verbal communication has increased. Ask them to think of one situation where they will try to change their tone of voice in the future

## Extension

Students could practice using open body language as part of a mock interview – see the [Interview Success lesson](#) for further interview practice activities.



# Activity three

## Organisational values and workplace behaviour

### 1. Organisational values

- Explain to students that most organisations have their own culture, mission statement and/or set of values which influence the behaviour of the organisation and its employees. These act like a set of principles, and guide how an organisation will interact with partners and customers in addition to employees. Therefore, many organisations will consider how a potential employee fits with its mission statement and/or values when receiving job applications and whilst interviewing. However, many organisations look to promote a diverse and inclusive workplace, so this does not mean that they are only looking to employ people with the same set of skills, background or experience

### 2. Analysing the values



- Show **slide 5**. Ask students to discuss the statement and identify what they think the expectations of an employee might be
- Ask students to volunteer ideas about what values might be important to an organisation, and gather their thoughts on the board. As an educator you could share your institutions' values
- Give out the **Organisational values and culture student worksheet** and ask small groups to work through the different mission statement and values examples and put down their ideas about what each organisation might be looking for in their employees and why. You may need to discuss and unpack some of the terms, e.g. savour the mix means recognising the value that working with a diverse group of people brings, stewardship is about leaving things better than when you found them. Ask groups to feedback their ideas to the whole class

### 3. Personal values

- Explain that individuals also have values, and identifying these can help when choosing what type of organisation they would like to work for – or where they feel they might 'fit in'
- Discuss the organisational values gathered on the board in the last activity step and ask students to consider if any of these values could be attributed to individuals? Also ask students to consider the difference between values and skills
- Personal values are a set of beliefs, held by an individual, which are shaped by how we experience the world, and shape our behaviour. Organisational values are a shared set of beliefs which are based on culture. Whereas skills are learnt abilities which are objective, can be seen and measured and are more likely to be developed
- Explain to the students that there is no 'right or wrong' when it comes to values. People will vary in the amount that they demonstrate any given value. One person in a team might have high levels of 'Excellence' whilst another may bring high levels of 'Empathy'. Quite often workplace teams are most effective when they have a mixture of people diverse in which values they demonstrate the most

# Activity three

## Organisational values and workplace behaviour

### 4. Researching an organisation

- Discuss with them how important it is to find out as much as they can about an organisation before submitting a CV, job application or attending an interview. Including the organisations mission statement and/or values if applicable. Organisations may ask during interviews if a candidate knows about its mission statement and/or values, and will be looking to hear some examples of how a candidate can demonstrate some of them
- The **Research and preparation student worksheet** is a template for students to use when researching a company or preparing for an interview to help them think about the key evidence they need to provide. Ask them to consider:
  - How will you find out what values are important to an employer?
  - How do you think you could demonstrate your skills and values to an employer?
  - How might you be asked about your values and skills when in an interview?
  - How would they like an employer to perceive them? Is this different from friends, colleagues?

### 5. Working through the [Personal Values Quiz](#)

- The Personal Values Quiz presents students with ten workplace scenarios that demonstrate a total of ten values, these are the ones which companies most frequently look for in their employees
- Before launching the tool, run through the values and their definitions below

<b>Integrity</b>	I can identify what is important to me and reflect on how I can bring this into my work. I am willing to challenge things and speak up for what I believe in in a fair and balanced way
<b>Accountability</b>	I hold myself responsible for the quality of my work, but am also prepared to flag mistakes and identify improvements for next time
<b>Respect</b>	I seek different views and opinions, as well as putting forward shared ideas, to look for ways we can all make improvements at work
<b>Excellence</b>	I aim to put quality into everything I do, and understand that to continually get better results I can learn from the great work done by others around me
<b>Legacy</b>	I want to produce work that makes a difference and has a lasting impact, which benefits both my colleagues, the organisation and the wider community
<b>Perseverance</b>	When things aren't going to plan, I look for alternative solutions to an issue and set clear goals, without getting frustrated or giving up
<b>Courage</b>	I speak up for my ideas, and am willing to take on a new challenge. I respond positively and can adapt when things aren't going to plan
<b>Collaboration</b>	I try to look beyond the colleagues in my immediate team and take time to talk to other people in the organisation, as we are working towards a common goal. Share knowledge, experience and ideas will benefit everyone
<b>Curiosity</b>	I like investigating the reasons behind things and what I can do to improve. I keep on top of changing and new innovations and always want to learn more
<b>Empathy</b>	I am able to put my own thoughts to one side and actively listen to colleagues. This means I can understand their needs and support them in a way that suits them. People I work with feel valued and supported



# Activity three

## Organisational values and workplace behaviour

- Launch the quiz and work through the scenarios either in pairs (if multiple tablets/PCs available) or as a class led by educator, discussing each scenario and selecting responses
- Once the quiz is completed, the results section will display the ten values and rank each one in order of how much the students appeared to show the most of. Each value shows its workplace definition and how it can be applied within the workplace
- Ask students to pair up with someone in the class and discuss these values in both a work and personal context. Some students may prefer to reflect individually, particularly on the last question, however it is important that they recognise the benefits of discussing their values with others – both to gain feedback and to practice sharing their views

**Do you think these values represent you?**

**Which other values do you think you have?**

**What are the employability skills highlighted by the tool?**

**How would a colleague or friend describe you? (Highlight that this is something they may be asked in an interview)**

- Give students the **Research and preparation student worksheet** and go through the top tips reminders. Explain to students that they can use this template when they are applying for an opportunity or attending an interview to help them think about the key evidence they need to provide.

## Try next

If your students have completed the Personal Values Quiz, you could choose from the activities below:

- Consider how the ten values might be significant in a work based context and have a short discussion on whether there are certain industries that lend themselves to particular values or traits
- Allow time for students to research a company they feel reflects their own set of values and write a short case study of the values and how these are incorporated and present it to the rest of the group
- Ask students to research organisations that they think demonstrate a commitment to promoting an inclusive culture and a diverse workforce, and present back how these organisations present this commitment to potential candidates
- To extend the students' understanding of values from working through the tool, discuss the concept of leadership. Explain that the people who work at an organisation, particularly those that lead it, can have a real impact on its values and priorities. When someone new starts, usually time is spent making sure this person understands the culture and expectations of the organisation. How can the leadership of the organisation influence its values? How do companies 'live' their values, and ensure they aren't just words on paper? The [Leadership lesson](#) explores this core transferable skill in more detail

# Summary

Summarise by asking students to think of all the ways in which they can showcase their values – CV, social media profile, interviews, their actions at work. Recommend ways that values can be built upon and demonstrated e.g. taking part in Social Action (for more on this, take a look at the [Social Action Toolkit](#)).

Ask students to share one thing they thought about as a result of today's session.



# Identifying workplace behaviours and values

## Body language

With a partner, discuss the images and write underneath each one the emotions they could be displaying. If you were communicating with that person, what clues would their body language give you about how to approach them?



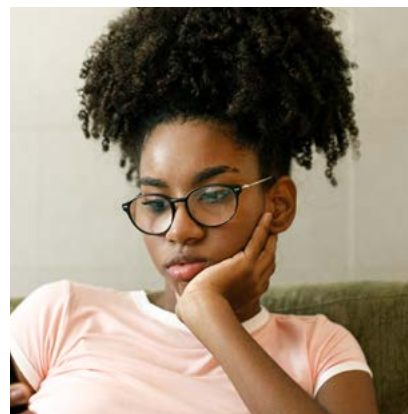
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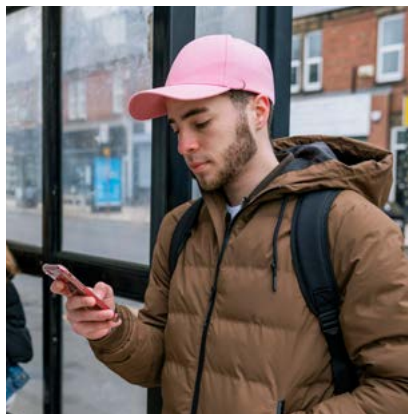
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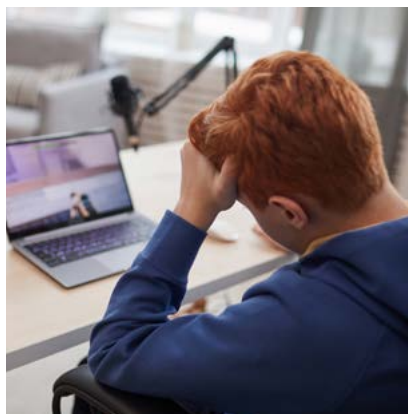
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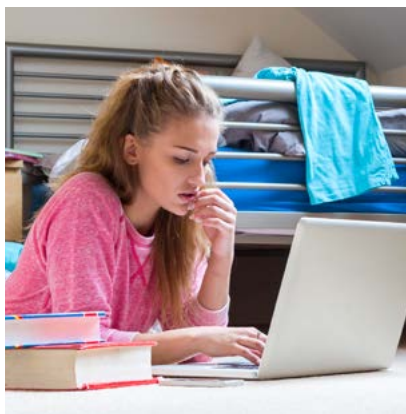
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# Identifying workplace behaviours and values

## Organisational values and culture

Different organisations will look for specific values according to their industry and nature of the work they do. With a partner, or in a group, discuss these statements and values from three well known organisations. What type of behaviours and actions do you think they will look for in their employees?

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### **Barclays Bank**

Our common purpose is to help people achieve their ambitions – in the right way. We'll measure and reward our people, not just on commercial results, but on how they live our values and bring them to life every day. And we'll judge our success on a balanced scorecard of impact.

#### **Four Barclays Values:**

Respect, Integrity, Stewardship, Excellence

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### **Innocent (Make healthy, natural drinks)**

We want to be able to look back and be really proud of the business we all helped to create. We think the best way of achieving this is by living the values that are closest to our hearts. Our values reflect what we are, how we do things, and where we increasingly want to be.

#### **Four Innocent Values:**

Natural, Entrepreneurial, Responsible, Generous

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### **Wellcome Trust**

Exists to improve health for everyone by helping great ideas to thrive. We support researchers, we take on big health challenges, we campaign for better science, and we help everyone get involved with science and health research.

#### **Four Wellcome Trust Principles:**

We make it count, We act boldly, We stretch ourselves, We pull together

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# Identifying workplace behaviours and values

## Research and preparation

You can use this template to remind you about the key points when researching organisations, applying for roles and preparing for interviews.

### Name of organisation:

What is its mission statement or declared values?	What do I know about the organisation?
What is the role?	What do I know about the role?
What values, skills and qualities will I need to demonstrate?	What is my evidence?
Why does this organisation need me?	What are my hopes in working for this organisation?

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