

Unit 16: Positive Attitudes and Behaviours at Work

Unit code: L/503/2842

QCF Level: Level 1

Credit value: 1

Guided learning hours: 10

Unit aim

This unit looks at the importance of positive attitudes and behaviours at work. Learners will demonstrate positive behaviour in line with organisational policy, consider the effects of positive behaviour and attitudes in the workplace, and review their own behaviour and attitude.

Unit introduction

In any workplace, it is important to have a positive attitude and behave in an appropriate manner. Employers and employees expect certain types of conduct to be demonstrated within the workplace, making constructive attitudes and behaviours essential employability skills.

This unit focuses on the importance of positive attitudes and behaviours and their impact on the workplace. Learners need to show that they understand and can demonstrate appropriate behaviours in the workplace. They will also need to carry out some analysis of their strengths and weaknesses by conducting a review of their performance.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the importance of positive attitudes and behaviours at work	1.1 Explain why it is important to follow an organisation's rules and procedures 1.2 Describe the benefits of positive attitudes and behaviours for self 1.3 Describe the benefits of positive attitudes and behaviours at work
2 Be able to demonstrate a range of positive attitudes and behaviours in the workplace	2.1 Interact appropriately with colleagues and customers 2.2 Follow organisational procedures governing attitudes and behaviours at work
3 Be able to assess own attitudes and behaviours in the workplace	3.1 Identify own positive attitudes and behaviours 3.2 Describe how own attitudes and behaviours could be improved.

Unit content

1 Understand the importance of positive attitudes and behaviours at work

Importance of following organisation's rules and procedures: eg avoids breaking the law, complying with health and safety requirements, avoids confusion in carrying out tasks

Benefits of positive attitudes and behaviours to the employee and their organisation: eg enhances how others view you, pay or reward could be linked to personal appraisal and performance, helps keep yourself and colleagues healthy and safe, increased productivity for organisation, pleasant working atmosphere

2 Be able to demonstrate a range of positive attitudes and behaviours in the workplace

Interacting appropriately with colleagues: communicating with a range of familiar people eg members of team, line manager, supervisor, people from other departments; interacting appropriately with other colleagues eg carrying out task accurately and cheerfully, listening politely to opinion given by a team member

Interacting appropriately with customers: communicating with a range of customers in non-complex and familiar situations eg dealing with routine enquiries from customers, taking messages

Following organisational procedures from the learner's workplace or from school/college: appropriate methods for timekeeping eg timesheets, clocking in/out, appropriate use of IT eg passwords, use of the internet and email, appropriate behaviour and general conduct eg dress code, attitudes towards colleagues

3 Be able to assess own attitudes and behaviours in the workplace

Evaluation of own conduct: identifying aspects of own performance that went well eg passed on all phone messages clearly to manager; identifying aspects of own performance that did not go so well eg forgot to fill in timesheet for the day

Essential guidance for tutors

Delivery

This unit may be delivered in the workplace, as part of a work placement or volunteering commitment, or in a simulated situation in a school or college. The positive behaviours described in the unit are those expected of learners within an educational context as well as of employees in a workplace. It is therefore likely that learners will already be aware of the need for appropriate conduct in a general context.

Learning outcome 1 could be delivered through group discussion or discussion between the learner and their line manager/tutor or another appropriate person familiar to the learner. Tutors or line managers might wish to support the group or individual learner by facilitating a discussion to help learners think about the importance of following an organisation's rules and procedures. Tutors or line managers could begin by explaining that every organisation has rules and procedures governing the behaviours of its employees. The group/individual could be given copies of organisational procedures and asked to discuss an aspect of them, (for example expectations on dress, behaviour towards colleagues) and explain why these are important (for example why it is important that employees treat each other with respect, why it is important not to be aggressive or abusive to other employees). They could also consider the consequences of not following procedures such as health and safety (for example if they or someone else did not work with due care and attention, this could compromise their own safety and that of others), or the impact on themselves of disciplinary or other measures.

Tutors or line managers could then explore the benefits of having a positive attitude by asking learners to think about how exhibiting positive attitudes and behaviours can benefit themselves and their organisation. Learners could create posters or leaflets to record their ideas.

Learning outcome 2 could be demonstrated in a variety of ways. In a work situation, learners could carry out their normal daily activities while being observed by their line manager, supervisor or another responsible person. In a simulated situation, learners could be provided with (or agree with their tutor) a scenario for the workplace which enables them to demonstrate the required positive attitudes and behaviours.

For learning outcome 2, learners in the workplace could be observed interacting with members of their team, their line manager, supervisor or familiar people from other departments (for example, their contact in finance or HR). These may not be regular contacts but will be known to the learner. If this is a simulated exercise, learners may be observed interacting with a range of people — some familiar and some less familiar to them.

Tutors/line managers could use the organisational procedures from the learner's own workplace, college or other place of training, provided the procedures address matters of attitude and behaviour.

Learning outcome 3 could be achieved through a one-to-one discussion between the tutor or line manager and the learner.

Assessment

For 1.1, the learner must give at least two reasons why it is important to follow organisational procedures. For 1.2, the learner must describe the benefit of at least one positive attitude and one positive behaviour for an individual. For 1.3, the learner must describe the benefit of at least one positive attitude and one positive behaviour for their organisation.

Evidence to support this could be records of group or individual discussion. These could either be written by the tutor or line manager, written by the learner with sign-off from the tutor/line manager, or via video or audio recording.

For 2.1 and 2.2, the learner needs to demonstrate that they can interact appropriately with colleagues and customers and follow organisational procedures. Tutors and others may support them in this. Interactions should form part of the learner's day-to-day activities, which need not be complex or demanding. The positive attitudes and behaviours demonstrated by the learner could include examples such as passing on a telephone message to a colleague, turning up to a team meeting on time, answering a routine query from a customer, recording information about a customer complaint, using organisational systems to record annual or sick leave, knowing about organisational rules on the use of IT (for example use of the internet and email), understanding general organisational procedures for conduct and behaviour (for example dress code) or knowing who to contact if they are unable to get to work or need advice on a work-related matter. While the learner may seek clarification from others regarding organisational procedures, they must know how to access the relevant sources of information and use them independently.

The demonstration needs to be observed either by the tutor or another person designated to assess the learner (for example a line manager or supervisor). The observation should form the basis of a discussion with the learner after the demonstration, about their performance. This observation could be a written statement by the tutor or line manager (which would support good practice for appraisal and review in the workplace) or a video with supporting commentary from the tutor or line manager.

For 3.1 and 3.2, the learner must carry out an evaluation of their performance in which they describe what went well and what that did not go well in demonstrating the positive conduct referred to in 2.1 and 2.2. They might discuss this with their tutor or other observers; it is appropriate for any of these people to offer constructive criticism and for the learner to include this feedback in their review of performance, if they wish to do so. Their self-evaluation must, however, represent their own views on their performance and should be recorded independently.

Evidence to support this can either be written, for example through written statements from the learner on the review of their performance and/or supporting statements from the tutor, line manager or other person involved in the discussion and review, or through video or taped discussion.

Written statements by the learner do not have to be lengthy and can be discussed and agreed by the tutor/line manager and the learner in advance.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. It has particular links with:

Entry Level	Level 1	Level 2
Unit 12: Conduct at Work	Unit 17: Working in a Team	Unit 20: Investigating Rights and Responsibilities at Work
Unit 9: Self-management Skills	Unit 19: Building Working Relationships with Colleagues	Unit 15: Effectiveness at Work
	Unit 9: Self-management Skills	Unit 16: Working in a Team
		Unit 19: Building Working Relationships with Colleagues
		Unit 8: Self-management Skills

Essential resources

Learners need access to copies of organisational procedures for different types of organisation as appropriate, for example, school or college procedures for staff and/or learners relating to conduct and behaviour (or if in the workplace, copies of workplace procedures).

Learners need access to relevant training or developmental courses relating to good conduct (for example assertiveness, communication skills).

Learners need access to copies of any appraisal systems which recognise good conduct/performance.

Websites

www.career-advice.monster.com

www.lifecoachexpert.co.uk

www.worketiquette.co.uk

www.worksmart.org.uk/career