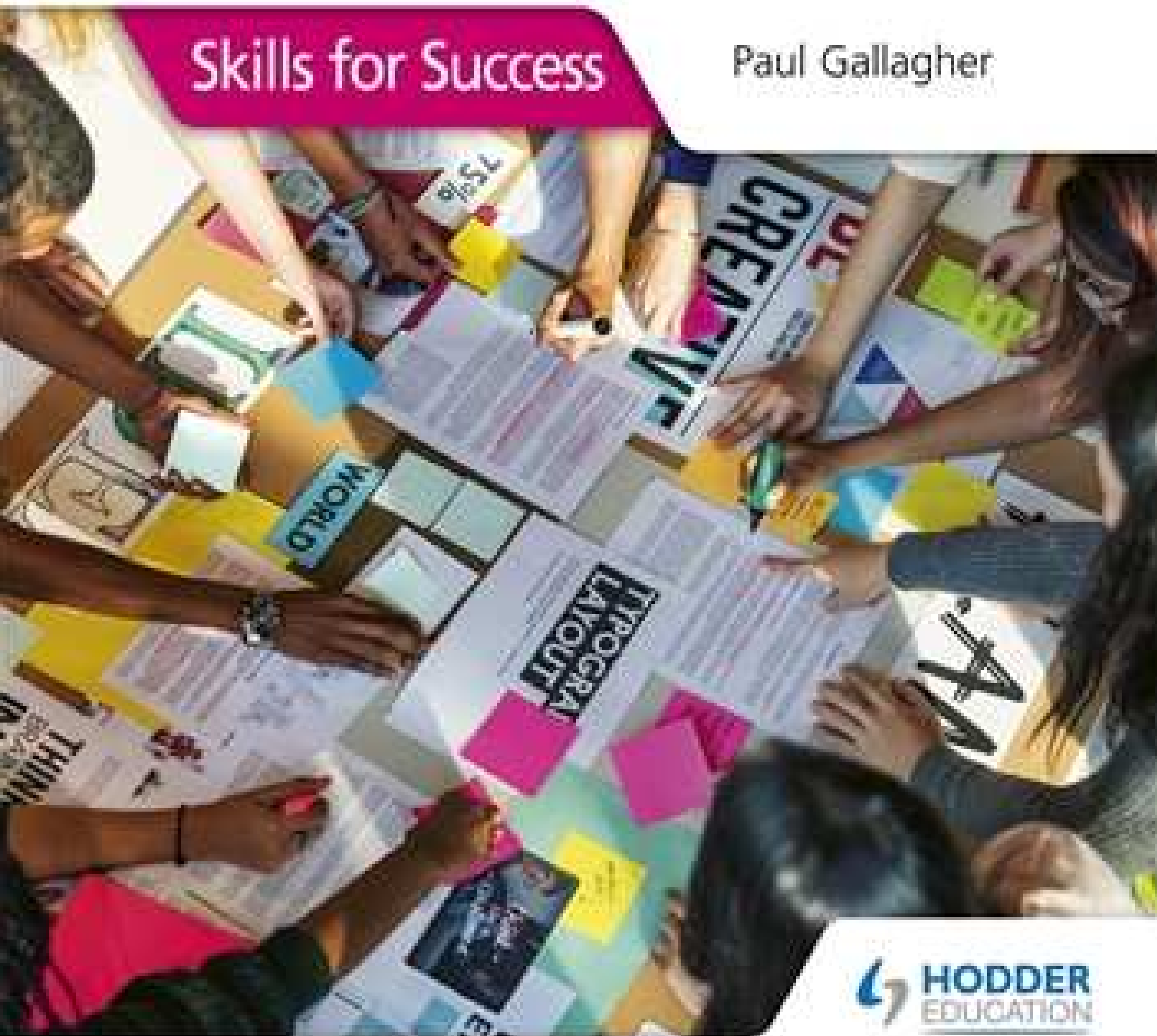


FOR THE
IB CP

Personal and Professional Skills

Skills for Success

Paul Gallagher



 **HODDER**
EDUCATION

Personal and Professional Skills

Skills for Success

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Introduction

Education, therefore, is a process of living and not a preparation for future living.

John Dewey

How to use this book

Welcome to Personal and Professional Skills for the IB Career-related Programme: Skills for Success.

This book provides guidance and activities to help you achieve the aims and learning outcomes of the IB Personal and Professional Skills Programme, and to equip you with lasting attitudes, skills and strategies that will hold you in good stead for your chosen career. Each of the first five chapters focuses on one of the course's five central themes: personal development, intercultural understanding, effective communication, thinking processes and applied ethics. In Chapter 6, we turn our attention to another core requirement of the Career-related Programme and consider how these five central themes flow into your culminating reflective project.

Each chapter features:

- An opening infographic spread containing key information relating to the chapter's theme.
- Activities requiring students to investigate some of the chapter's key concepts, communicate new ideas and reflect on their learning.
- Genuine articles from newspapers, magazines and websites, that give a real-life perspective on some of the key issues being discussed.
- An end of chapter reflection requiring students to apply their learning to a culminating project or assess their own performance.

Throughout the book, activities are divided into three categories:

- Thinking
- Doing
- Reflecting

Each of these can be identified by the following icons:

THINKING



Thinking activities require students to consider some of the key ideas of the course or respond to source material, and to share their thoughts with their classmates.

DOING



Doing activities prompt students to carry out an investigation, discover and communicate ideas and information, or perform a practical application of their learning.

REFLECTING



Reflecting activities ask students to think deeply about their own skills, qualities and practices. They often recommend students record their thoughts in a journal, blog or other form of media.

Advice for learners

■ Recommendations

- As this visionary IB Programme matures, more and more research and resources will become available. Do take advantage of professional libraries and networking horizons.
- Concurrency of learning is an anchoring philosophy of education. A model PPS core will activate constructs and concepts that are also being explored in the other academic courses being pursued at school. This will accelerate growth and activate mindsets.
- Reflection and reflective practice can be a vague exercise to comprehend. Make it work for you. There is a plethora of ways to reflect. Discover what style, conditions and media speak most concisely and substantively for you and practise them.
- Academic honesty is a cornerstone of legitimate research and education. Do challenge yourself to examine the scope and breadth of what academic honesty means in this digitally-full and information-woven world.
- Be proactive in honing internal skills; focus and work with purpose. Take time to learn the various models of mindfulness; take even more time to make mindfulness a habit of the mind, a habit of the heart.
- Collaboration, teamwork and group process is the ‘stuff’ of fully functioning environments. Utilize these opportunities. Do call on school colleagues, familiar and newly formed, to form a supportive, challenging, and effective network.
- Approaches to teaching are emphasized throughout the text. But do challenge yourself to understand how past teaching principles have either hindered or helped your self-perceptions and skill inventories.
- Essential writing and research skills are an important foundation for any learning; master them and sharpen them early in this course.
- Allow yourselves to dive into the realm of career studies. What is it? What has it been? What will it become? Use your current career studies and professional aspirations as the motivation for internships and after-school jobs, in order to gain valuable knowledge and experience.
- Approaches to learning are also delved into here. How do you accentuate your strong skills, while simultaneously recognizing and improving those that are not so strong? Holistic development is a beautiful thing.
- Build the course together with your classmates. The readings and videos are but examples. Find new ones, better ones, ones that speak more clearly to you.

■ Considerations

- How can the course serve as a ‘hub’, a laboratory or a safe place to conduct ongoing investigation? What room modifications, time changes or space changes will accomplish this? Ask this regularly.
- Progress monitoring is an important formative step. What schedules and requirements can be created so that you are comfortable reporting alone or within small groups?
- Almost every task and activity can be enhanced by discovering how the community can be employed. This will also speak to inclusion and diversity, and invite a wealth of open-mindedness.
- The progression of the text is arranged so the stages of human development coincide with IB Career-related requirements. Some practices will be low-risk, some high-risk, and these might differ from learner to learner. Be conscious and respectful.
- Is it a blog, is it a diary, how about one’s own app? Design, recording, film or writing? Be creative, imaginative and authentic in the modes of expression you choose.
- How can discussion and work on the language portfolio and service learning requirements be weaved throughout the themes of this course?
- What is career-related? How do we discover the elements of what it means and what it can become?
- Thinking, doing, and reflecting are the vital signs of academic growth, but only if they are intermingled with success and joy!

Advice for teachers

The Personal and Professional Skills course is one that presents students and teachers alike with tremendous flexibility in how it is designed. The course aims and objectives are fashioned to develop a wide variety of skills. In addition, there are multiple pathways for students to take in order to successfully complete the culminating activity (the reflective project); allow the course to be tailored to the needs and interests of each student.

It is the ideal course for students to experience a successful navigation of their own path, as it serves as a transition vehicle from the relatively self-contained constructs of formal education to the rather wide-open terrain of post-secondary life.

About the author

Paul Gallagher has vast administrative experience as a head of school, an IB coordinator and counsellor. In addition, he has been an IB educator since the year 2000, developing IB curricula, leading IB workshops, and working as a consultant for IB schools around the world. He holds a Doctorate of Education in Leadership: Administration and Supervision, as well as a Certificate of Advanced Graduate Study in Educational Administration. His current professional energies are concentrated on working with schools and school districts on pedagogical leadership, social and emotional learning, and diversity and inclusion in education.

IB Learner

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

profile

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

1

Personal development

Professional success requires a commitment to growth, improvement and personal reflection. This chapter addresses the development of confidence, independence, interpersonal skills and resilience in a variety of personal and professional situations and contexts.

Self-awareness

■ Self-appraisal

LEARNER PROFILE ATTRIBUTES

On pages 2–3, you will see the attributes of the IB Learner Profile. If someone were to ask you which three attributes most accurately describe you, how would you answer? List them in order, beginning with the attribute you feel most accurately matches your personality.

GROUP INTERVIEW

Find two or three other members of your class who picked the same learner profile attribute as you as either their first or second choice in the previous activity, and form a group of three or four. Your chosen attribute will form the basis of the following activities.

Imagine your group has been invited to a team interview related to one of the group's chosen career study interests. In preparation for this interview, you must develop a presentation to the hiring committee (your classmates) that addresses the following tasks.

Task 1

Many customer enquiries still involve phone calls. One member of your team is to demonstrate a person making a phone call and wanting to leave a message. Another team member should portray the person receiving the phone call and recording the pertinent information to give to a supervisor.

At the conclusion of this scenario, your group should indicate which learner profile attributes are demonstrated in the scenario, and how.

Task 2

Your group has been invited to the local elementary school. Your job is to create a game that will teach a class of fourth graders the importance of your chosen learner profile attribute. Each member of your group must play a part in this scenario.

Task 3

Several high school students are visiting your school from another country. They want to know what 'school spirit' means. Unfortunately, none of your team speaks their primary language and they do not speak yours.

Draw a design, create a map or portray a scene that can communicate what 'school spirit' is in your school. After the rest of your class views your completed task, explain how the team's learner profile attribute was demonstrated, either in the creation of your project or in the details of the project itself.

■ Rotter's locus of control

To be a successful lifelong learner – someone who continually seeks to improve, to grow, to get better at what we do – an understanding of the self is vital.

There are many different surveys or inventories that people can take to learn more about themselves. This practice is often phrased in terms of self-concept, personality traits, habits of the mind and heart, or self-esteem.

One such survey is Rotter's 'locus of control', a questionnaire developed by psychologist Julian B. Rotter in 1966. The results can help you to think further about your personality traits and to understand your 'self'.

Take the test yourself by answering the questions on pages 6–7.



The locus of control scale.

THE LOCUS OF CONTROL SCALE



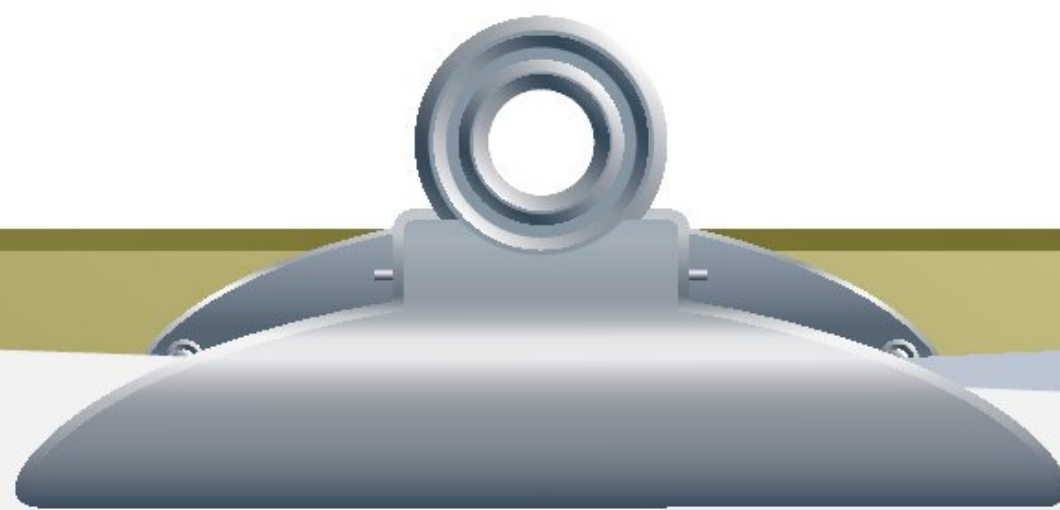
After you have answered the questions on pages 6–7, tabulate your score. Give yourself one point for each of the following answers:

2a, 3b, 4b, 5b, 6a, 7a, 9a, 10b, 11b, 12b, 13b, 15b, 16a, 17a, 18a, 20a, 21a, 22b, 23a, 25a, 26b, 28b, 29a.

A high score = an external locus of control.

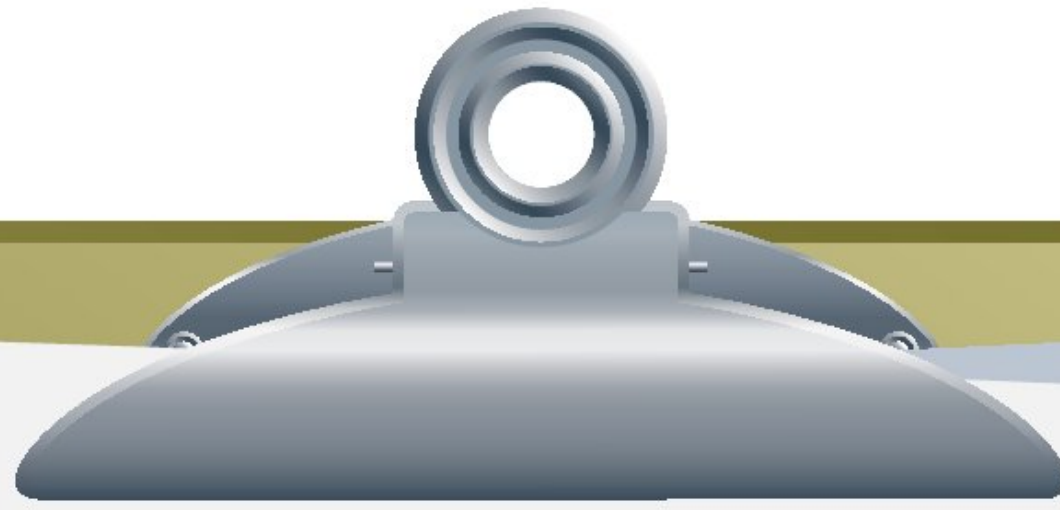
A low score = an internal locus of control.

Discuss your score with a partner. What have you learned about yourself? Do you think personality tests and surveys provide accurate depictions of character and help you understand yourself better?



For each question select the statement that you agree with the most.

- 1 a** Children get into trouble because their parents punish them too much.
b The trouble with most children nowadays is that their parents are too easy with them.
- 2 a** Many of the unhappy things in people's lives are partly due to bad luck.
b People's misfortunes result from the mistakes they make.
- 3 a** One of the major reasons why we have wars is because people don't take enough interest in politics.
b There will always be wars, no matter how hard people try to prevent them.
- 4 a** In the long run people get the respect they deserve in this world.
b Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
- 5 a** The idea that teachers are unfair to students is nonsense.
b Most students don't realize the extent to which their grades are influenced by accidental happenings.
- 6 a** Without the right breaks one cannot be an effective leader.
b Capable people who fail to become leaders have not taken advantage of their opportunities.
- 7 a** No matter how hard you try some people just don't like you.
b People who can't get others to like them don't understand how to get along with others.
- 8 a** Heredity plays the major role in determining one's personality.
b It is one's experiences in life which determine what they're like.
- 9 a** I have often found that what is going to happen will happen.
b Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
- 10 a** In the case of the well-prepared student there is rarely, if ever, such a thing as an unfair test.
b Many times, exam questions tend to be so unrelated to course work that studying is really useless.
- 11 a** Becoming a success is a matter of hard work; luck has little or nothing to do with it.
b Getting a new job depends mainly on being in the right place at the right time.
- 12 a** The average citizen can have an influence in government decisions.
b This world is run by the few people in power, and there is not much the little guy can do about it.
- 13 a** When I make plans, I am almost certain that I can make them work.
b It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.
- 14 a** There are certain people who are just no good.
b There is some good in everybody.



- 15 a** In my case, getting what I want has little or nothing to do with luck.
b Many times we might just as well decide what to do by flipping a coin.
- 16 a** Who gets to be the boss often depends on who was lucky enough to be in the right place first.
b Getting people to do the right thing depends upon ability. Luck has little or nothing to do with it.
- 17 a** As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
b By taking an active part in political and social affairs, the people can control world events.
- 18 a** Most people don't realize the extent to which their lives are controlled by accidental happenings.
b There really is no such thing as 'luck'.
- 19 a** One should always be willing to admit mistakes.
b It is usually best to cover up one's mistakes.
- 20 a** It is hard to know whether or not a person really likes you.
b How many friends you have depends upon how nice a person you are.
- 21 a** In the long run, the bad things that happen to us are balanced out by the good ones.
b Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
- 22 a** With enough effort we can wipe out political corruption.
b It is difficult for people to have much control over the things politicians do in office.
- 23 a** Sometimes I can't understand how teachers arrive at the grades they give.
b There is a direct connection between how hard I study and the grades I get.
- 24 a** A good leader expects people to decide for themselves what they should do.
b A good leader makes it clear to everybody what their jobs are.
- 25 a** Many times I feel that I have little influence over the things that happen to me.
b It is impossible for me to believe that chance or luck plays an important role in my life.
- 26 a** People are lonely because they don't try to be friendly.
b There's not much use in trying too hard to please people, if they like you, they like you.
- 27 a** There is too much emphasis on athletics in high school.
b Team sports are an excellent way to build character.
- 28 a** What happens to me is my own doing.
b Sometimes I feel that I don't have enough control over the direction my life is taking.
- 29 a** Most of the time I can't understand why politicians behave the way they do.
b In the long run, the people are responsible for bad government on a national as well as on a local level.

■ Reflection

We live in an extremely fast-paced world with so much at our finger tips. Express lanes, call ahead seating, Facebook, Instagram, Snapchat, texting galore, wikis, abbreviations, acronyms, binge watching, swipe-right and swipe-left. You name it and you can have it immediately.

Unfortunately, the examples above don't always provide a good end product, a neat result or a complete picture. In fact, in many ways, they stymie our brain growth and our ability to think deeply.

So many of the challenges that we face, so many of the dreams we possess, demand 'slow thinking', that is, deep thought, critical thinking. On the job, in our career, alternative pathways should be established, and consequences need to be considered.

Reflection makes us devote time and energy. It's like peeling an onion – it takes layers to get to the core!

SLOW THINKING



In pairs or small groups, address the following questions (remember 'slow thinking'):

- 1 Would your parents and relatives be able to guess the top three learner profile attributes you chose at the beginning of the chapter? What about your friends and neighbours? Why or why not?
- 2 Think of when you recently completed some work in a group. Were you more concerned with 'getting the job done' or 'making friends and allies and being friendly'? How would your fellow group members describe your role in the group?
- 3 Perhaps one of the lessons from the locus of control activity is that one must often be careful not to be too internal nor too external. Can you think of a role model whom you would describe as having a healthy way of assessing situations? Tell your group a bit about this person. How have you observed them react to things? What is their work? Specifically, how do you think their work is positively affected?
- 4 On page 4, you were given tasks to do in a group that involved professional etiquette (Task 1), teaching others (Task 2), and understanding diversity (Task 3). In what ways are each of these tasks related to your career studies?

ALL ABOUT ME



We just spent time looking at the 'self' – assessing your relationship to the learner profile, thinking about how you work as part of a group, and assessing your personal locus of control. Each of these activities can give us greater insight as to who we are, and help us identify areas for personal development, growth and change.

Now, it's time to go to a journal, blog or whatever format you choose, and write down your personal reflections on the tasks and what you have learned from them.

Self-management

In the previous section, we looked at self-awareness. Having a good knowledge of ourselves, our strengths and weaknesses, our particular personality traits and idiosyncrasies, can help us to be more organized and resilient, and ultimately more effective and happier in the workplace. Managing ourselves is easier if we know who we are.

■ Effective organization

■ Time management

A commonly-heard refrain is 'I don't have enough time'. We hear this in all sorts of different contexts – when assignments are due, when our schedules are over-packed, and even when we are experiencing a joyful time and are lamenting its ending. Truth be told, we have all the time in the world!

So, the issue isn't *time*, is it?

Procrastination is a funny 'skill' that so many of us seem to love. But why do we do it? Faced with tight or urgent deadlines, we may find ourselves feeling more and more stressed. This leads us to distract ourselves with different, unrelated activities – browsing the internet, playing video games or watching television. But this only means we have less time to do our work, leading to more stress and potentially further procrastination.

The answer, then, is to create time-management strategies that allow us to assert some level of control over our time.

HOW TO STOP PROCRASTINATING



Watch this video titled 'How to Stop Procrastinating' <https://youtu.be/Qvcx7Y4caQE>

Answer the following questions:

- 1 When and how do you plan your day? What changes in this habit might you make?
- 2 Consider your workspace. What distractions are present or potentially a problem?
- 3 How do you 'block' your work time? Into segments? With breaks? What rewards do you build in?

Look closely at your answers to the above questions. Write a letter to yourself. Make sure you address it accordingly, so your teacher can deliver it back to you at a later date. In the letter, address each of the three questions with an 'I statement' ('I noticed ...', 'I learned ...', 'I hope ...', 'I have to ...', and so on) and then make a commitment to yourself to improve or to change that area.

For instance, 'I noticed that my phone is on and readily available when I am trying to write part of a paper.' This is a distraction. Your commitment might involve charging your phone away from your study room.

Once you have written your letter, fold it and hand it to the teacher.

■ Emotional intelligence

■ Strategies for coping with stress

The helter-skelter cadence of everyday life can often create a sense within us of being ‘out of control’. Stress is a common word used to describe this state. To be sure, the beat can also be exciting. But, as was alluded to earlier in this text, an overload of non-stop movin’ and shakin’ can make anyone feel exhausted. Plenty of researchers have stated that this constant condition can cause people to experience a loss of individuality and purpose. Doesn’t sound human, does it? Or healthy?

MINDFULNESS



Take a look at the following video: <https://drive.google.com/file/d/0ByIgnzi-305Rc25vVI83VE5oLWc/edit?usp=sharing>.

In groups of three, on a large piece of paper, create a poster in the following format, giving reasons why mindfulness could be successful in your school and reasons why not.

| | |
|--|---------------|
| Why mindfulness will be successful in your school | • Add reasons |
| Why mindfulness may not be successful in your school | • Add reasons |

Hang the posters in your classroom. In groups, discuss what the other groups have written.



‘What I like doing best is Nothing.’

‘How do you do Nothing,’ asked Pooh after he had wondered for a long time.

‘Well, it’s when people call out at you just as you’re going off to do it, “What are you going to do, Christopher Robin?” and you say, “Oh, Nothing,” and then you go and do it.

It means just going along, listening to all the things you can’t hear, and not bothering.’

‘Oh!’ said Pooh.

A.A. Milne, *Winnie-the-Pooh*

Maybe it's not too much of a generalization to say that we all currently practise a form of mindfulness.

Each of us has habits that give us relief, some rest, a 'time out', if you will – something that provides a form of respite. Part of personal development is to assess our habits and consider their value. As we all know, habits can lose their value. They can become extreme, a dependency or a thoughtless ritual. It seems obvious, then, to state that a healthy lifestyle is a key ingredient for making good decisions, both personally and professionally.

Some things to consider:

- Are you getting enough rest?
- Do you have a balanced diet?
- Do you do any physical activity?
- Would you describe all your relationships as positive?

Let's stop for a moment and consider the inherent challenges of being a teenager.

Beyond getting mixed messages ('Grow up!', 'Act your age') adolescence is a time of often contradictory experiences. For instance, you are told to get plenty of sleep, but, by nature, the teenage brain is wide awake later at night and, so often, school begins early in the morning. Figure that one out!

In addition, you are frequently advised to make good decisions, yet, we know scientifically that rational decisions are not always accessible for adolescents, because emotions are at their peak.


Yes, it is a time of 'storms galore', but maybe think of it as a time when key building blocks are being put into place. And, remember, mindfulness can help, as well as building and maintaining supportive and trusted communities at school, at work and at home.

For a more detailed background of what is happening in the teenage brain, you may want to take a look at: <https://youtu.be/hiduiTq1ei8>.



A HEALTHY LIFESTYLE

Take the survey below and think about how healthy your lifestyle is. Are there areas where you can improve?



- 1 Do you sleep for about eight hours per night?
- 2 Do you go to sleep easily and sleep through the night?
- 3 Do you eat at least five portions of fruit and vegetables each day?
- 4 Do you limit the amount of sugar and salt in your diet?
- 5 Do you stay away from cigarettes and other tobacco products?
- 6 Do you avoid alcohol and drugs?
- 7 Do you get at least thirty minutes of exercise or activity each day?
- 8 Do you brush and floss your teeth at least twice a day?
- 9 Do you see a dentist and GP regularly if you feel something is wrong?
- 10 Do you usually feel that you can manage all of the tasks required of you in a given day?
- 11 Do you have family and friends ready to help and support you if needed?

1-3 If you answered 'yes' to between one and three questions, then you have a lot of room for improvement in your lifestyle.

4-7 If you answered 'yes' to between four and seven questions, then you have a fairly healthy lifestyle.

8+ If you answered 'yes' to eight or more of these questions, then you have a healthy lifestyle.

Whatever you need to do, dedicate yourself to making changes and celebrate when you do!

■ Resilience

No pain, no gain!

Sometimes what we call 'failure' is really just that necessary struggle called learning.

← → ↻ www.success.com/why-failure-is-good-for-success ☰

Why Failure Is Good for Success

August 25, 2016

The sweetest victory is the one that's most difficult. The one that requires you to reach down deep inside, to fight with everything you've got, to be willing to leave everything out there on the battlefield – without knowing, until that do-or-die moment, if your heroic effort will be enough. Society doesn't reward defeat, and you won't find many failures documented in history books.

The exceptions are those failures that become stepping stones to later success. Such is the case with Thomas Edison, whose most memorable invention was the light bulb, which purportedly took him 1,000 tries before he developed a successful prototype. 'How did it feel to fail 1,000 times?' a reporter asked. 'I didn't fail 1,000 times,' Edison responded. 'The light bulb was an invention with 1,000 steps.'

Unlike Edison, many of us avoid the prospect of failure. In fact, we're so focused on not failing that we don't aim for success, settling instead for a life of mediocrity. When we do make missteps, we gloss over them, selectively editing out the miscalculations or mistakes in our life's résumé. 'Failure is not an option,' NASA flight controller Jerry C. Bostick reportedly stated during the mission to bring the damaged Apollo 13 back to Earth, and that phrase has been etched into the collective memory ever since. To many in our success-driven society, failure isn't just considered a non-option – it's deemed a deficiency, says Kathryn Schulz, author of *Being Wrong: Adventures in the Margin of Error*. 'Of all the things we are wrong about, this idea of error might well top the list,' Schulz says. 'It is our metamistake: We are wrong about what it means to be wrong. Far from being a sign of intellectual inferiority, the capacity to err is crucial to human cognition.'

Failure Is Life's Greatest Teacher

When we take a closer look at the great thinkers throughout history, a willingness to take on failure isn't a new or extraordinary thought at all. From the likes of Augustine, Darwin and Freud to the business mavericks and sports legends of today, failure is as powerful a tool as any in reaching great success. 'Failure and defeat are life's greatest teachers [but] sadly, most people, and particularly

conservative corporate cultures, don't want to go there,' says Ralph Heath, managing partner of Synergy Leadership Group and author of *Celebrating Failure: The Power of Taking Risks, Making Mistakes and Thinking Big*. 'Instead they choose to play it safe, to fly below the radar, repeating the same safe choices over and over again. They operate under the belief that if they make no waves, they attract no attention; no one will yell at them for failing because they generally never attempt anything great at which they could possibly fail (or succeed).'

However, in today's post-recession economy, some employers are no longer shying away from failure—they're embracing it. According to a recent article in *BusinessWeek*, many companies are deliberately seeking out those with track records reflecting both failure and success, believing that those who have been in the trenches, survived battle and come out on the other side have irreplaceable experience and perseverance.

'The quickest road to success is to possess an attitude toward failure of "no fear."

They're veterans of failure. The prevailing school of thought in progressive companies – such as Intuit, General Electric, Corning and Virgin Atlantic – is that great success depends on great risk, and failure is simply a common by-product. Executives of such organizations don't mourn their mistakes but instead parlay them into future gains. 'The quickest road to success is to possess an attitude toward failure of "no fear,"' says Heath. 'To do their work well, to be successful and to keep their companies competitive, leaders and workers on the front lines need to stick their necks out a mile every day.'

'They have to deliver risky, edgy, breakthrough ideas, plans, presentations, advice, technology, products, leadership, bills and more. And they have to deliver all this fearlessly – without any fear whatsoever of failure, rejection or punishment.'

Reaching Your Potential

The same holds true for personal quests, whether in overcoming some specific challenge or reaching

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your full potential in all aspects of life. To achieve your personal best, to reach unparalleled heights, to make the impossible possible, you can't fear failure, you must think big, and you have to push yourself. When we think of people with this mindset, we imagine the daredevils, the pioneers, the inventors, the explorers: *They embrace failure as a necessary step to unprecedented success.* But you don't have to walk a tightrope, climb Mount Everest or cure polio to employ this mindset in your own life.

When the rewards of success are great, embracing possible failure is key to taking on a variety of challenges, whether you're reinventing yourself by starting a new business or allowing yourself to trust another person to build a deeper relationship. 'To achieve any worthy goal, you must take risks,' says writer and speaker John C. Maxwell. In his book *Failing Forward: Turning Mistakes into Stepping Stones for Success*, he points to the example of legendary aviator Amelia Earhart, who set several records and achieved many firsts in her lifetime, including being the first female pilot to fly solo over the Atlantic Ocean.

Although her final flight proved fateful, Maxwell believes she knew the risk – and that the potential reward was worth it. '[Earhart's] advice when it came to risk was simple and direct: "Decide whether or not the goal is worth the risks involved. If it is, stop worrying."' Of course, the risks you take should be calculated; you shouldn't fly blindly into the night and simply hope for the best. Achieving the goal or at least waging a heroic effort requires preparation, practice and some awareness of your skills and talents.

Easing into a Fearless Mindset

'One of the biggest secrets to success is operating inside your strength zone but outside of your comfort zone.'

'One of the biggest secrets to success is operating inside your strength zone but outside of your comfort zone,' Heath says. Although you might fail incredibly, you might succeed incredibly – and that's why incredible risk and courage are requisite. Either way, you'll learn more than ever about your strengths, talents and resolve, and you'll strengthen your will for the next challenge. If this sounds like dangerous territory, it can be. But there are ways to ease into this fearless mindset.

Maintain a Positive Attitude

The first is to consciously maintain a positive attitude so that, no matter what you encounter, you'll be able to see the lessons of the experience and continue to push forward. 'It's true that not everyone is positive by nature,' says Maxwell, who cites his father as someone who would describe himself as a negative person by nature. 'Here's how my dad changed his attitude. First he made a choice: He continually chooses to have a positive attitude.'

Reading and Listening to Motivational Material

'Second, he's continually reading and listening to materials that bolster that attitude. For example, he's read *The Power of Positive Thinking* many times. I didn't get it at first, so once I asked him why. His response: "Son, I need to keep filling the tank so I can stay positive."' Heath recommends studying the failures and subsequent reactions of successful people and, within a business context, repeating such histories for others. 'Reward them and applaud their efforts in front of the entire organization so everyone understands it is OK to fail.'

'So employees say to themselves, "I see that Bill, the vice president of widgets, who the president adores, failed, and he is not only back at work, but he is driving a hot new sports car. I can fail and come to work the next day. Bill is proof of it." Finally, Heath stays motivated by the thought that, 'if I become complacent and don't take risks, someone will notice what I am doing and improve upon my efforts over time, and put me out of work. You've got to keep finding better ways to run your life, or someone will take what you've accomplished, improve upon it, and be very pleased with the results. Keep moving forward or die.'

Our focus on 'failure' is not meant to minimize the struggles and tough feelings it can provoke; often despondency and loneliness can result. This is why it is important to have a healthy lifestyle, including positive relationships that can help you understand this adversity as basically building resilience: the capacity to recover quickly from difficulties and tough situations.

A side note: universities are looking for students who have wrestled with adversity. Why? Because they are stronger, and the university knows that when the inevitable additional adversity takes place, the student won't succumb but will deal with it appropriately.

ROLE MODEL INTERVIEW



Choose a person whose career you respect and could see yourself doing some day. Perhaps it is a teacher, a relative or a neighbour. Arrange to conduct a 10-minute interview with them.

Plan to video or audio tape the interview. If this is not possible, you can write down the answers. Check that your interviewee is happy to be recorded and is aware that you are making the recording.

Ask the following three questions:

- 1 Before you landed on your current career, does a time come to mind that you experienced failure? Tell me about it and how did you overcome it?
- 2 In your day-to-day duties, do you sometimes experience a 'dead end' or a failure? What do you learn from this error?
- 3 Would you hire or want to work alongside someone who doesn't know how to deal with adversity? Why or why not?

Now, go to a journal, blog or whatever format you have chosen for your reflective work. Consider a time in your life when you felt as though you had 'failed'. What made this such a negative reaction or a setback? How was the 'failure' shared with you? How did you then feel about the task that you failed? How did you feel about yourself?

Now, consult the video or audio recording that you made. What is this person's attitude towards failure? Why do you think he or she feels this way? Do you think he or she always felt this way? Explain your answers.

Finally, as you consider your choice to pursue the IB Career-related Programme, what are some specific reminders to yourself regarding this commitment and resilience?

■ Finance

A critical and often neglected aspect of self-management is finance. A healthy financial life demands effective organizational skills, as well as a growth-minded awareness of the connection between choices and consequences.

The following two resources contain an abundance of information for students on finance:

- www.incharge.org/financial-literacy/resources-for-teachers/high-school/
- www.practicalmoneyskills.com/teach/lesson_plans/grades_9_12

YOU BE THE TEACHER



Choose a lesson from one of the above sites. Try to choose topics that you feel will be of most use to you and your classmates. Once you have chosen your topic, complete the following steps:

- Read over all the resources – the idea is that you are to become an expert in your chosen area.
- Complete any activities that are included for your chosen lesson.
- Prepare a presentation to the rest of your class on the topic you have chosen. Be sure to employ the resources and activities where you feel they are beneficial. Your teacher will decide the most appropriate manner in which the presentations are to be delivered.

Learning styles

Because we are each an individual, with different DNA, different experiences, different stressors, and, perhaps even, different aspirations, it is safe to say that we each learn differently. This part of the chapter on personal development will allow us to assess, discuss and demonstrate our learning styles.

The images below show different styles of learning.



Individually



In a pair



In a group of three



In a small group



In a large group

LEARNING SURVEY



Let's try to discover what the preferred style of learning is by conducting research.

Create a simple survey that asks the following question:

Of the five styles of learning shown in the images on page 16, which is your preferred way of learning?

Find 10–15 people, of various ages and backgrounds, and have them answer the question. Record their answers and report back to your teacher. Your teacher will collate the results of the whole class.

When all the surveys have been completed, your teacher will lead a class discussion, which will include the following questions:

- What are the findings?
- What possible significance is there in the findings?
- Are there limitations in this research?
- Is there any possible bias in this research?
- From the research, is there a problem that emerges?
- Based on what was discovered, what recommendations might there be for future research or study?

When you consider the results of the survey in the previous activity, how do you as an individual relate?

- Do you fall into the majority, regarding how YOU learn best?
- Is the way you learn best often delivered in your classes?
- Are there elements that you are uncomfortable with? For instance, you may be very uncomfortable in groups of two, or tend to lose attention in large groups.
- Finally, how does your preferred learning style lend itself to particular practices that are used in your career area?

TEACHERS IN THE MOVIES



Take a look at this video: <https://youtu.be/i6rEy3Lqfio>. As you look at the various scenes, jot down some words or phrases about the scenes.

In small groups of three or four, discuss the following:

- Which teaching style is most unlike the way you learn best?
- Which classroom style would you most enjoy experiencing?
- Which style would be best for a student new to your school, who is a bit shy?
- Based on your discussions about the various teaching and learning styles in the video, how would you answer the question: what does learning look like?

Each group member should report to the class on one of the questions.

The IB's mission statement states the following:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

A friend of mine once said 'Education is all about self-discovery', and I agree with her. We will be able to be better workers, enjoy our careers, make good decisions and experience an abundance of joy in our personal lives, the more we understand ourselves.

Hopefully, in this chapter on personal development, you had an occasion to see things a bit differently than you had previously, or to ask yourself a question or two that you hadn't before. As we proceed through this text, we will return to thinking about 'the self' on a regular basis, and we will be looking more closely at the IB mission statement above. Specifically, we will look at it as it pertains to the 'self' and how it might be exhibited in our careers.

END OF CHAPTER REFLECTION: PERSONAL DEVELOPMENT

In no certain order, here are some terms we came across in this chapter:

Career studies

Healthy lifestyle

Diversity

Resilience

Research

Mindfulness

Self-concept

Learner profile

Learning

IB CP

Reflection

Using a diagram like the one below, reflect on what you have learned in this chapter by measuring the changes in your skills, interests, attitudes and dispositions regarding the various areas we worked on.

What I used to think 

What I think now 

As a result of the **changes** ('What I think now'), create a poster board or collage in which you introduce yourself, and your growth (**changes**) to a prospective employer.

Decide how the poster boards are displayed, discussed or presented as a class.

Your cultural identity



YOUR LANGUAGE

The language (or languages) that you speak dictate how you communicate with the world, and what sources of information and entertainment are available to you. You might use different languages, or different types of language, for example slang, when speaking with different people.



YOUR ETHNICITY

You might identify with people who share your ethnicity, based on a shared ancestry, language, or experience. Perhaps you have experienced prejudice or an unflattering media portrayal as a result of your ethnicity.



YOUR RELIGION

From aspects of daily life, such as worship, diet and holidays, through to questions of ethics and theology, religion can play an important role in shaping how we live our lives. If you are not religious, perhaps you identify yourself as an atheist or agnostic.

is formed by...



YOUR FAMILY

Your family instil in you a set of values and behaviours that may vary from those of other families, and which may have been passed on through many generations. Socioeconomic factors, such as your parents' and grandparents' careers, and how much money they earn, will likely impact upon the opportunities available to you and your perspective on life.



YOUR COUNTRY

The country in which you are born or live will likely influence your life in many ways, from the climate right through to the legal systems in place. These factors could affect the kind of food that you eat, how you spend your spare time, and the kind of education and healthcare available to you.



YOUR AGE

As a result of technological developments and changes in fashion, you are more likely to share interests and experiences with other members of your own generation than with your parents or elders.

Intercultural understanding

The exploration of cultures and cultural perspectives, including one's own, enables students to be effective in diverse settings. This chapter emphasizes the importance of cultural identity, diversity and engagement in a range of personal and professional situations and contexts.

Cultural identity

DEFINITIONS

Define the following terms:

- Assumptions
- Values
- Attitudes
- Social norms
- Behaviours

Compare your definitions with other members of your class.

What factors contribute to the formation of these characteristics?

■ Social norms and behaviours

Every one of us is an individual, with our own cultural backgrounds and our own personalized life experiences. Yet we need to find common understandings in order to create and sustain properly functioning order and stability, and basically to share the planet.

In the workplace, in our careers, this sense of order revolves around an acceptance of professional purpose and a shared agreement of the aims and objectives of our organization.

An activity in Chapter 1 required you to demonstrate the proper way of answering a phone. Now, answering a phone is pretty well obsolete these days, but it is an example of the fact that, no matter what the medium is, interaction should be approached with a certain decorum.

■ Civility

Civility, politeness, it's like a cement in a society: binds it together. And when we lose it, then I think we all feel lesser and slightly dirty because of it.

Jeremy Irons

Politeness and civility are the best capital ever invested in business. Large stores, gilt signs, flaming advertisements, will all prove unavailing if you or your employees treat your patrons abruptly.

PT Barnum

CIVILITY AND THE IB LEARNER PROFILE

The concept of civility can be found in several of the attributes of the IB learner profile.

With a partner, discuss which attributes of the IB learner profile are related to the notion of civility. Then find another pair and share your thinking.

Be prepared to challenge and dispute each other's ideas, but remember to be civil!

Read the following article, taken from a website for the restoration and remediation industry.

www.randrmagonline.com

Civility in the Workplace



By Jeff Jones

We've all walked into a retail store or restaurant and witnessed a manager boorishly yelling at an employee over a mistake. If you are like me, your gut reaction is to walk out the front door and never return. My perception is if that's how they treat their own, that is how they'll treat me. Workplace incivility is becoming an epidemic, and the restoration industry is not immune.

Anybody with half a brain knows you should never scream at or show up an employee, even behind closed doors. But how are other types of incivility affecting our companies – the ones that manifest from a lack of consideration or common decency? When did the desire to be respectful and courteous disappear? Why has it become commonplace to argue with co-workers over hot-button social and political beliefs? How does this affect the performance and profitability of our restoration businesses?

Civility is formal politeness and courtesy in behaviour and speech. Some may call this political correctness, but there is a significant difference. Political correctness, a hot-button topic itself, is the deliberate act of trying not to be insensitive to others. The goal of civility is to purposely show respect and to work toward a healthy, cohesive atmosphere. It's about being self-aware

enough to do the little things right, even when no one is watching. If we miss the garbage can, walk over and pick up our trash. If we drink the last bit of coffee, ask to see if others still want some and make another pot. When someone is talking to us, look them in the eye instead of focusing on our computer screen or phone.

What caused this noticeable decline in how we treat others in the office or on the jobsite? It appears to be a combination of factors that have resulted from our modern environment. First, the rise of work-from-home positions where most communicating is done through tools like email, Skype, and texting which eliminate human interaction. When we don't have a need to be civil as often, we forget its importance. Incivility also increases during times of heavy stress or high workload, both staples in restoration, especially after a big storm.

Social media is another contributor. During and after the election, use of Facebook and Twitter became a cyberbullying nightmare. 'Keyboard muscles' give the fictitious idea that we have the right to defend our beliefs by insulting others. This has carried over to traditional interactions.



The screenshot shows a web browser window with the address bar displaying 'www.randrmagonline.com'. The article content is as follows:

There is also an old-school/new-school debate going on regarding the discussion of such topics. Decades of 'never talk politics and religion in the workplace' is being replaced by a new generation of workers who have been raised with the understanding that we should always be who we are and 'bring our whole self to the workplace'. We are inundated with loud, often rude opinions from 24-hour news channels, celebrities and sports figures weighing in, and websites from both sides of the aisle telling us to go out and fight for our beliefs. When we start to believe this 'it's all about me and what I want' mentality, even in the workplace, little things like not replacing the expired roll of toilet paper in the company restroom because we're uncommonly busy, or just don't feel like it, take root.

The Cost of Incivility

Incivility, whether clear and overt like verbally abusing a co-worker or not bothering to clean and organize the work van at the end of the day, has real costs. A recent study by Harvard Business Review among workers who've consistently been on the receiving end of incivility reported:

- 48% intentionally decreased their work efforts
- 47% intentionally decreased their time spent at work
- 80% lost work time worrying about the incidents
- 78% said their commitment to the organization declined

But the most painful statistic is that 25% admitted to taking their frustrations out on customers. Of people who confessed to engaging in incivility at work, 25% of those cited a manager or company leader not being polite and courteous to them as their reason for feeling it was acceptable to exhibit the same rudeness to others. It's not just children who mimic the behaviour of authority figures; it is innate in all of us. People see; people do. Especially if we have never received training in proper stress management or conflict resolution. When incivility manifests at the top, it filters all the way down to our customers.

Workplace civility doesn't just happen. It is the result, and responsibility, of everyone in the company making a concerted effort. Have we identified our company's core values? Is civility one of them? Do we meet regularly with our team to reaffirm its importance, gain their buy-in, and follow through to make sure everyone participates? Do we bring direct attention to someone who fails to act with civility?

Create a Civil Code of Behaviour

Mutual respect and creating a code of civil behaviour can be done through the following:

- **Common Ground** – Communicate the expectation that employees stay focused on the reason we are in business: to serve those affected by a disaster. It is vital that everyone in the company knows we are to treat each other with the utmost respect, because we are in this together. The actions of the owner are the starting point.
- **Acknowledgement** – When passing other team members, acknowledge their presence. It can be as simple as a smile or a wave.
- **Hold Doors** – Small kindnesses make the biggest difference and set the tone.
- **Speak Civilly** – Keep things professional. Never allow a professional debate to get personal and never enter into a non-professional debate at work. Always use a measured voice. Don't forget the power of 'please' and 'thank you'.
- **Clean Up** – It's simple. If we make a mess, clean it up. If there is something left on a table after a meeting, take the initiative to put it where it belongs. Others will notice and follow our actions. Owners, want to make a lasting impression? Let your employees see you sweeping the floor or shovelling snow from the entrance to the office.
- **The Platinum Rule** – Instead of treating others how we want to be treated, treat them how they want to be treated. It's the easiest way to earn their respect.

Communication and proper body language is important when it comes to civility. One of the most powerful ways to interpret how we appear to others is by videotaping several of our interactions. We may be amazed at what we see! Involuntary slights are commonplace. We should try watching the video with no sound to gauge our body language. Do we come across as someone we would want to talk to? Now listen to the recording without the picture. Pay attention to the words we say and the inflection in our voice. Are we expressing our words professionally and respectfully?

Everyday manners matter. Being aware of the feelings of those around us and purposely making the effort to be courteous and polite goes far in creating a healthy company culture. It starts at the top. Encourage employees to let us know when we fall short. In business, and in life, we can choose to be a lot of things. It is recommended that we all choose to be kind.

CIVILITY IN THE WORKPLACE

Keeping in mind your previous discussion, choose two of the learner profile attributes that you feel are demonstrated in the article you have just read. Write an 'I statement ...' to make the connection between the article and each of your attributes. For instance, 'I believe that civility at school is a way of being **principled**, making sure that each student's voice can be heard.' As a class, take it in turns to read one statement at a time.

Cultural diversity

Watch the following short video: <https://youtu.be/QFrqTFRy-LU>.

Now visit this website: www.100people.org/statistics_detailed_statistics.php?section=statistics.

Source information for each of the categories is available at the bottom of the webpage. Sources are important; they give evidence, provide clarity and lend direction. You might also see sources described as references.

IF THE WORLD WERE 100 PEOPLE ...

Discuss the following questions about the information presented in the video and on the website in groups of three or four.

- Which statistic would you like to learn more about?
- Which statistic do you consider most surprising? Why?
- Which statistic do you think will affect generations to come the most?

CULTURAL DIVERSITY IN THE IB MISSION STATEMENT

Have another look at the IB mission statement below and look at the groups of underlined words. In small groups, draw connections between the 'If the world were 100 people ...' information and the underlined phrases in the mission statement. Each group will then display their work and share with the class why and how they made the connections that they did. Each member of the group must take a turn speaking.

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INFOGRAPHICS



Switching now from group to individual work, carry out an online image search, using the search term: 'If the world were 100 people'.

Look at the various ways of presenting the information and choose a method of presentation that interests you most greatly, perhaps one that you identify with the most or perhaps one that is related to your career studies.

Now, go to a journal, blog or whatever format you have chosen for your reflective work, and answer the following questions.

- In what ways does your 'personality' (think of Rotter's locus of control) connect with the chart?
- Would members of your household be able to predict what you chose?
- Would you have chosen this same one five years ago?
- How is what you chose connected to your work, career studies, interests, or perhaps your parents' work?
- Are you more comfortable working independently or collaboratively?

Hopefully, watching the video and thinking about the information presented on the website has helped you to realize that there are many ways in which we are all different, and that your own cultural identity is formed by just one of thousands of possible combinations of circumstances that exist around the world. In the remainder of this section, we will look at some of the most apparent forms of cultural diversity that we might encounter, both on a global scale and closer to home, and think about how they shape our behaviours and attitudes.

■ Language and customs

Studying languages can offer us an insight into history and cultural differences, as well as the way in which our brain processes information. This knowledge can in turn help us understand what it means to be human. More specifically, maintaining languages and learning languages lead us to a deeper understanding and appreciation of people. In this world, which grows more and more ripe with diversity, appreciating the power of language to unite, to connect and to heal is tremendously valuable.

Read the following article and complete the activities that follow.

← → ↻
www.newamerica.org

Language, Identity, Culture, and Diversity

By Conor P. Williams

Every marriage involves compromises. There's a back and forth trading of new roles and responsibilities. There's also a halting process of learning just how your spouse makes it through each day, how they get by – and what sorts of challenges that poses for you (and vice versa, obviously). And in some cases, like mine, there's the requisite enrolment into a centuries-old nationalist/linguistic movement.

Ha ha, but honestly, I'm lucky to be joining my Welsh wife and her relatives on their quest to sustain their linguistic tradition. As American poet Bob Holman points out in his recent PBS documentary, *Language Matters*, the Welsh linguistic identity has survived enormous political, cultural, and economic pressures and appears to be on a path to long-term health. Despite more than 500 years of uninterrupted political control and cultural pressure from their English neighbours (including an extended period when the British Empire was the world's dominant power), the Welsh have kept their language alive.

Around half of the world's 6,000 languages are expected to survive the next century.

Many, many languages have not been so lucky. Around half of the world's 6,000 languages are expected to survive the next century. For all of our talk of a flourishing, flowering 21st century where individuals can use technology and political liberties to construct the lives they want, this shrinking linguistic pool suggests that the world is actually homogenizing. The documentary takes it as a premise that this is a bad thing.

But wait. If languages offer diverse views of the world, they also offer a variety of wagers about which things matter and how our community interacts with those. Linguistic diversity *divides* us. We can celebrate differences – for this is what it means to be modern and civilized – but they are still differences. And the differences enshrined in the languages that distinguish us have a long history of sparking bloodshed.

Why *should* we preserve languages? After all, since the fall of the Tower of Babel, humans have been at one another's throats over the ethnic, cultural, national, religious, and various other differences that languages represent. Conquering armies have often made the crushing of domestic languages a secondary campaign in lands they

dominate. As British linguist David Crystal puts it in the film, 'We've got a Welsh nation that is proud of its identity, wants to be separate from England, wants to be independent ... the best way of stopping that happening is to put in your troops. And where do you put your troops? You put them in a castle. And as you go from East to West across North Wales, the castles get bigger and bigger and bigger.'

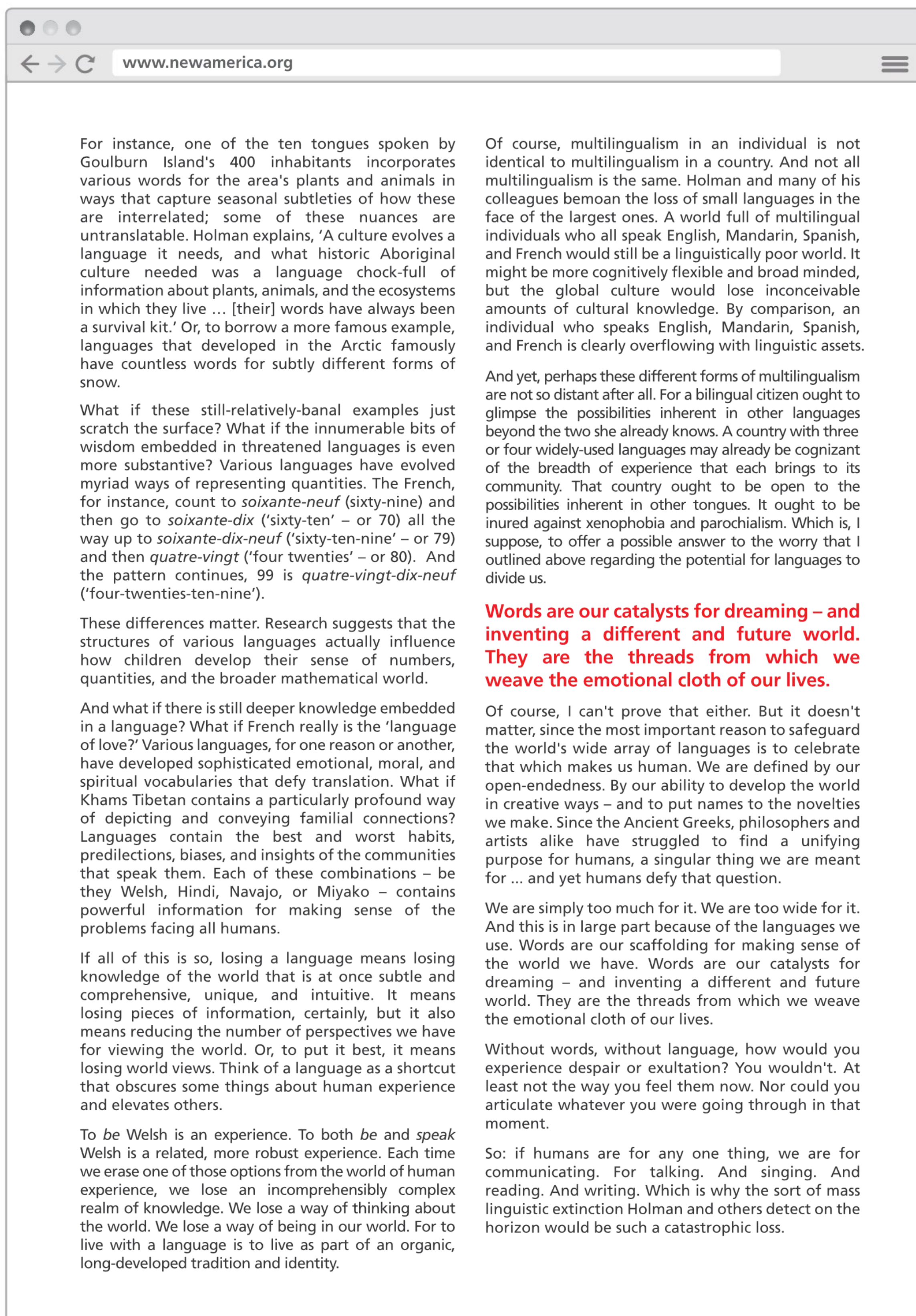
So: what if linguistic homogenization is a path to peace – or at least some greater degree of human understanding? Globalization may be making us all more alike, but if that makes it less likely that we will find ourselves sufficiently different to resort to violence, then perhaps that growing homogeneity isn't actually a bad thing. At Babel, the Judeo-Christian God scatters humans and confounds their tongues that they might be chastened in their ambitions to rival His perfection. He sparks a proliferation of languages as a punishment for human pride, and His punishment aims at *impeding* human understanding. More languages make us strange, unfamiliar, and ultimately ... dangerous to one another.

Cosmopolitanism is about tolerating a wide variety of lives, values, and languages. But that rests on a core commonality of tolerance. Which ought to give us – and Holman – pause. Is the loss of linguistic diversity part of a broader global trend towards common values? Is it a natural accompaniment to the growing hegemony of modern liberal values regarding the value of human life, dignity, self-determination, and more?

Research suggests that the structures of various languages actually influence how children develop their sense of numbers, quantities, and the broader mathematical world.

Maybe. Or maybe not. These sorts of theories are hard to test – let alone prove. But global multilingualism has considerable reasons to recommend it as well. Holman explores these through interviews across Australia's Goulburn Island, Hawaii, and yes, fair, beautiful Wales. He and his partners wonder if the loss of languages might represent a substantive loss of human wisdom. Not just in the obvious way – by the evaporation of various symbols and sounds – but also by the erosion of intuitive knowledge contained in each language.

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For instance, one of the ten tongues spoken by Goulburn Island's 400 inhabitants incorporates various words for the area's plants and animals in ways that capture seasonal subtleties of how these are interrelated; some of these nuances are untranslatable. Holman explains, 'A culture evolves a language it needs, and what historic Aboriginal culture needed was a language chock-full of information about plants, animals, and the ecosystems in which they live ... [their] words have always been a survival kit.' Or, to borrow a more famous example, languages that developed in the Arctic famously have countless words for subtly different forms of snow.

What if these still-relatively-banal examples just scratch the surface? What if the innumerable bits of wisdom embedded in threatened languages is even more substantive? Various languages have evolved myriad ways of representing quantities. The French, for instance, count to *soixante-neuf* (sixty-nine) and then go to *soixante-dix* ('sixty-ten' – or 70) all the way up to *soixante-dix-neuf* ('sixty-ten-nine' – or 79) and then *quatre-vingt* ('four twenties' – or 80). And the pattern continues, 99 is *quatre-vingt-dix-neuf* ('four-twenties-ten-nine').

These differences matter. Research suggests that the structures of various languages actually influence how children develop their sense of numbers, quantities, and the broader mathematical world.

And what if there is still deeper knowledge embedded in a language? What if French really is the 'language of love?' Various languages, for one reason or another, have developed sophisticated emotional, moral, and spiritual vocabularies that defy translation. What if Khams Tibetan contains a particularly profound way of depicting and conveying familial connections? Languages contain the best and worst habits, predilections, biases, and insights of the communities that speak them. Each of these combinations – be they Welsh, Hindi, Navajo, or Miyako – contains powerful information for making sense of the problems facing all humans.

If all of this is so, losing a language means losing knowledge of the world that is at once subtle and comprehensive, unique, and intuitive. It means losing pieces of information, certainly, but it also means reducing the number of perspectives we have for viewing the world. Or, to put it best, it means losing world views. Think of a language as a shortcut that obscures some things about human experience and elevates others.

To *be* Welsh is an experience. To both *be* and *speak* Welsh is a related, more robust experience. Each time we erase one of those options from the world of human experience, we lose an incomprehensibly complex realm of knowledge. We lose a way of thinking about the world. We lose a way of being in our world. For to live with a language is to live as part of an organic, long-developed tradition and identity.

Of course, multilingualism in an individual is not identical to multilingualism in a country. And not all multilingualism is the same. Holman and many of his colleagues bemoan the loss of small languages in the face of the largest ones. A world full of multilingual individuals who all speak English, Mandarin, Spanish, and French would still be a linguistically poor world. It might be more cognitively flexible and broad minded, but the global culture would lose inconceivable amounts of cultural knowledge. By comparison, an individual who speaks English, Mandarin, Spanish, and French is clearly overflowing with linguistic assets.

And yet, perhaps these different forms of multilingualism are not so distant after all. For a bilingual citizen ought to glimpse the possibilities inherent in other languages beyond the two she already knows. A country with three or four widely-used languages may already be cognizant of the breadth of experience that each brings to its community. That country ought to be open to the possibilities inherent in other tongues. It ought to be inured against xenophobia and parochialism. Which is, I suppose, to offer a possible answer to the worry that I outlined above regarding the potential for languages to divide us.

Words are our catalysts for dreaming – and inventing a different and future world. They are the threads from which we weave the emotional cloth of our lives.

Of course, I can't prove that either. But it doesn't matter, since the most important reason to safeguard the world's wide array of languages is to celebrate that which makes us human. We are defined by our open-endedness. By our ability to develop the world in creative ways – and to put names to the novelties we make. Since the Ancient Greeks, philosophers and artists alike have struggled to find a unifying purpose for humans, a singular thing we are meant for ... and yet humans defy that question.

We are simply too much for it. We are too wide for it. And this is in large part because of the languages we use. Words are our scaffolding for making sense of the world we have. Words are our catalysts for dreaming – and inventing a different and future world. They are the threads from which we weave the emotional cloth of our lives.

Without words, without language, how would you experience despair or exultation? You wouldn't. At least not the way you feel them now. Nor could you articulate whatever you were going through in that moment.

So: if humans are for any one thing, we are for communicating. For talking. And singing. And reading. And writing. Which is why the sort of mass linguistic extinction Holman and others detect on the horizon would be such a catastrophic loss.

LANGUAGE AND DIVERSITY



With a partner, think about the following questions:

- How can cultural diversity create communication barriers?
- How do different languages and customs coexist within one society?
- How can a diversity of languages be beneficial?

Have a look at the article below, which includes examples of business customs particular to different countries.

← → ↻
☰

www.businessnewsdaily.com

International Business Customs That Could Make or Break a Deal

Adam C. Uzialko

Sometimes business can take you out of your home country. New opportunities can often be found overseas, and the ambitious entrepreneur shouldn't be afraid of growing beyond their own borders. However, conducting business with people from other cultures means being aware of how they do things differently.


While effective communication is one component to succeeding internationally, remaining adaptable to local protocol and etiquette is also essential. Seemingly small things, like how you accept a business card or what you order for lunch, can make or break a foreign business relationship.

Some international customs are more unusual than others. Here are some unique international business customs.

Japan

While the business card has declined in importance in the US, that is far from the case in Japan. When doing business with the Japanese, Americans should be armed with stacks of their business cards, which should be printed in both English and Japanese.

The business card is held in very high regard in Japan. When presenting your card, it is critical to



pass it out with both hands, with the Japanese side facing up. When receiving a business card, Americans should accept it with both hands and thank them while doing so. In addition, the business card should never be written on or played with during the meeting, as both are signs of disrespect.

Finland

While Americans are used to doing business in plenty of locations outside the office – restaurants, golf courses, etc. – they probably aren't as comfortable holding a meeting in a sauna.

In Finland, enjoying a relaxing sauna is an honoured tradition. To help build the relationship, Americans shouldn't decline the invite, as it is considered a sign of hospitality and that the meeting is headed in a positive direction.

WHERE IN THE WORLD?



As a class, get into pairs and pin a map of the world to the wall of your classroom. One member of each partnership should approach the map and point to it without looking. The country that you have pointed to will form the basis for the following two tasks:

- What language or languages are spoken there? How does language influence the culture of the country?
- Try to find some business customs that are particular to your chosen country. Why might these traditions have developed in this country?

CULTURAL DIVERSITY IN YOUR SCHOOL



Complete the following activities in groups of three or four.

- List as many ways as you can in which your small group is diverse.
- Think about the specific ways in which your whole class is diverse. Feel free to move around the room and speak to members of other groups. Each group should be prepared to share an example with the rest of the class.
- Reflect upon how these activities have changed the way you think of diversity. Each group should arrive at a consensus and share it with the class in the format: 'We learned ...'

Now, as a whole class, discuss the following questions:

- How would you create a 'diversity profile' of your school population?
- In what ways is your family's cultural identity similar to that of the neighbourhood in which you live? And in what ways is it diverse? How is your cultural identity (or your family's) reflective of your school's demographics? And, how are you diverse?

WHAT'S YOUR VIEW?



There are many different ways of looking at the world. It can be exciting, interesting, sad, scary, bewildering, and so on.

How do you look at the world? Spend some time looking at newspapers or news websites. Get into small groups and discuss your different perspectives on the stories and issues. What factors do you think affect your perspectives? Do you think you have any biases?

Intercultural engagement

CULTURAL INTERACTIONS



Spend some time thinking about the ways in which you have engaged or interacted with other cultures in the last month. Some areas for consideration include language, food and entertainment. Share your ideas with the person sitting next to you. Are there any examples that they thought of and you didn't?

How do you think the way we experience different cultures has changed over time? Speak to your teachers, parents or grandparents about how things have changed since they were your age. What has surprised them the most?

In what ways does your school promote intercultural engagement? Can you think of other initiatives that could be created to promote and enhance a more intercultural mindset in your school?

As a result of accelerating developments in transportation and communication over the last century, and particularly in the last few decades, the world is becoming an increasingly interconnected place. This process is called globalization. It means that people who live in different countries, or even in different continents on opposite sides of the world, are able to communicate and work with each other, and to share ideas and experiences. One of the most significant effects this process has had is to promote international trade and the emergence of multinational corporations.

GLOBALIZATION DEBATE



As a class, divide yourself into two even debating teams. One team will be arguing that globalization is a positive force, the other will be arguing against it. Each team should do the following in preparation for the debate:

- Research the term 'globalization', looking at both sides of the argument.
- Prepare an opening statement, outlining the key points of your case. You will need to include evidence to back up your claims and you may want to use visual aids.
- Anticipate what the other team will focus on and devise strategies to argue against their point of view.
- Think about questions that the other team might ask you and prepare answers to help defend your case.

Your teacher will moderate the debate and will decide which team has won at the end.

Once the debate is over, discuss as a class whether or not you feel that globalization is a force for good.

INTERCULTURAL ENGAGEMENT IN THE WORKPLACE



Cultural exchanges

Language development

Global citizen

Inclusion

International-mindedness

Equality

Global dimension

International education

- 1 Familiarize yourself with and conduct a bit of research about the terms above. Choose one that resonates with you, one that you can associate with your work or future career, or maybe your personal skills, interests, attitudes or dispositions.
- 2 Write a definition of your chosen term that makes total sense for you.
- 3 Go to www.passiton.com and spend some time exploring it.
- 4 Choose an aspect of the website that can be connected to the term you have chosen and use it to create a company slogan, motto or creed that would be consistent with your career studies or the type of work you are attracted to.
- 5 Introduce the class to your slogan and career area in some creative, informative way. For example, a podcast, collage, map, design, song or poem.

It might help to think of what you are being asked to do here as developing something of an *argument*: a reason or set of reasons given with the aim of persuading others that an action or idea is right or wrong. This is a useful skill to develop – the reflective project will require you to be able to state and discuss a pretty clear argument.

EXTENSION PROJECT



Was there a website, phrase, discussion or an argument that was introduced in this chapter that you would like to know more about?

If so, you have the roots of a project that will involve further investigation, inquiry, argument, evidence and some summaries, conclusions or findings.

END OF CHAPTER REFLECTION: CLASSMATE INTERVIEW

Conduct a detailed interview with another member of your class.

Some questions that may be helpful:

- *Tell me about your family.*
- *What is your favourite holiday and how do you spend it?*
- *What is something you feel so strongly about that you would not budge, no matter what?*
- *If you could attend any concert, what one would it be?*
- *What is something you are proud of?*
- *Why do you think that companies like ancestry.com and 23andMe.com are so popular?*
- *How do you feel about religion?*
- *If you could change one thing in this school, what would it be?*
- *What is a custom that you have been following that you may not continue as you grow older?*
- *Should euthanasia be legal?*
- *If you could have dinner with one person (either alive or dead), who would that person be?*

Take notes of your partner's answers. Then, using any medium, create a representation of the commonalities and differences between you and your partner. It could be written, drawn, painted, recorded, designed or presented in any other way you consider suitable.

You must refer to two areas from Column I, two from Column II and two from Column III from the grid below.

| Column I | Column II | Column III |
|------------------------|------------|--------------|
| Assumptions | Norms | Language |
| Values | Behaviours | Customs |
| Attitudes/Dispositions | Skills | Perspectives |

Don't hesitate to ask questions about how to approach this task. Having discussions, getting advice and ideas, doing research and arriving at your answers are the essence of learning. Just make sure the final product is in your own voice (academic honesty). And have fun!

You also should know that the *thinking* you *do* on this 'exam' – the gathering of information, considering data, arriving at theses or arguments, trying to share some conclusions or recommendations, and, of course, trying to stick to timelines and stay focused – are all the critical steps of project management and will be hugely important skills for your future studies and careers (and, once again, the reflective project).

Top ten

successful interview



- 1** Think about questions that you are likely to be asked, for example: 'Why do you want to work here?', 'What skills do you have that make you well suited to this position?', 'Do you have any weaknesses?'
- 2** Research the company and the work that they do. If possible, carry out research on the specific team that you are hoping to join, or the manager who will be interviewing you.
- 3** Prepare some questions about the company or the role.
- 4** Dress professionally.
- 5** Arrive early – preferably about 10 minutes before the time the interview is due to begin. Plan your journey in advance to ensure you arrive in good time.
- 6** Make a good first impression. Shake the hand of each member of the interviewing panel and make eye contact.
- 7** Listen carefully to the interviewers and respond to the questions that they ask, rather than reeling off pre-prepared speeches.
- 8** Where possible, try to use real-life experiences to demonstrate that you have the required skills.
- 9** Be honest about your experiences, but don't be afraid to sell yourself and talk about yourself in a positive way.
- 10** Try to appear confident, but don't become flustered if you struggle with a question. Interviewers expect you to be a bit nervous.

tips for a successful presentation



- 1 Think about the purpose of your presentation. Is it to inform, to persuade or to educate?
- 2 Think about your audience. Why are they interested in what you have to say? What is their current level of understanding? What is the most important thing they take away from the presentation?
- 3 Think about the room where you will be presenting. How big is it? What audio-visual technology will you have available to you?
- 4 Make sure you are familiar with your subject matter. Think about what you are going to say and practise.
- 5 Keep it simple. Audiences will switch off if the content becomes too in-depth. Focus on the key points and use memorable phrases.
- 6 Don't simply read a speech from a piece of paper. By all means have notes, but try to make the presentation appear spontaneous.
- 7 Use visual aids, for example handouts and slideshows, but only where they are necessary. Don't overload them with information; make them visually engaging and concise.
- 8 Include jokes or interesting anecdotes to ensure the audience remain engaged.
- 9 Try to appear confident. Smile, look at the audience, and think about your body language.
- 10 Give the audience an opportunity to ask questions.

3

Effective communication

A dynamic, interconnected and complex world requires students to be capable communicators. This chapter explores a variety of skills and literacies to broaden students' capabilities as communicators in personal and professional situations and contexts.

To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.

Tony Robbins

The operative term in the title of this chapter is 'effective'. Intent and purpose seem to be key factors in deciding the manner and style of communiqués. We are always on safe ground when we can communicate genuinely, honestly and authentically, and we are compassionate and open enough to both make our case and really reflect and think of others' views.

COLDPLAY CONCERT



If you are able to, watch the beginning of Coldplay's A Head Full of Dreams Tour online.

Why might Coldplay choose to begin their concert with an opera piece called 'O mio babbino caro' by Maria Callas, followed by intercultural salutations, and, finally, Charlie Chaplin's final speech from his film *The Great Dictator*?



Think about the following questions.

- What do these three pieces have in common?
- How are these three pieces related to the concert that is about to unfold?
- Thus, what is the intent and purpose of the beginning to this concert?
- Is this opening an effective communication for you? Why, or why not?

The answer to the final question is a matter of style. It may or may not work for you.

It seems appropriate then, to state that how we communicate matters as much as what we are trying to communicate. Thinking should precede communicating. Quite frankly, this is why effective communication is a skill.

Communication's connection to our first two chapters seems rather obvious. Our own level of comfort and skill sets will provide us with a reservoir of communication styles (personal development). And understanding the audience or recipient should determine, to a large degree, the delivery and content of the communication (intercultural understanding).

Interpersonal skills

■ Active listening

I know you hear me, but are you listening?

LISTENING IN THE IB LEARNER PROFILE

Listening, truly listening, is a wonderful trait. Look at the IB learner profile on pages 2–3 and think about which of the attributes require listening skills. Be prepared to share your thoughts with a partner and don't forget to listen to their ideas too!

Active listening demonstrates that you care and provides the speaker with a sense of clarity, acceptance and empowerment. We are all guilty of talking over each other, cutting short others' sentences to offer our own opinions, and focusing on multiple matters simultaneously when we could be giving our undivided attention. By practising active listening, you are essentially telling the speaker: 'I am with you.'

It may sound simple, but active listening is a real skill, so much so that here are four steps to help you do it:

- 1 **Pay attention:** Stop talking and focus closely on the speaker. Suppress the urge to think about what you're going to say next or to multitask. Make sure your body language is saying: 'I am right here with you.' This can be done by adopting an open posture facing the speaker, by using appropriate facial expressions and by nodding your head. Encourage the speaker to continue with small verbal comments like 'yes', and 'uh huh'.
- 2 **Guide the conversation:** Paraphrase or repeat what you are hearing to confirm that you understand. Say things like: 'It sounds like you are saying ...'
- 3 **Check for understanding:** Ask questions about key points to allow the speaker to explain them in more detail. This will assure the speaker that you are interested and engaged in what they are saying.
- 4 **Defer judgment:** Encourage with positive feedback. Keep an open mind and show respect for the other person's point of view, even if you disagree with it. Demonstrate unconditional positive regard!

UNCONDITIONAL POSITIVE REGARD?

Think about the following questions and discuss your thoughts with your whole class.

- What does unconditional positive regard mean?
- Where in the first two chapters have we seen elements of it?
- What are some examples or real-life circumstances in which unconditional positive regard is called upon?

ARE YOU LISTENING?



Form a group of three with two of your classmates. Between you, decide which of you will be the speaker, which of you will be the listener, and which of you will be the observer.

The speaker is to talk about one of the following topics for several minutes:

- A difficult decision that you recently had to make.
- A conflict that you had at school, work, or home.
- A movie that has impacted you.
- A global problem that you feel strongly about.
- Your plans for your post-secondary studies and/or career path.
- The qualities of a mentor whom you admire.

The listener should practise the four active listening steps, as described on page 37.

Once the speaker has finished talking, the observer is to give feedback about how well the listener practised active listening.

Swap roles and carry out the activity again until each member of the group has had a turn in each role.

■ Non-verbal cues

One of the key things to keep in mind in the activity above, and in all forms of face-to-face communication, is the body language we use whenever we interact with others. Exhibiting certain non-verbal cues can immediately help us to appear friendly, approachable and confident. Below is a table of dos and don'ts to keep in mind next time you are having a conversation with someone that you want to impress, or put at ease.

| Do | Don't |
|--------------------------|------------------|
| Sit or stand up straight | Slouch or lean |
| Smile and nod | Frown or grimace |
| Make eye contact | Stare |
| Sit relatively still | Fidget |
| Assume an open posture | Cross your arms |

BODY LANGUAGE



Watch some videos online of famous people or politicians being interviewed.

What do you notice about their body language? Is it good or bad?

Be prepared to share the videos and your findings with the rest of the class.

■ Conflict

The sad truth is that man's real life consists of a complex of inexorable opposites – day and night, birth and death, happiness and misery, good and evil. We are not even sure that one will prevail against the other; that good will overcome evil, or joy defeat pain. Life is a battleground. It always has been and always will be; and if it were not so, existence would come to an end.

C.G. Jung

The quotation above makes things sound rather dire. Nonetheless, it effectively communicates the ongoing human struggles and challenges that we all face on a daily basis. One might view conflict as part of a naturally occurring cycle in all of our lives, but this does not mean it is not also a result of real problems and disagreements, which are avoidable and resolvable.

When one considers the innate distinctions between all people, as well as challenges of communication and language, conflict resolution becomes a critical component of healthy relationships, including those in the home, at school, and in the workplace.

■ The problem ownership model

Identifying problem ownership is a method that not only allows us to heal conflicts, but also to build stronger relationships. Watch this video, which demonstrates the 'problem ownership model' devised by Thomas Gordon of Gordon Training International: https://youtu.be/Za3INyw6_Ug.

According to this model, wherever we encounter conflict, we should establish who owns the problem and employ the appropriate resolution or communication technique to resolve the issue.

| Who owns the problem? | Resolution/communication technique |
|---------------------------------|---|
| Another person owns the problem | Employ active listening and unconditional positive regard. |
| There is no problem | Restate your goals and aims, clearer, firmer and more detailed than previously. |
| I own the problem | Take personal responsibility; form an 'I statement', followed by concrete behaviours and specific consequences, e.g. 'I am disappointed when the room is left in disarray because it takes precious time to organize it again.' |
| We, together, own the problem | To solve a shared problem, you should follow a conciliation style (compromise, bargaining, negotiation) or cooperative model (searching for creative, win-win solutions). |

WHO OWNS THE PROBLEM?



Think about the ways in which the 'problem ownership model' described above might be applicable to material presented in Chapters 1 and 2. Be prepared to discuss your thoughts with the rest of your class.



CONFLICT RESOLUTION



Look at the diagram above, which displays various aspects of conflict resolution.

Choose one of the 10 aspects. Prepare a concise, well-written paragraph that aligns the aspect specifically to either the IB mission statement or attributes in the IB learner profile.

Be prepared to present your finished paragraph to the rest of the class.

PERSONAL DEVELOPMENT, INTERCULTURAL UNDERSTANDING AND EFFECTIVE COMMUNICATION



apathy

sympathy

empathy

ethos

logos

pathos

Your teacher will divide the class into six groups and assign one of the above terms to each group. Together, you should carry out an exhaustive investigation into the term assigned and prepare a presentation to deliver to the rest of the class. Each member of the group must have an assignment/role. The presentation could be delivered as a video, podcast, slideshow or in any other creative format you choose, and must also focus on human manifestations of the term (for example, famous people, movie/fictional depictions, literary characters). Finally, each group must connect the term to their career studies, workplace opportunities, challenges or goals.

After all of the presentations have been delivered, each student is to reflect on which of the other presentations was most informative and explain their choice.

■ Collaboration



CONFLICT AND COLLABORATION

The cartoon to the left expertly depicts the connection between conflict and collaboration. It's almost like they are inseparable. Discuss the following questions with a partner.

- Are conflict and collaboration inseparable? Why? Why not?
- What can we learn from the relationship between conflict and collaboration?

Whenever the contemporary workplace is discussed, the need to be able to collaborate is stressed. Collaboration is important, not only to ward off and deal with conflict, but also so that colleagues can bond together around a common purpose to deliver results and solve problems. The need to collaborate is often complicated (but also sometimes enhanced) by the following two factors:

- the wonderful diversity that we share (different languages, backgrounds, cultures, values, and so on)
- the problems that are faced are often deep and complex.

However, the importance of collaboration cannot be understated. Watch this short video: <https://youtu.be/J0XmZW6xYSg>.

COLLABORATION COMFORT LEVELS

Thus far, you have been doing a good deal of group work – sometimes in pairs, often in groups of three, frequently with small groups, and, of course, often in large groups or with the whole class.

What's your comfort level with each group size? Create a table like the one below and circle the correct level of comfort for each size of group.

| | | | | |
|------------------------|---|---|---|---|
| Pairs |  |  |  |  |
| Groups of three |  |  |  |  |
| Small groups |  |  |  |  |
| Whole class |  |  |  |  |

■ Forming and performing

Collaboration often requires us to assume a number of simultaneous and complementary roles. Roughly speaking, these roles can be divided into the two following categories:

- **Forming** strong working relationships to ensure all team members can contribute to their full potential.
- **Performing** together effectively to ensure the task is completed to the required standard.

The tables below give some examples of roles that fall into these two categories.

Forming

| Human functions | Description | Communication |
|---------------------------|--|---|
| Encouraging | Showing regard for others | 'I am glad to see everyone here at the meeting.' |
| Expressing group feelings | Sensing feelings within the group | 'I think we all need a break.' |
| Harmonizing | Attempting to reconcile disagreements | 'Perhaps we would all be better off if we were more specific.' |
| Compromising | Offering alternatives which can bring resolution | 'Since we are pretty well divided, I'd like to suggest we look for another option.' |
| Gate keeping | Inviting everyone to participate | 'He is trying to say something and is being cut off.' |
| Process observing | Watching and sharing how the group is operating | 'Haven't we got pretty far off topic here?' |

Performing

| Task functions | Description | Communication |
|---------------------|---|--|
| Initiating | Suggesting a procedure | 'Let's write the ideas on the board.' |
| Information seeking | Requesting facts or evidence | 'What do you all think about ...?' |
| Information giving | Providing facts or evidence | 'In the past five years, only 90% of invitees attended.' |
| Consensus testing | Checking to see how much agreement is present | 'Does anyone see a different way of doing this?' |
| Summarizing | Offering a decision or conclusion | 'Those who have spoken have made the following points.' |
| Clarifying | Interpreting ideas or suggestions | 'I think what she is saying is we may not be able to afford this.' |

WHAT ROLES DO YOU PLAY?



When you consider how you operate in a group, how would you assess yourself in relation to these two aspects of teamwork? Which roles do you regularly assume from the two charts above? Do you have any idea where these traits originate for you?

Your teacher will divide the class into groups of three or four, ideally grouping you with classmates you have not worked much with previously.

Keeping in mind the roles you play when working in groups, prepare an introduction of yourself to present to the other members of your group, explaining which areas of collaboration and group work are your strongest and in which areas you do not feel as confident. The presentation must be between three and five minutes.

■ Managing change

Change is the only constant.

Watch this video of David Bowie performing his song 'Changes' and find the lyrics for the song online: <https://youtu.be/xMQ0Ryy01yE>.

CHANGES

Listen to Bowie's lyrics. What do you think he is saying about the notion of change?

ABOUT CHANGE

Choose another song, poem, picture, short video clip or any kind of design that speaks about change. Be prepared to address the entire class and answer the following questions:

- What does your choice say about change?
- What was your intent and purpose in making this selection?
- Are you making a claim or an argument, or proposing a thesis?

A RECIPE FOR CHANGE

The terms below are all factors that contribute to the successful management and implementation of change.

Capacity for change **Reinforce and solidify change** **Pressure for change**
Clear shared vision **Model the way** **Actionable first step**

In groups of six, research and discuss these terms. Together, come to a consensus about the order in which they should occur to lead to successful change.

Each group should present their findings to the class in a way that involves one other medium besides speaking and writing, for example a map, slideshow, podcast, design, music, digital technology.

Do the different groups agree on the order? Be prepared to justify your decisions to the rest of the class.

Be prepared to self-assess, as a group, how you employed any of the following in your research plan:

- | | |
|-------------------------|---------------------------------|
| ■ formulating questions | ■ planning |
| ■ recording data | ■ interpreting data |
| ■ observing | ■ collecting data |
| ■ organizing data | ■ presenting research findings. |

Finally, give yourself a grade out of 3 for each of the five criteria below, and combine them to give yourself a total score out of 15. The grades are as follows: 3 = excellent, 2 = good, 1 = fine. You may be asked to provide evidence.

- | | |
|--|---|
| ■ Focus and method | ■ Communication |
| ■ Knowledge and understanding in context | ■ Group engagement and self-reflection throughout |
| ■ Critical thinking | |

■ Leadership

Managers and administrators are problem solvers who create goals in order to maintain the stability of the organization. Leaders, on the other hand, are visionaries, who value task functions and human functions equally and who inspire workers to take part in their own and the organization's development and change.

By and large, successful leaders:

- create ownership for others
- treat employees at all times and in all ways with dignity and respect
- value and seek employees' (and others') input and make human relations a priority for all
- recognize the efforts of people at all times
- employ trust and honesty in all dialogue – they practise transparency as much as possible
- celebrate successes, big or small
- maintain a non-negative, constructive and positive, open-door policy that allows all to honestly share feelings and concerns
- hire, support and retain competent people
- promote a service mentality among employees.

FOLLOW THE LEADER



Research three leaders. One should be a fictional character, one should be a real person you have learned about in one of your other courses, and one should be a person you know, either from work, extra-curricular activities or your personal life. Your research should focus on what qualities these people have that make them good leaders.

Form a group of three with two of your classmates and discuss each of your chosen leaders. See if you can identify common traits, characteristics or practices that help these individuals perform their roles as leaders.

Think about the following statements and, based on your research and discussion, decide how important they are in defining what it is to be a leader. Be prepared to share your opinions with the rest of the class, and to back them up with evidence.

- A true leader is a change agent.
- An accomplished leader often demonstrates the ability to be a good follower.
- Leadership skills chiefly involve resolving conflict.
- A leader is a lifelong learner.
- A leader communicates effectively, verbally and non-verbally.
- A leader's toolbox has to contain group process skills.
- A leader needs to be bold.

■ Language development

In many ways, the constant that exists throughout the many elements of effective communication is ‘seeking common ground’. We see this present in conflict resolution, collaboration and change contexts. What an IB education seeks to foster is the idea that it is through extensive and exciting experiences working with language that we can make the world a better place.

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Language is the bridge that allows us to make connections; it should not be a formidable iron gate.

You are very fortunate that the IB Career-related programme allows you to design and follow studies in language. The language development, and related portfolio, can help you understand, appreciate, and thrive, personally and professionally.

Language holds the key to our knowledge, our understanding, our memory, our culture and our identity.

Bernadette Holmes, Director of Speak to the Future



LANGUAGE PORTFOLIO



As a class:

- Discuss how you plan to meet the language portfolio requirement of the Career-related Programme.
- Research how other students (in your school and other schools) have pursued similar language development opportunities.
- Create a class bulletin board that lists, documents and celebrates the ways that different members of the class plan to pursue language development opportunities.

Don't be afraid to be creative – make connections to your career-related studies and the service learning component, where possible, and, of course, to the personal and professional skills we have already covered in Chapters 1 and 2.

Discover, share and celebrate who you are (Chapter 1) and embrace the opportunity to explore the unknown in a wise and caring fashion, truly learning about the traditions, mores, values and beliefs of others (Chapter 2).

Literacies

The social character of literacy is revealed in the variety of ways – and languages – in which it is practised. Literacy today, in its many manifestations, has become a vital set of competencies and practices, interwoven in the fabric of contemporary societies.

The Making of Literate Societies (UNESCO)

■ Understanding literacy

Literacy is a pillar of sustainable societies. The ability to read and write is such an essential part of so many of our lives that perhaps we take it for granted.

EVERYDAY LITERACY



Think about the things that you do every day: your studies, your interests, your job, or the things you do to simply kill some time. Now imagine you are unable to read and write. How would your daily routine change? What things would you no longer be able to do? How would your life be more difficult or less enjoyable?

Hopefully, this activity has helped you to see how much of a contribution the apparently basic skills of reading and writing make to our quality of life. On a day-to-day basis, an inability to read or write will mean that you can't enjoy a book, follow a recipe or write an email to a friend. But in the long term it will also negatively affect the level of education that is available to you, and, as a result, the kinds of work that you are able to do and the amount of money you are able to earn. This, in turn, might have a negative impact on your ability to lead a healthy lifestyle or to provide support and education to your children. In addition, if a large proportion of your population is illiterate, this will have an effect on your country's economy, meaning there is less money available to provide basic levels of education. And so, the cycle continues ...

Fortunately, massive progress has been made in improving literacy rates around the world. In the mid-nineteenth century, approximately 10% of the global adult population were able to read and write. Statistics for 2016 suggest that this now stands at more than 86%. However, despite this progress, disparities remain in terms of region and gender, with some groups of people significantly more likely to be literate than others.

LITERACY STATISTICS



Carry out some research on literacy rates around the world. Choose one statistic or fact that you find interesting or surprising and think about the possible explanations for it. In groups of three or four, take it in turns to present your pieces of information, and discuss the following questions:

- How does our particular cultural identity affect the likelihood that we are able to read and write?
- Can you identify a trend or pattern between the pieces of information that you all chose?
- What do your individual choices say about you? Can they be connected to your studies, interests or chosen career paths?

It is wonderful (and vital) that the percentage of the global population that is able to read and write continues to grow, generation after generation. However, due to our fast-paced, exciting, puzzling and inventive world, the traditional notion of literacy is being expanded to include a whole host of essential skills that are important if we are to thrive today, both personally and professionally.

In our interconnected, intricately modern world, one can add digital information and data literacies to the old standbys of reading and writing, and computer code, non-verbal expressions, design and innovative information-sharing capabilities to our traditional notion of languages.

■ Digital literacy

Read the following extract from an article by a Professor of Engineering.

REFLECTIONS ON TECHNOLOGICAL LITERACY

by George Bugliarello

Technological literacy means far more than just the ability to use computers and other machines. It implies an understanding of the factors involved in the creation and development of technologies and of the impacts of technology on society, on individuals, and on the environment. Ignorance of any of these facets can have serious consequences in a future in

which technology will play an ever more determinant role. Unfortunately, the importance as well as the intrinsically interdisciplinary nature of technological literacy have not yet been perceived by the educational system and used to enrich the content of school curricula and of traditional liberal arts college curricula. The diffusion of technological literacy is an urgent priority in helping shape our culture, in providing a sense of optimism about our future, and in enabling us to avoid the disasters that the neglect of technology has wreaked historically on other societies.

CLASS TECHNOLOGY SYMPOSIUM



Your teacher will post a sign-up sheet in your classroom. Each student is to choose a favourite technological resource, skill or device that will be of interest and value to others. Your teacher will monitor the sign-up sheet to ensure there are no duplicates and to urge students to challenge themselves with the 'technology' that will be shared. A class technology symposium will be scheduled, at which:

- Each student will explain their choice and teach their classmates the operations and values of the 'technological resource' that they have chosen. Specific attention should be paid to how and when these new skills and resources can be utilized.
- Students should be prepared to discuss the potential benefits to their studies and chosen career paths.
- Finally, each student will connect their presentation to either the vision of the IB mission statement or the purpose of the IB learner profile.


■ Information literacy

Read the article below and consider the fact that, although we now have more methods of communication and sources of information at our disposal than ever before, effective communication could be a greater challenge than ever.

Browser window showing the URL <https://techcrunch.com>

False news spreads faster than truth online thanks to human nature

Devin Coldewey @techcrunch March 8, 2018



The rapidity with which falsity travels has been proverbial for centuries: 'Falsehood flies, and the Truth comes limping after it,' wrote Swift in 1710. Yet empirical verification of this common wisdom has been scarce – to our chagrin these past few years as lies in seven-league boots outpace a hobbled truth on platforms seemingly bespoke for this lopsided race.

A comprehensive new study from MIT looks at a decade of tweets, and finds that not only is the truth slower to spread, but that the threat of bots and the natural network effects of social media are no excuse: we're doing it to ourselves.

The study, published today in *Science*, looked at the trajectories of more than 100,000 news stories, independently verified or proven false, as they spread (or failed to) on Twitter. The conclusion, as summarized in the abstract: 'Falsehood diffused farther, faster, deeper, and more broadly than the truth in all categories of information.'

But read on before you blame Russia, non-chronological feeds, the election or any other easy out. The reason

false news (a deliberate choice in nomenclature to keep it separate from the politically charged 'fake news') spreads so fast is a very human one.

'We have a very strong conclusion that the spread of falsity is outpacing the truth because human beings are more likely to retweet false than true news,' explained Sinan Aral, co-author of the paper.

'Obviously we didn't get inside the heads of the people deciding to retweet or consume this information,' he cautioned. 'We're really just scratching the surface of this. There's been very little empirical large scale evidence one way or the other about how false news spreads online, and we need a lot more of it.'

Still, the results are robust and fairly straightforward: people just seem to spread false news faster.

It's an unsatisfying answer, in a way, because people aren't an algorithm or pricing model we can update, or a news outlet we can ignore. There's no clear solution, the authors agreed – but that's no reason why we shouldn't look for one.

A decade of tweets

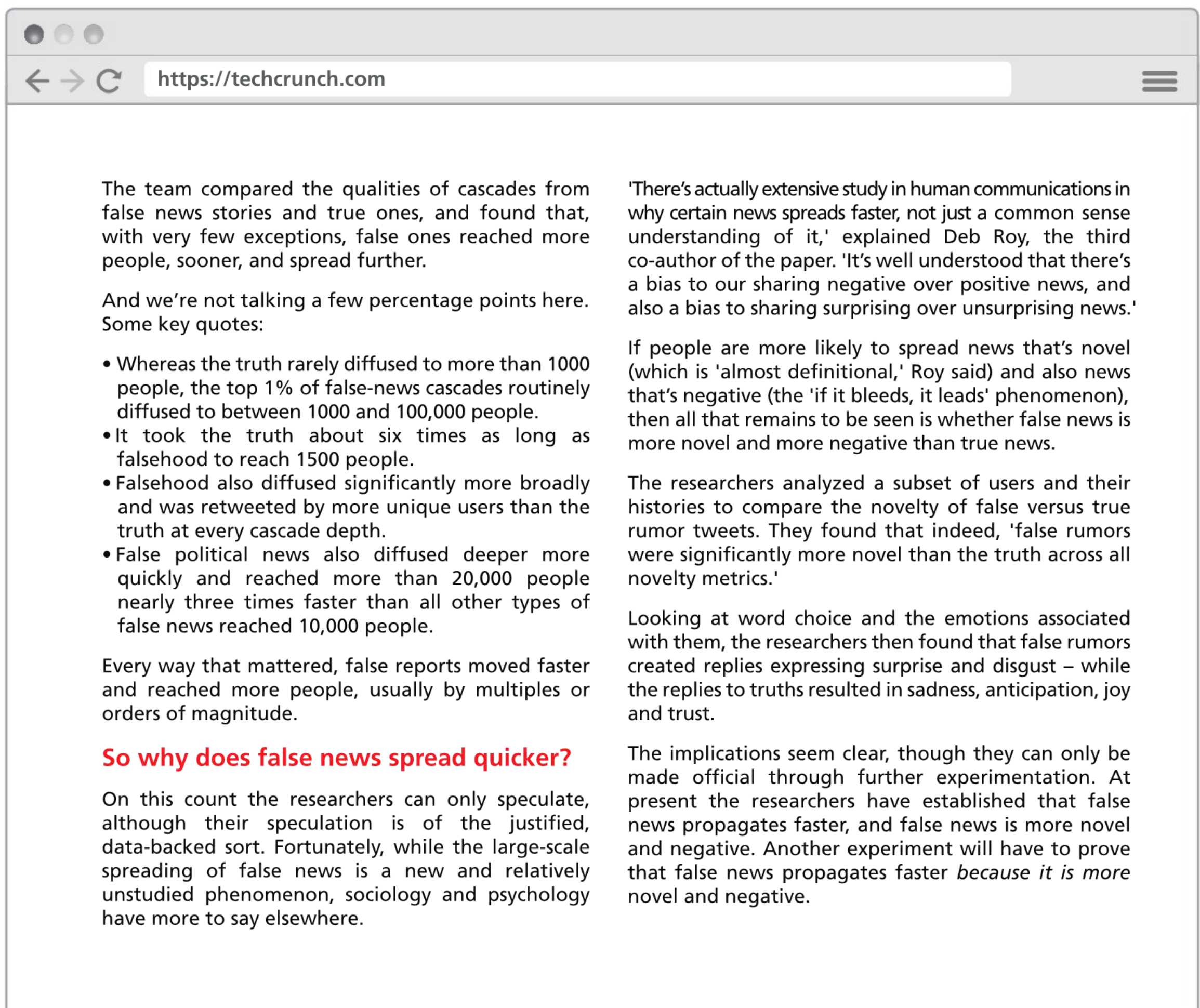
The study, which co-author Soroush Vosoughi pointed out was underway well before the current furor about fake news, worked like this.

The researchers took millions of tweets from 2006 to 2017 and sorted through them, finding any that related to one of 126,000 news stories that had been evaluated by at least one of six fact-checking organizations: Snopes, PolitiFact, FactCheck.org, Truth or Fiction, Hoax Slayer and About.com.

They then looked at how those news stories were posted and retweeted using a series of measures, such as total tweets and retweets, time to reach a threshold of engagement, reach from the originating account and so on.

These patterns form 'cascades' with different profiles: for instance, a fast-spreading rumor that's quickly snuffed out would have high breadth but little depth, and low virality.

>



The team compared the qualities of cascades from false news stories and true ones, and found that, with very few exceptions, false ones reached more people, sooner, and spread further.

And we're not talking a few percentage points here. Some key quotes:

- Whereas the truth rarely diffused to more than 1000 people, the top 1% of false-news cascades routinely diffused to between 1000 and 100,000 people.
- It took the truth about six times as long as falsehood to reach 1500 people.
- Falsehood also diffused significantly more broadly and was retweeted by more unique users than the truth at every cascade depth.
- False political news also diffused deeper more quickly and reached more than 20,000 people nearly three times faster than all other types of false news reached 10,000 people.

Every way that mattered, false reports moved faster and reached more people, usually by multiples or orders of magnitude.

So why does false news spread quicker?

On this count the researchers can only speculate, although their speculation is of the justified, data-backed sort. Fortunately, while the large-scale spreading of false news is a new and relatively unstudied phenomenon, sociology and psychology have more to say elsewhere.

'There's actually extensive study in human communications in why certain news spreads faster, not just a common sense understanding of it,' explained Deb Roy, the third co-author of the paper. 'It's well understood that there's a bias to our sharing negative over positive news, and also a bias to sharing surprising over unsurprising news.'

If people are more likely to spread news that's novel (which is 'almost definitional,' Roy said) and also news that's negative (the 'if it bleeds, it leads' phenomenon), then all that remains to be seen is whether false news is more novel and more negative than true news.

The researchers analyzed a subset of users and their histories to compare the novelty of false versus true rumor tweets. They found that indeed, 'false rumors were significantly more novel than the truth across all novelty metrics.'

Looking at word choice and the emotions associated with them, the researchers then found that false rumors created replies expressing surprise and disgust – while the replies to truths resulted in sadness, anticipation, joy and trust.

The implications seem clear, though they can only be made official through further experimentation. At present the researchers have established that false news propagates faster, and false news is more novel and negative. Another experiment will have to prove that false news propagates faster *because it is more novel and negative*.

ONLINE COMMUNICATION

After reading the article, record your thoughts on effective online communication (its importance, strengths and weaknesses) in your blog, journal or research space.

■ Data literacy

Watch this video of a TED Talk entitled 'The age of data literacy': <https://youtu.be/speKIXgUTX8>.

Data literacy is the ability to derive meaningful information from data, just as literacy in general is the ability to derive information from the written word.

To be a successful university student, employee and lifelong learner, it is important to be able to:

- know what data is appropriate to use for a particular purpose
- interpret visuals of data, for example, graphs, charts, infographics
- think critically about what the data presents or claims.

An accomplished learner possesses the habits of a journalist, with investigation and discovery at the forefront. Just like a journalist, however, you need to be able to interrogate the reliability and relevance of different sources of information, to ensure your conclusions are meaningful.

Read the following article, taken from an online guide for journalists, and think about how the advice given could be of benefit to your studies and chosen career path.

www.datajournalismhandbook.org

Become Data Literate in 3 Simple Steps

by Nicolas Kayser-Bril

Just as literacy refers to ‘the ability to read for knowledge, write coherently and think critically about printed material’, data-literacy is the ability to consume for knowledge, produce coherently and think critically about data. Data literacy includes statistical literacy but also understanding how to work with large data sets, how they were produced, how to connect various data sets and how to interpret them.

Poynter’s News University offers classes of Math for journalists, in which reporters get help with concepts such as percentage changes and averages. Interestingly enough, these concepts are being taught simultaneously near Poynter’s offices, in Floridian schools, to fifth grade pupils (age 10–11), as the curriculum attests.

That journalists need help in math topics normally covered before high school shows how far newsrooms are from being data literate. This does not go without problems. How can a data-journalist make use of a bunch of numbers on climate change if she doesn’t know what a confidence interval means? How can a data-reporter write a story on income distribution if he cannot tell the mean from the median?

A reporter certainly does not need a degree in statistics to become more efficient when dealing with data. When faced with numbers, a few simple tricks can help her get a much better story. As Max Planck Institute Professor Gerd Gigerenzer says, better tools will not lead to better journalism if they are not used with insight.

Even if you lack any knowledge of math or stats, you can easily become a seasoned data-journalist by asking 3 very simple questions.

1 How was the data collected?

Amazing GDP growth

The easiest way to show off with spectacular data is to fabricate it. It sounds obvious, but data as commonly commented upon as GDP figures can very well be phony. Former British ambassador Craig Murray reports in his book, *Murder in Samarkand*, that growth rates in Uzbekistan are subject to intense negotiations between the local government and international bodies. In other words, it has nothing to do with the local economy.

GDP is used as the number one indicator because governments need it to watch over their main source of income – VAT. When a government is not funded by VAT, or when it does not make its budget public, it has no reason to collect GDP data and will be better-off fabricating them.

Crime is always on the rise

‘Crime in Spain grew by 3%’, writes *El Pais*. Brussels is prey to increased crime from illegal aliens and drug addicts, says RTL. This type of reporting based on police-collected statistics is common, but it doesn’t tell us much about violence.

We can trust that within the European Union, the data isn’t tampered with. But police personnel respond to incentives. When performance is linked to clearance rate, for instance, policemen have an incentive to report as much as possible on incidents that don’t require an investigation. One such crime is smoking pot. This explains why drug-related crimes in France increased fourfold in the last 15 years while consumption remained constant.

What you can do

When in doubt about a number’s credibility, always double check, just as you’d have if it had been a quote from a politician. In the Uzbek case, a phone call to someone who’s lived there for a while suffices (‘Does it feel like the country is 3 times as rich as it was in 1995, as official figures show?’).

For police data, sociologists often carry out *victimisation* studies, in which they ask people if they are subject to crime. These studies are much less volatile than police data. Maybe that’s the reason why they don’t make headlines.

Other tests let you assess precisely the credibility of the data, such as Benford’s Law, but none will replace your own critical thinking.

2 What’s in there to learn?

Risk of Multiple Sclerosis doubles when working at night

Surely any German in her right mind would stop working night shifts after reading this headline. But the article doesn’t tell us what the risk really is in the end.

Take 1,000 Germans. A single one will develop MS over his lifetime. Now, if every one of these 1,000 Germans worked night shifts, the number of MS sufferers would jump to 2. The additional risk of developing MS when working in shifts is 1 in 1,000, not 100%. Surely this information is more useful when pondering whether to take the job.

← → ↻
☰

www.datajournalismhandbook.org

On average, 1 in every 15 Europeans totally illiterate

The above headline looks frightening. It is also absolutely true. Among the 500 million Europeans, 36 million probably don't know how to read. As an aside, 36 million are also under 7 (data from Eurostat).

When writing about an average, always think 'an average of what?' Is the reference population homogeneous? Uneven distribution patterns explain why most people drive better than average, for instance. Many people have zero or just one accident over their lifetime. A few reckless drivers have a great many, pushing the average number of accidents way higher than what most people experience. The same is true of the income distribution: most people earn less than average.

What you can do

Always take the distribution and base rate into account. Checking for the mean and median, as well as mode (the most frequent value in the distribution) helps you gain insights in the data. Knowing the order of magnitude makes contextualization easier, as in the MS example. Finally, reporting in natural frequencies (1 in 100) is way easier for readers to understand than using percentage (1%).

3 How reliable is the information?

The sample size problem

'80% dissatisfied with the judicial system', says a survey reported in Zaragoza-based *Diario de Navarra*. How can one extrapolate from 800 respondents to 46 million Spaniards? Surely this is full of hot air.

When researching a large population (over a few thousands), you rarely need more than a thousand

respondents to achieve a margin of error under 3%. It means that if you were to retake the survey with a totally different sample, 9 times out of 10, the answers you'll get will be within a 3% interval of the results you had the first time around. Statistics are a powerful thing, and sample sizes are rarely to blame in dodgy surveys.

Drinking tea lowers the risk of stroke

Articles about the benefits of tea-drinking are commonplace. This short item in *Die Welt* saying that tea lowers the risk of myocardial infarction is no exception. Although the effects of tea are seriously studied by some, many pieces of research fail to take into account lifestyle factors, such as diet, occupation or sports.

In most countries, tea is a beverage for the health-conscious upper classes. If researchers don't control for lifestyle factors in tea studies, they tell us nothing more than 'rich people are healthier – and they probably drink tea'.

What you can do

The math behind correlations and error margins in the tea studies are certainly correct, at least most of the time. But if researchers don't look for co-correlations (e.g. drinking tea correlates with doing sports), their results are of little value.

As a journalist, it makes little sense to challenge the numerical results of a study, such as the sample size, unless there are serious doubts about it. However, it is easy to see if researchers failed to take into account relevant pieces of information.

IB DATA



Take a look at the May 2017 IB Diploma Programme Statistical Bulletin: www.ibo.org/contentassets/bc850970f4e54b87828f83c7976a4db6/dp-statistical-bulletin-may-2017-en.pdf.

Be prepared to list three or four areas of the bulletin in which the data presented is of interest to you.

You should think about the following questions:

- Why is this material significant to you?
- What findings or implications can be derived from this data?
- What additional data could be retrieved to either increase the data's significance or lead it in a different direction?

Self-expression

■ Writing for purpose

Watch these two videos:

- Friends, season 10, episode 5, 'The One Where Rachel's Sister Babysits': <https://youtu.be/B1tOqZUNebs>
- 'The Power of Words' advert from Purple Feather: <https://youtu.be/Hzgzim5m7oU>

CHOOSE YOUR WORDS WISELY



Think about the following two questions and discuss your thoughts with the rest of your class.

- What happens in each video to suggest how communication can be most effective?
- What are the similar messages or lessons that each share?

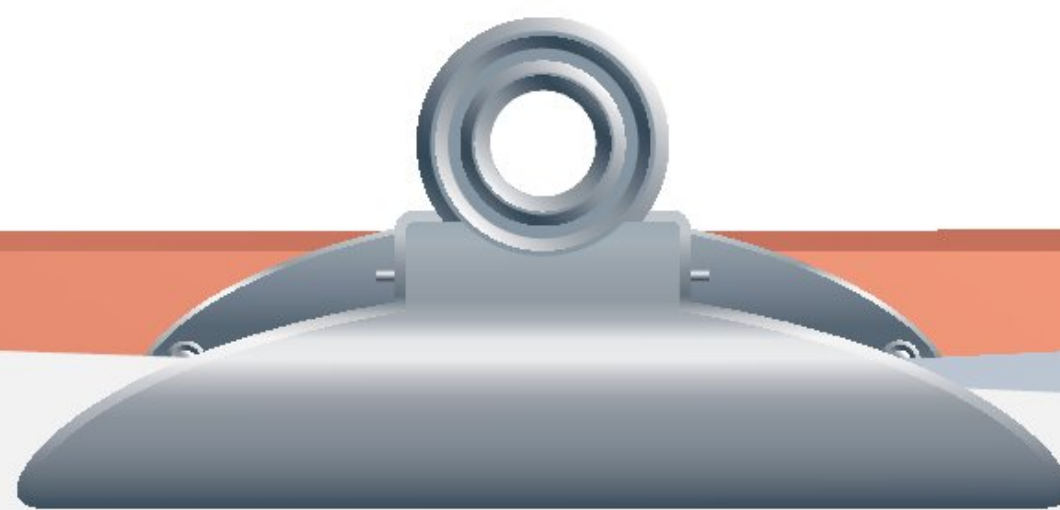
There are certainly many different ways to approach writing. Each writing assignment should be looked upon as an individual project, and, as with any method of communication, the intent and purpose of the piece of writing should dictate the form and style you choose to use. In order to maintain focus on your original purpose, you should develop a plan; however, don't be afraid to modify this as the project progresses. You will also need to do some research and investigation. As you accumulate evidence, a thesis or argument should begin to form. You are then ready to put together the project. Just like a science experiment, a documentary film, a musical or artistic performance, a piece of writing should follow a structure and stay on track. If you have clarity of purpose, meaningful timelines and deadlines, and a strategy to seek feedback throughout, your project should be a success.

THESIS STATEMENT



Look at the two guides to formulating thesis statements on pages 54–55.

Following the guidance there, begin to formulate a possible thesis statement for a future writing assignment, for example your reflective project.



Choosing a Thesis Statement

Initial research

- Think about things you are interested in and research them. Read books or articles that others have written about similar topics.
- While you are reading, make a note of any thoughts or questions that come to mind and research these too.
- Think about whether you can create links between different aspects of the topics you are researching – a mind map or spider diagram might help with this.

Generating ideas

- Try to formulate a general question that encompasses as many of your thoughts and questions as possible, focusing on those that you find most interesting. Try to make it as open-ended and debatable as possible – phrases such as 'To what extent...' and 'In what ways...' might prove useful.
- Pose your question to others and ask them to record their initial thoughts. Do any of their responses address issues that you had not anticipated? Can your question be refined to encompass them?
- Write a one-paragraph response to your question without carrying out any further research. Does what you have written directly address the question you started with? If not, you may be asking the wrong question.
- Try and summarise your response in one sentence – this will become your working thesis statement.

Interrogating your thesis statement

- Again, present your thesis statement to others. Does it provide enough scope for debate and lead to interesting discussions? Has everyone you have shown it too given the same response? If so, it might not be open-ended enough.
- Devise a plan for your project based on your thesis statement – think about the key areas for discussion, as well as the evidence and the criteria by which you might assess them. Is there enough material to constitute an entire project? Perhaps there's too much, in which case you may need to refine your thesis statement to be more specific.

Researching the project

- Use your thesis statement to plan your research, taking into account all of the different issues you need to think about.
- Schedule your research accordingly, ensuring that you leave enough time to write up your findings and conclusions.
- Don't be afraid to change your mind as a result of your research!



Developing Strong Thesis Statements

The thesis statement or main claim must be debatable

An argumentative or persuasive piece of writing must begin with a debatable thesis or claim. In other words, the thesis must be something that people could reasonably have differing opinions on. If your thesis is something that is generally agreed upon or accepted as fact then there is no reason to try to persuade people.

Example of a non-debatable thesis statement: **Pollution is bad for the environment.**

This thesis statement is not debatable. First, the word 'pollution' means that something is bad or negative in some way. Further, all studies agree that pollution is a problem; they simply disagree on the impact it will have or the scope of the problem. No one could reasonably argue that pollution is good.

Example of a debatable thesis statement: **At least 25% of the federal budget should be spent on limiting pollution.**

This is an example of a debatable thesis because reasonable people could disagree with it. Some people might think that this is how we should spend the nation's money. Others might feel that we should be spending more money on education. Still others could argue that corporations, not the government, should be paying to limit pollution.

Another example of a debatable thesis statement: **America's anti-pollution efforts should focus on privately owned cars.**

In this example there is also room for disagreement between rational individuals. Some citizens might think focusing on recycling programs rather than private automobiles is the most effective strategy.

The thesis needs to be narrow

Although the scope of your paper might seem overwhelming at the start, generally the narrower the thesis the more effective your argument will be. Your thesis or claim must be supported by evidence. The broader your claim is, the more evidence you will need to convince readers that your position is right.

Example of a thesis that is too broad: **Drug use is detrimental to society.**

There are several reasons this statement is too broad to argue. First, what is included in the category 'drugs'? Is the author talking about illegal drug use, recreational drug use (which might include alcohol and cigarettes), or all uses of medication in general? Second, in what ways are drugs detrimental? Is drug use causing deaths (and is the author equating deaths from overdoses and deaths from drug-related violence)? Is drug use changing the moral climate or causing the economy to decline? Finally, what does the author mean by 'society'? Is the author referring only to America or to the global population? Does the author make any distinction between the effects on children and adults? There are just too many questions that *the claim* leaves open. The author could not cover all of the topics listed above, yet the generality of the claim leaves all of these possibilities open to debate.

We began this chapter with Coldplay's concert introduction. The speech below from Charlie Chaplin's *The Great Dictator* was part of the opening.



I'm sorry, but I don't want to be an emperor. That's not my business. I don't want to rule or conquer anyone. I should like to help everyone – if possible – Jew, Gentile – black man – white. We all want to help one another. Human beings are like that. We want to live by each other's happiness – not by each other's misery. We don't want to hate and despise one another. In this world there is room for everyone. And the good earth is rich and can provide for everyone. The way of life can be free and beautiful, but we have lost the way.

Greed has poisoned men's souls, has barricaded the world with hate, has goose-stepped us into misery and bloodshed. We have developed speed, but we have shut ourselves in. Machinery that gives abundance has left us in want. Our knowledge has made us cynical. Our cleverness, hard and unkind. We think too much and feel too little. More than machinery we need humanity. More than cleverness we need kindness and gentleness. Without these qualities, life will be violent and all will be lost ...

The aeroplane and the radio have brought us closer together. The very nature of these inventions cries out for the goodness in men – cries out for universal brotherhood – for the unity of us all. Even now my voice is reaching millions throughout the world – millions of despairing men, women, and little children – victims of a system that makes men torture and imprison innocent people.

To those who can hear me, I say – do not despair. The misery that is now upon us is but the passing of greed – the bitterness of men who fear the way of human progress. The hate of men will pass, and dictators die, and the power they took from the people will return to the people. And so long as men die, liberty will never perish.

Soldiers! don't give yourselves to brutes – men who despise you – enslave you – who regiment your lives – tell you what to do – what to think and what to feel! Who drill you – diet you – treat you like cattle, use you as cannon fodder. Don't give yourselves to these unnatural men – machine men with machine minds and machine hearts! You are not machines! You are not cattle! You are men! You have the love of humanity in your hearts! You don't hate! Only the unloved hate – the unloved and the unnatural! Soldiers! Don't fight for slavery! Fight for liberty!

In the 17th Chapter of St Luke it is written: 'the Kingdom of God is within man' – not one man nor a group of men, but in all men! In you! You, the people have the power – the power to create machines. The power to create happiness! You, the people, have the power to make this life free and beautiful, to make this life a wonderful adventure.

Then – in the name of democracy – let us use that power – let us all unite. Let us fight for a new world – a decent world that will give men a chance to work – that will give youth a future and old age a security. By the promise of these things, brutes have risen to power. But they lie! They do not fulfil that promise. They never will!

Dictators free themselves but they enslave the people! Now let us fight to fulfil that promise! Let us fight to free the world – to do away with national barriers – to do away with greed, with hate and intolerance. Let us fight for a world of reason, a world where science and progress will lead to all men's happiness. Soldiers! in the name of democracy, let us all unite!

Transcript of Charlie Chaplin's Final Speech in *The Great Dictator* (1940)

THE GREAT DICTATOR



Read Charlie Chaplin's speech from his film *The Great Dictator*. In small groups, discuss the following questions:

- Is there a thesis in this speech? How about an argument?
- Without knowing much about the context of this speech, what do you envision the movie is about? Be creative, but stay on your thesis message.
- Finally, design a concept map which connects the speech to both the IB mission statement, the IB learner profile, and your career studies' values and beliefs.

Résumés

When it comes to your career, one of the most common and straightforward ways of introducing yourself is your résumé (referred to in some countries as a curriculum vitae or CV). This document typically contains information about your education, experiences, skills, and interests. It allows employers, and others, a quick and easy way to learn the basics about you; therefore, it is vital that you make a good first impression.

Here is an example:

| | |
|--|--|
| Mary Stevens | 10206 Arrow Place Tampa, FL 33626 (813) 792-0312 Email: m.stevens@webmail.com |
| Education | Academy of the Holy Names, Bayshore Blvd, Tampa, FL 33609 |
| Qualifications | High School: GPA: 3.5 Academy of the Holy Names Preparatory Diploma Graduate Class of 2018 |
| Extracurricular activities | Swim Team: 10, 11, 12 (co-captain) |
| Honours and awards | National Honour Society: 12 National Art Honour Society (9–12) |
| Volunteer service activities | Helping Hands Community Service: 9, 11 Teacher’s Assistant for Religious Classes: 9 Interact Club: 10, 11 |
| School organizations and activities | Journalism Staff (Student Life Editor): 10, 11 Journalism Staff (Senior Editor): 12 National Art Honours Society: 12 |
| Internships | Outback Steakhouse Restaurant Partners Inc: Summer of 2017 |
| References furnished upon request. | |

The example of a résumé above may look fairly basic and a bit sparse, but it should be noted that this is entirely appropriate, especially for a high school student, who may not have much in the way of work experience to include. It is simple and direct and serves as a starting point for further discussion. Details and dialogue should follow later, in interviews, essays and recommendations.

There is a tendency for people to go overboard when composing a résumé; applicants often erroneously believe that the sheer volume of information listed on a résumé will impress an employer, or a university admissions officer. In fact, the opposite is true: long-term commitment and well-honed skills are the two factors that are perceived to have the most value. Once again, we find evidence that multi-tasking and multi-faceted working may not be good habits. Sticking with something over time, and through difficult situations, demonstrates a personal quality that is sought after in professional arenas.

WRITE YOUR RÉSUMÉ

Research various résumé styles and create your own. Think about the intent and purpose of your résumé. What might you be applying for? What impression do you want to create?

Compare your résumé with those of your classmates. How and why do they vary?

If you are lucky enough to be invited for an interview, don't forget the tips for interview and presentation success listed at the beginning of the chapter.

END OF CHAPTER REFLECTION: ASSESSMENT OF/FOR LEARNING

Use the table below to review your work in relation to the different sections of this chapter.

| Score | 0 | 1–2 | 3–4 | 5–6 |
|------------------------|--------------------------------------|--|---|--|
| Quality of work | The work does not reach the standard | There is evidence of planning and effort | There is evidence of a planned and consistent approach that takes into account the aims and objectives of IB CP | There is evidence of excellent planning, research and effort |

Award yourself a score for each of the following sections, activities or skills:

- Coldplay concert
- Active listening
- Conflict resolution
- Collaboration
- Managing change
- Leadership
- Language development
- Technological literacy
- Information literacy
- Data literacy
- Writing for purpose
- Résumés

Be honest with yourself, and be prepared to show your teacher evidence for each of the different sections.

Combine your individual scores into an overall mark for the chapter, and award yourself a grade based on this mark.

Is there merit in reflecting on your score?

Why might this assessment **of** learning also be termed an assessment **for** learning?

Thinking skills

| Skills | Definition | Command words |
|---------------|---|--|
| Knowledge | Recalling and relaying relevant information. | <i>name, state, list, tell</i> |
| Comprehension | Understanding and explaining ideas or events. | <i>explain, summarize, paraphrase, demonstrate</i> |
| Application | Using pre-existing knowledge or understanding in new situations or contexts. | <i>employ, use, implement, solve</i> |
| Analysis | Examining something in detail, breaking it down into its component parts and identifying connections. | <i>examine, dissect, compare, contrast</i> |
| Synthesis | Combining different ideas and information into a new coherent argument or explanation. | <i>construct, develop, formulate, propose</i> |
| Evaluation | Making judgments about the validity or quality of information or ideas. | <i>appraise, defend, critique, judge</i> |

Based on Bloom's Taxonomy

Critical thinking toolkit

What do we know?

- What is the subject in question?
- What information do we have on it?
- What are the most important issues?



How do we know this?

- Where has the information come from?
- Is it a reliable source?
- Why might the information have been presented in this way?



What don't we know?

- What information is missing?
- Why might this information have not been included?
- Where might we find the missing information?



What can we do?

- What do we want to find out?
- How can we investigate?
- How can we ensure our findings are valid and accurate?

4

Thinking processes

It is essential that students develop and utilize thinking skills for current and future success. This chapter provides the opportunity for students to explore and apply a variety of thinking processes in a range of personal and professional situations and contexts.

Listed below are some common thinking skills:

- acquisition of knowledge
- comprehension
- application
- analysis
- synthesis
- evaluation
- dialectical thought
- metacognition.

DEFINITIONS



As a class, organize yourselves into small groups to explore the above thinking skills. Ideally, groups should be created in which students who have not regularly worked together now have this opportunity. The class should also decide how the groups should present their work when completed.

Each group will be assigned one or two of the thinking skills listed above and asked to carry out the following tasks.

- Read several definitions of the thinking skill. Reach a consensus on the definition. Be able to show evidence that the decision is based on reliable sources.
- Think about some ways that this skill is prioritized in the career areas that your group members are interested in.
- Discuss which current or past subject areas or courses require this skill and how?

THINKING SKILLS IN ACTION



Over the next few days, observe your classmates, teachers and any visitors to your school. Think about which of the above thinking skills and which of the IB learner profile attributes they demonstrate. How are these demonstrated in tandem? Be prepared to report your findings to the class.

Critical thinking

■ Inquiry

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analysing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication.

Michael Scriven and Richard Paul

The fundamental essence of science, which I think we've lost in our education system, is poking something with a stick and seeing what happens. Embrace that process of inquiry.

Philippe Cousteau Jr

At the heart of the best documentaries, there is a journey of inquiry – someone who travels out into the world, comes back with a story, and who then finds meaning in it, and intrigue; someone who tells you about something you never quite knew before, or in a way you hadn't quite thought about.

David Fanning

The philosophic spirit of inquiry may be traced to brute curiosity, and that to the habit of examining all things in search of food.

William Winwood Reade

When we think about the connections between the techniques of critical thinking and the IB learner profile, one attribute naturally stands out: Thinker. The majority of this chapter will address the critical and creative thinking skills that we need to develop to help us inform our decisions and opinions and function in the workplace, as we contribute to society.

However, as the quotations above demonstrate, there is another attribute in the IB learner profile that is of almost equal importance: Inquirer. Before we can analyse, synthesize, evaluate, compare or contrast, we need to develop our curiosity, to ask questions, to think about why things are as they are, to dig deep and collect detailed and pertinent facts and information. This is inquiry!

Interestingly, many of the skills that make us effective communicators also make us good inquirers – asking, seeking, wondering, wandering, connecting, probing and clarifying. Frequently, when we hear the word 'communicator', we automatically think of a robust, self-directed responder. But in Chapter 3 we learned that listening, reading carefully and being receptive to new information are equally important qualities. Similarly, the development of inquiry skills demands patience, openness and practise, and is a most valued proficiency.

DISCOVER YOUR LEARNING STYLE



Below are some links to examples of learning style questionnaires. Completing them may help you to understand how you – as a worker, as a learner, and as a friend – practise inquiry, as well as other aspects of learning.

As we discovered in Chapter 1, personal development is an ongoing journey. The more we learn about ourselves and others, the stronger connections we can make, as we tailor the ways we communicate and present information. Effective communication will be the result. Just think of the implications for your studies, your career and your personal life.

www.edutopia.org/multiple-intelligences-assessment

www.how-to-study.com/learning-style-assessment/

www.stetson.edu/administration/academic-success/media/Learning%20Style%20Questionnaire.docx

Complete at least one of the questionnaires above. Based on your results, complete the following tasks:

- Devise an 'I statement ...', for example: 'I noticed ...', 'I learned ...', 'I wonder ...', 'I discovered ...'
- Now relate your 'I statement ...' to your career studies or career interests. How does the knowledge of your learning style suit the requirements and future direction of your career focus? Are there any skills that you need to develop further?

■ Compare and contrast

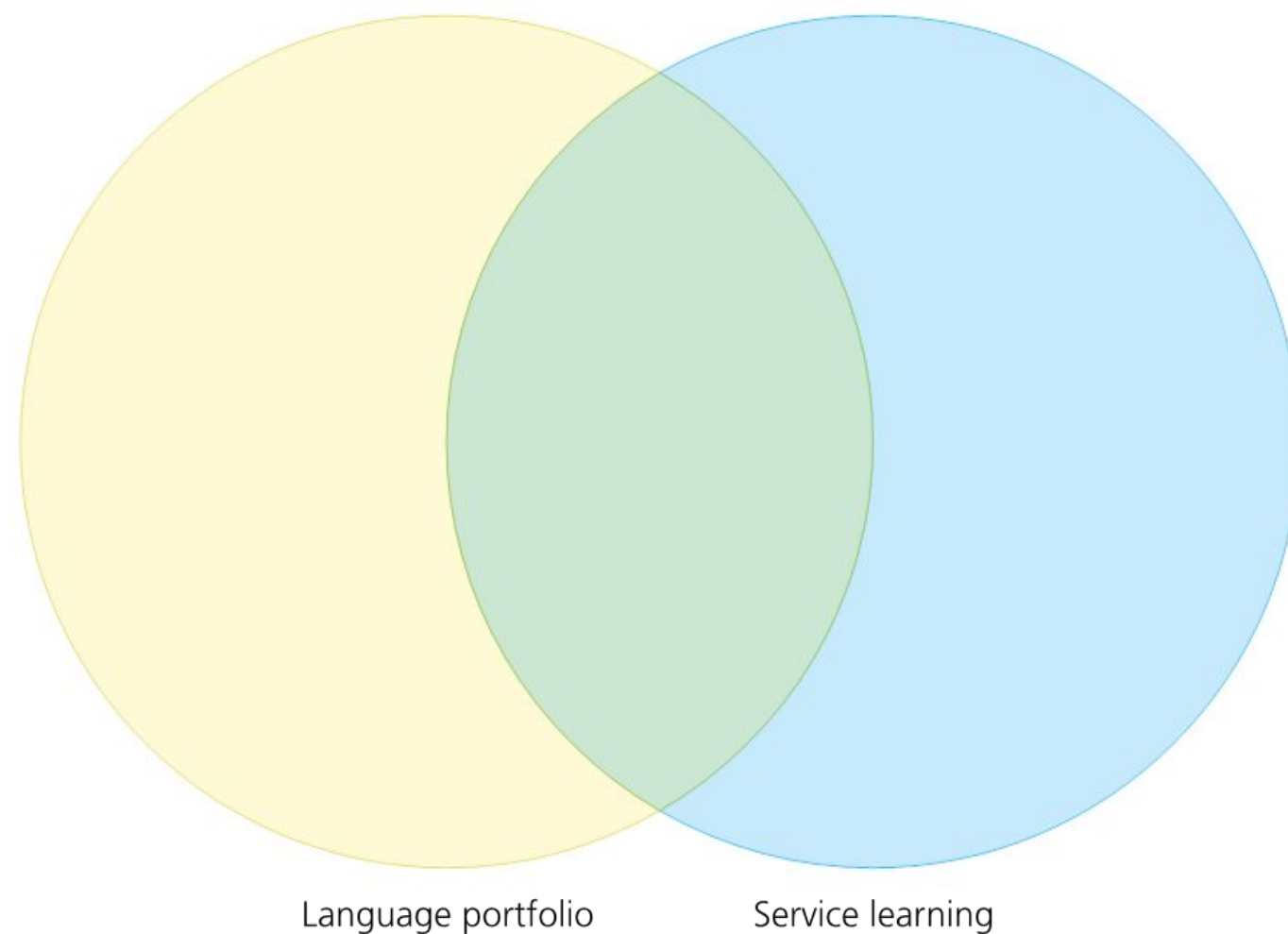
Whether it's historical figures, chemical elements or geographical features, school students are frequently asked to compare and contrast different entities. You may not realize it, but the skills you develop through these activities have practical applications that extend far beyond the school walls. From choosing between two brands of breakfast cereal in the supermarket, to deciding which of two job offers to take, being able to identify the similarities and differences between two things can help us to arrive at new insights and make important (and not so important) decisions throughout our lives.

The two activities that follow require you to use compare and contrast skills in relation to your studies in the IB Career-related Programme. In each case think about how the processes of comparing and contrasting have helped you develop new ideas about the course.

LANGUAGE PORTFOLIO VS. SERVICE LEARNING



Using a Venn diagram (shown below), compare and contrast the language portfolio and the service learning project requirements of the IB Career-related Programme, as well as their aims and objectives. How are they similar? How are they different? Be prepared to provide evidence, both qualitative and quantitative, and to be 'interviewed' by one of your classmates about your findings.



■ College and career

For generations, students were 'separated' early in their school lives into 'college bound' or 'vocational bound'. That delineation is unfair, and, with that separation came assumptions regarding ability, capability and intelligence. Perhaps initiated due to understandable industrial-age thinking, this thinking now seems unjust. It also seems to be founded on erroneous assumptions about learning styles.

Take a look at the following resources:

- 1 The page at the following address contains a list of career areas, with links to resources for each of them: <https://careertech.org/career-clusters>. It is part of the website of Advance CTE, an organization that supports career-focused technical learning.
- 2 To define this type of professional education, the term adopted by the International Baccalaureate is 'career-related study'.

Different terminologies in different parts of the world describe 'career-related study' as:

- technical education
- applied learning
- vocational education
- vocational and technical education
- career specific education
- industry specific education
- career and technical education.

There will also be other definitions in different local or national systems.

- 3 The website of a university in the United States, Ringling College of Art and Design, www.ringling.edu, which states: ‘Over 3 million people work in creative industries in the U.S. alone. Be one of them!’ and then lists hundreds upon hundreds of industries, careers and college majors.

CLASS RESEARCH PROJECT

As a class, design a research project in which you investigate the three resources on pages 65–66, comparing and contrasting what each of them tells us about the nature of career-related studies. Create a presentation of the conclusions that can be drawn from your findings. You may find the following video useful when thinking about the kind of language to use: <https://youtu.be/f-UNZnSM0Lo>.

WHAT DOES CAREER STUDIES MEAN TO ME?

Prepare a reflective piece on your relationship with the notion of ‘career studies’.

For instance, are you studying Health Science because you envision working in the career field?

Or, are you studying Health Science because you are interested in all sciences, but really don’t have a career field in mind?

This is also a reflective activity because you get to choose how the piece is presented – for example written, spoken, auditory, visual – depending on your preferred styles of learning and presenting information.

■ Analyse and synthesize

Analysis and synthesis are essentially two sides of the same coin:

- **Analysis** is the process of inspecting, examining and scrutinizing, carefully and with purpose. When we analyse, we break down material or concepts into parts, often determining how the parts relate or interrelate to one another or to the overall purpose. It is a form of reverse engineering, a dismantling, if you will.
- **Synthesis** is the process of orchestrating, unifying and blending ideas about different things. It is a process of constructing, or reconstructing, an argument, a new conclusion or prediction.

For example, if you were asked to analyse a film, you might break it down into its constituent parts: the performances of the actors, the direction, the script, the photography, the set design, and the costume design. After looking at each of these aspects in detail and forming ideas about their merit or significance, you could synthesize an argument about the overall success of the film, the messages it is trying to convey and how successful it is in meeting its aims.

ANALYSE THIS! (THEN SYNTHESIZE!)

In small groups, analyse the purpose and effectiveness of the IB Career-related Programme in your school. Think about the constituent parts of the issue and divide them among the group, then each spend some time carrying out research into your particular aspect. Think about what resources are available to you and who you could speak to, for example students, teachers, parents, former students.

Once you have all carried out your individual research, come together and discuss the findings. Drawing on the information you have each gathered, as well as the opinions you have formed, synthesize a conclusion about the purpose and effectiveness of the programme in your school.

■ Numeracy

Numeracy is the skill and confidence to engage with quantitative information. Quantitative information refers to information that can be measured and expressed as an amount. The following are examples of activities that might require us to analyse quantitative information:

- estimating amounts
- interpreting statistical information
- recognizing patterns
- determining probabilities.

Every day, in both our personal lives as well as our professional lives, we find quantitative information that needs to be interpreted and used in order to help us work and act more effectively. As we go through life, our need for numeracy skills evolves. Examples of uses of numeracy in everyday life include:

- playing board games
- estimating the cost of a purchase
- determining when to leave in order to arrive on time
- interpreting sports statistics
- navigating our way to a destination
- tracking cellular (mobile) data usage
- budgeting.

Different numeracy skills are called upon in different professional or career-related contexts, and different professions will require different levels of numeracy skills. Working intently with charts, figures, graphs and equations may not be for everyone, but there is a minimum level of ability required for us all in order to be successful at home and at work. It is important not to let whatever challenges we face, or prior unsuccessful experiences, negatively influence our ability to practise numeracy.

One of my sons struggled with Math in school. Thus, for years, he perceived himself as being poor in numeracy. However, he loves sports, and the inner workings thereof. He is now a writer for a sports organization, where he compiles analytics and makes predictions based on statistics. Imagine if Math (and similar subject areas) were presented in different formats for students like him, right from the outset?

Numeracy is a key component of the analysis and synthesis skills that he is required to use on a daily basis in his career. Analysis, remember, is the examination of the constituent parts of something. In the world of sport, these might be statistics relating to the performance of a particular team, its players or its coach. Based on the analysis of these individual statistics, he is able to synthesize predictions about the broader outcomes of a game, season or tournament.

IB STATISTICS



Return to www.ibo.org, find the link to the yearly statistical bulletins. Choose whichever bulletin you wish, MYP or DP, from the last two years. Exploring the bulletin, be prepared to discuss which quantitative data you are comfortable with and which you find most challenging to understand.

DATA AND DIALOGUE



Working with a small group, analyse the following statement and be prepared to report back to the class about what you think it means and whether you agree with it.

Data without dialogue is meaningless.

■ Evaluate

Evaluation is the process of judging the value of something: checking, critiquing, testing or monitoring a process, activity or outcome to check whether it is serving the function it was intended to. For example, you might have been asked to evaluate the reliability of an experiment in a Chemistry class. In such a situation, you might consider how precisely the experiment was carried out, how many times you were able to repeat the process, and how consistent your results are both internally and when compared with other similar experiments. As a result of these considerations, you can assess the value of your results and any conclusions you might draw from them.

SHOUT IT OUT!



Spend some time looking over the resources at the following website, which is aimed at people who want to evaluate community sustainability engagement projects: http://evaluationtoolbox.net.au/index.php?option=com_content&view=article&id=11&Itemid=17

Think about how the advice and resources on this website could be applied to your own studies or your chosen career path.

After a brief overview and general discussion of the evaluation toolbox, go around the room taking it in turns to shout out an important aspect of evaluation, or a tip for how to best evaluate your work. This should continue until all students have shared all of the points that they feel are relevant. If they are unable to think of anything, a student can pass when it is their turn.

Three or four class monitors should be appointed to record the points shouted out as they are shared.

As a class, examine the lists that were formulated, and then, in small groups, create an elevator speech addressing the following question:

‘Why is evaluation an important thinking skill?’

Be prepared to present your short speech to the class.

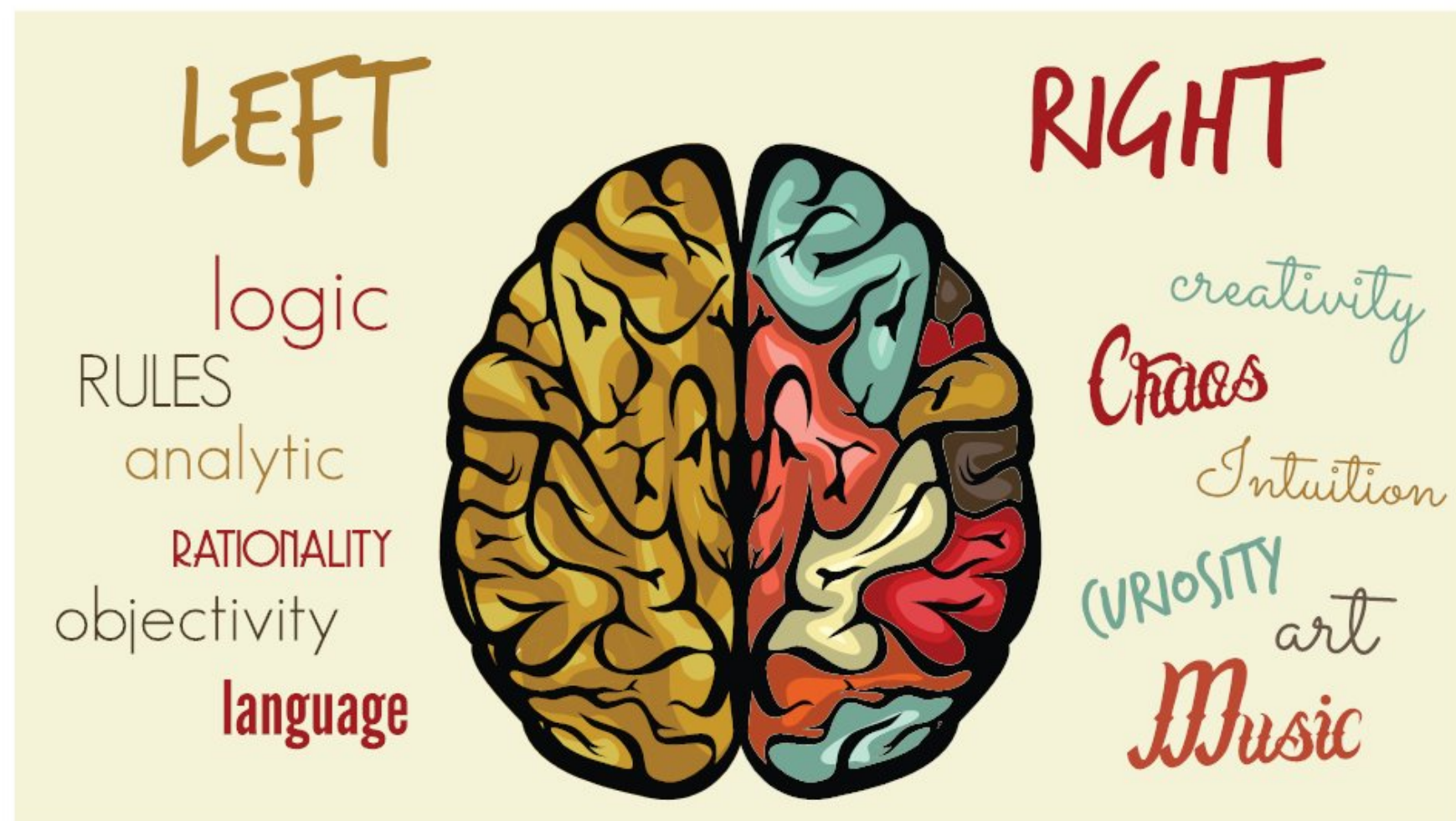
EVALUATE YOURSELF



Think back to a large project you have completed, either for the Personal and Professional Skills course, or for one of your other subjects. Use the advice and information from the previous activity to evaluate your work.

Creative thinking

The image below represents a commonly-held belief about the differing functions of the two sides (or hemispheres) of our brain. You might hear people describe themselves as being either 'left-brained' or 'right-brained', suggesting that one side of their brain is dominant over the other, and that they are stronger at the particular skills associated with that hemisphere.



IS IT TRUE?

Carry out some research on the left brain/right brain theory. Keeping in mind the critical thinking skills you learned in the first section of this chapter, answer the following questions:

- Are the two sides of the brain actually responsible for different functions?
- Is one side of each of our brains dominant over the other?
- What are the benefits of describing people as either 'left-brained' or 'right-brained'? And what problems might it present?

WHAT DOES YOUR BRAIN LOOK LIKE?

- Re-draw the diagram of the brain above to reflect your specific skills and strengths. Include as much evidence as possible of your skills in your diagram.
- Display your diagram alongside those of your classmates. Underneath your diagram, write a statement in the following format, filling in the blanks:

I used to think _____, now I think _____

HOW TO IMPROVE YOUR CREATIVE THINKING

Watch the following video: <https://youtu.be/z02LdDpx-Tc>

In your blog, journal or research space, consider the following questions:

- Which of the skills described by Tony Buzan do you possess? Give examples from school, from work or from home.
- Which of the skills do you feel you could improve? How are you going to do this?

The remainder of this section of the chapter looks at three key creative thinking skills: imagining, predicting and innovating. While you are reading the materials and completing the activities, think about how these skills could be utilized in your chosen career path.

■ Imagine

Read the extract below, taken from a blog for creative writers called *Where Writers Learn*

What do you think the imagination is?

If you're like most people, you think it's simply invention or fantasy. But while the imagination does help us invent things, that's not its primary function. At its most basic, *the imagination is the mental faculty that enables us to make pictures in our minds of things that are not actually present to our senses.*

To understand this better, you might like to try a simple exercise: Close your eyes, and then bring to your mind a picture of what you ate for breakfast. Try to make the picture as detailed as possible: let yourself not only see, but smell and taste and feel – even hear – the cereal or the toast and coffee. Once you've got this picture in your mind to your satisfaction, open your eyes and look around you. Is your breakfast actually there before you, present to your senses? Unless you are reading this lesson while you eat breakfast, the answer will be no.

Now consider, for a moment, just how utterly amazing it is that our imaginations can do this – can create a mental picture of something that isn't in front of us. I believe that the imagination is one of the marvels of the human brain; perhaps it is the faculty responsible for our having become human. Certainly without it humans could never have developed culture and art and music and literature.

Perhaps you had trouble doing this; perhaps you tell yourself sadly, 'I have no imagination.' But *everyone* has an imagination – without one we couldn't function. It's just that most of us don't get a chance to use the imagination, and so – like any muscle we don't use – it gets weak and atrophies. With practice, though, we can bring our imagination back to life and make it strong and healthy so we can use it in our writing any time we want to.

TRAIN YOUR IMAGINATION



Choose one of the activities below to test and train your imagination.

- You have just been given the opportunity to meet a character from one of your favourite books. What would the meeting be like?
- Imagine a new toy and describe how and why it would be used by children.

Try to devise other scenarios that require you to use your imagination. Challenge your classmates to try them out.

■ Predict

EVERYDAY PREDICTIONS



Think about your daily routine and habits and think about all the ways in which you use predictions (both your own and those of others) to help you make decisions or form ideas. Share your examples with a partner and think about the following questions:

- What kinds of thinking are these predictions based on?
- Are they usually accurate?
- What is the connection between probability and prediction?

As you have hopefully realized, we all make predictions on a daily basis, and rely on the predictions of others, to help us make informed decisions about how to act or approach a particular issue. Often, though, our predictions can be based on flawed logic or our mistaken intuition that something will be a particular way rather than an alternative. Perhaps we have not considered all the relevant information, or maybe we have an emotional bias that subconsciously affects the way we think things will turn out. Have a look at the article at the following address, which describes how people are generally more optimistic when making predictions about themselves than when making them about others: www.theatlantic.com/science/archive/2017/11/humans-are-bad-at-predicting-futures-that-dont-benefit-them/544709/

Therefore, although prediction inevitably involves an element of creative thinking – trying to imagine something that hasn't happened yet – we also need to keep in mind the critical thinking skills we looked at earlier in this chapter. Our predictions are more likely to be accurate if we analyse the constituent parts of a specific situation or context, examine previous outcomes, and try to identify patterns or trends. Therefore, it is important that we consider our own biases right from the outset and utilize the thinking processes we have already discussed.

'I PREDICT ...'



Think about something that is happening in the next week. It could be a sporting event, a television show or something in your personal life. Think of an unknown outcome of the event and try to predict what will happen. For example, if you have chosen a game of soccer, you might try and predict what the final score will be, which player will score the first goal or if anyone will be shown a red card. Carry out some research and use the critical and creative thinking skills you have developed so far in this chapter to inform your prediction. Try to be as precise as possible.

Write your prediction on a piece of paper, along with your reasoning, and hand it to your teacher. After the event has occurred, compare your prediction to the actual outcome. Were you right? Evaluate your prediction. Was there anything that you should have taken into account but didn't?

■ Innovate

FAMOUS INNOVATORS

Carry out an internet search using the search term 'famous innovators'. Read about several of the individuals or companies that the search returns. Choose one innovator that particularly interests you; they could be from the world of science, technology, politics, business or the arts. Try and choose someone that nobody else in your class has chosen.

Prepare a presentation to the rest of your class about your chosen innovator, focusing on the following questions:

- What innovations did they make?
- What were their motivations for doing so?
- What were their working practices or ways of thinking?
- What impact have their innovations had on society or the world?

Once everyone has presented, formulate a definition of innovation as a class that encompasses all the individuals that have been discussed.

■ Mindfulness

The purpose of mindfulness is to promote purposeful living, a consciousness that assesses every situation with a spirit of open-mindedness. In Chapter 1, we considered how mindfulness techniques can be employed to help us focus, slow down the clutter in the brain, deal effectively with stress, and improve our overall balance between body, brain, heart and soul. Mindfulness was discussed as our positive response to the often hectic and overwhelming pace that modern societies impose on us.

Here, I want to show that, as well as counteracting negative effects, mindfulness can also help us to achieve positive outcomes, and to accomplish our goals by preventing our minds from wandering and shifting our attention to tasks or priorities at hand. In particular, it seems, mindfulness can help us to think in a more creative and innovative way.

Read the article on the following pages and complete the activity below.

MINDFULNESS TECHNIQUES

As a class, discuss any mindfulness techniques of which you are aware. Be prepared to demonstrate your techniques to the rest of the group and to try those proposed by others.

Mindfulness: how to train your chattering monkey mind

By Peter Danby and Anna Johnston, 11 August 2016

If mindfulness was a measured objective for executives, would the business world be a better place?

Peter Danby, an executive coach who teaches mindfulness on London Business School's Accelerated Development Programme, says it's possible.

'If we were all mindful of the impact our actions have, what's happening around us and why we think and do the things we do, then the world could be a better place. But it has to be linked to a set of values that guide the choices you make and the skills and behaviours that make them happen,' he says. In the Buddhist philosophy, 'right mindfulness' is just one of the eight disciplines that lead you to that better place.

To some, the modern mindfulness movement has become yet another thing to do. It's seen as a way of dealing with the pressures that come from the motto: work faster, do more with less. It enables you to squeeze even more out of yourself and companies out of employees. So rather than adding 'be present' to your corporate to-do list, why not ask: what do I gain from being present?

First, meet your 'monkey mind', a metaphor based on a Buddhist idea where the monkey is an uncontrollable, chattering distraction inside your head. When stress levels are high, the symbol is described as 'a mad monkey bitten by a scorpion'. It homes in on worst-case scenarios and raises your blood pressure by endlessly re-running them. Mindfulness is a way of developing the ability to discipline the mind, take control of that chattering and bring focus to thinking.

Mindfulness is 'meta-mindset' that enables people to be fully present, pay attention and consciously digest what is happening internally and in the outside world. 'We know that creating this stillness is beneficial for your health,' says Danby, 'but there is much more to mindfulness than that. Mindful space brings the ability to focus your thinking and manage your emotions, which can enhance your decision-making, work, relationships and ability to deal with conflict – in other words, your leadership.'

Plugging in also focuses your attention. In the smartphone sound-bite era, the average attention span today is eight seconds – supporting the website rule, if it doesn't load in eight seconds, users won't wait to see it. Being ultra-alert and mindful can help your brain change its structure for the better known as neuroplasticity. Your brain continually changes, so focusing your attention where you want it when you want it can make you better at doing so.

Stop, look, listen, smell

Sounding good? To practise the art, Danby says, 'Try replacing the mantra, "work faster, do more with less" with "stop, look, listen, smell here"'. It is based on an article written by army veteran and sniper Jeffry Harrison who was tasked with carrying 75 pounds of kit and hitting long-distance targets while battling exhaustion.

'He needed absolute focus because one wrong move would have led to fatal consequences. The technique was to bring attention to his senses. By stopping to notice the way the environment smelt, sounded and looked, he found that he was better able to focus in critical moments.'

Great leadership is made up of three things according to Danby: personal, relationship and situational mastery. 'Mindfulness can help with personal mastery and achieving all-round wellbeing,' he says.

How? In order to make better decisions, you need clarity. But in the workplace, how easy is it to calm a restless mind? Is taking a moment to concentrate on breathing practical, or just a little odd? 'You don't need to meditate to get the benefits of mindfulness,' says Danby. 'You just have to breathe.'

There is no magic; start by focusing on your breath. 'You might start by taking conscious 'breathing breaks' during your working day – when cleaning your teeth or making a coffee. Bring your full attention to each breath. Notice the air entering and leaving your body and how it affects different parts of you. It sounds easy, but just notice how quickly your mind becomes distracted by other thoughts. Each time you notice the distraction, bring your attention back to the breath – and smile at the mad monkey. If you do that, you will find it easier to steel the mind in all walks of life.'

The benefits for executives

Making an investment requires tangible returns – Danby's list of benefits is long. Five is just the start.

1 Better sleep

I once met an executive who had not slept well for 30 years. After applying mindfulness to his life he finally had a full night's sleep. It's paradoxical because mindfulness makes you fully aware and probably the most awake you've ever been. With cognisant breathing, you fill the mind with the four senses and remove the things that stop you sleeping, like anxiety and stress.

Of course, the challenge comes when there's more happening in the mind at the very moment you're trying to be still. You might think, 'I'm supposed to be asleep! Why aren't I sleeping?' and then become fixated on that. If you get frustrated, my tip is to accept the way you are right now; you're awake so why worry about that? Just breathe. If you're worrying about your sleep, just let it go. Notice how your

mind wanders: it's a little victory over the mad monkey each time you take a mental check.

2 Improved health

What implications can a 'mindlessness' attitude have on people's health? The modern father-figure of mindfulness Professor Jon Kabat-Zinn's research focuses on heightened levels of anxiety and stress. I'm interested in what happens to us when we're in a constant state of restlessness.

Let me clarify, stress is an important part of our lives. It's what makes life exciting; it helps us to perform. But it's got to be balanced with calm. From psychology, we know that when we're under pressure our behaviour flips. We shout and snap; we don't think straight – and it impacts everyone around us. With clarity, we can think more clearly about the broader implications of our decisions, rather than doing things faster and doing more with less. So, the improved health of an individual has much wider implications: it makes a big difference to people and their teams, organizations and the broader environment.

3 Increased empathy

As a leader, if you're not fully present, an entire workforce is potentially at risk. Think of the rising stars who remain invisible until they're spotted or the bad traits that grow and fester if left unnoticed.

Coaches now use mindfulness to empower leaders with more skilled self-awareness. The more conscious they are, particularly of people's emotions, the more they inspire change and lead hearts and minds. If you disconnect actions from feelings then what happens to the spirit of an organisation? It is lost. In turn, teams become uninspired, overworked and performance decreases.

When you tune into what's really happening, you start to notice thought patterns about your own feelings. Focusing for just a minute or two on your breath is a magical way of controlling your physical, emotional and mental state. Just taking that simple step can raise your level of empathy and focus your attention.

4 Smarter choices

In Buddhism, again, there's the idea of choice; not just choosing the right decisions, but choosing the right words and taking the right steps. Mindfulness is linked to making better

choices because it helps people gain a sense of what's real and what isn't. It helps us sift through information, listen to what's going on inside and digest our reactions.

In psychologist Steven Peters' book *The Chimp Paradox*, the brain is dissected into three parts: the inner chimp, which is the emotional part of our brain designed by evolution to support survival; the rational human mind, which weighs up evidence and reaches conclusions using cognition; and the computer, where a bank of automated habits and responses, good and bad, are processed. The computer processes information 20-times faster and the chimp five-times faster than the human brain.

To make smarter decisions, the computer needs to ask: where did that message come from, where was it stored and what's the validity? If the chimp and human are relaxed, the computer will run on auto. If the chimp sees no danger, it hands over to the human or computer depending on what's already stored away. It makes efficient, smarter choices.

5 Lower stress levels

Consider this: when people are deeply in touch with the meaning behind their stress, the level of stress drops.

You need to know what's causing the illness to cure it. If you want good physical health, the first port of call is normally the gym – but somehow that doesn't lead to good health. Running on a treadmill is a great way to keep physically fit, but it won't necessarily help you live healthier for longer. You might need to change what you eat first. Your stress can reduce simply by understanding its root cause as well as your intent to do something about it.

Biographer Walter Isaacson quoted Steve Jobs: 'If you just sit and observe, you will see how restless your mind is. If you try to calm it, it only makes it worse, but over time it does calm, and when it does, there's room to hear more subtle things... Your mind just slows down, and you see a tremendous expanse in the moment.' Imagine that, more time in a world constrained by clocks.

Mindfulness is not an academic theoretical exercise; the concept has been around for at least 4,000 years. To work faster, do more with less and tame your mad chattering monkey, try simply to take a breath and see, hear and smell more than you could before.

Applications of thinking processes

■ Problem-solving

We all know the feeling. You're working on a project, writing a paper or carrying out an important task and all of a sudden you hit a brick wall – a problem or an obstacle that is going to make it impossible for you to complete your work, or at the very least make things a lot more difficult. No matter how hard you seem to think about it, you can't see a way around it. Rather than waiting for a lightbulb or eureka moment to come out of the blue, there are a few strategies we can try to help us jump over the wall, or even better, to knock it down.

■ IDEA

A common strategy for solving problems can be found in the acronym IDEA, as shown below:

- I Identify the problem
- D Develop a solution
- E Execute your plan
- A Assess your results

The following video goes into more detail about each of these stages and suggests methods for addressing each of them: <https://youtu.be/QOjTJAFyNrU>

■ Divergent thinking

Divergent thinking is the process of formulating many possible solutions to a problem in an often spontaneous and unstructured fashion. The idea is that by freeing your mind from the received way of thinking, or status quo, you might hit upon a previously unconsidered avenue of productive thought. As a result of the process by which they are produced, the proposed solutions may be radical or infeasible; however, the hope is that they will provide a starting point from which a more achievable answer can be reached.

Have a look at the guidelines for divergent thinking created by the Creative Education Foundation in the box below.

Guidelines for Divergent Thinking

- **Defer Judgment** – Deferring judgment isn't the same as having no judgment. It just says 'hold off for a while'. Avoid judging ideas as either bad or good in the divergent-thinking phase.
- **Combine and Build** – Use one idea as a springboard for another. Build, combine, and improve ideas.
- **Seek Wild Ideas** – Stretch to create wild ideas. While these may not work directly, getting way outside the box allows the space to discover extraordinary ideas.
- **Go for Quantity** – Take the time necessary and use the tools in this guide to generate a long list of potential options.

■ Implementing and adapting

As we learned earlier, change can be a particularly challenging enterprise. Managing change takes leadership. Politics and power struggles often have to be dealt with, as well as misunderstanding and lack of trust. Different perspectives on a situation have to be discussed, and we need to be sensitive to the fact that people will inevitably have an emotional response to change – maybe anger, perhaps fear.

Implementing change or successfully creating a new order of things may require any of the following tactics:

- education and communication
- participation
- facilitation and support
- negotiation
- co-optation
- manipulation
- coercion.

At all times, we need to be mindful of the fact that the changes are implemented to make improvements. Successful businesses manage change positively and undergo planned changes regularly. Completion of the change process, and people's acceptance and comfort with it means that they have adapted constructively.

MANAGING CHANGE



In small groups, create a case study or scenario in which a significant change might take place in the work environment. Try to base your scenario on at least one member of your group's career studies. You may perform, film, create or design in any creative way, a representation of how this change is implemented and how all parties involved adapt to it. At the completion of the presentation, the class will critique the work, based on the model below.



Adapting to change model

■ Project management

It is probably safe to say that most projects reach their conclusion through some sort of a presentation. Effective communication needs to take place, with usually a degree of writing. But, for any sort of a project to be successful, a degree of planning has to take place. It's also important to note here that plans are 'tentative roadmaps' that often need to be modified as the project unfolds. This is the managing part of project management.

The source on page 78 can help you in the early stages of a project, by giving examples of the kind of questions you might want to ask. Note how the steps for starting a writing project mirror some of the critical thinking questions included in the infographic at the start of this chapter.

This can be a wonderful guide, especially for a concrete-sequential learner (step-by-step). But others may do this differently, and that's alright.

A random-abstract learner (not linear, often imaginative) may go from Question 1 to Question 7 and then back to Questions 2 and 3 and paste thoughts on a bulletin board along the way.

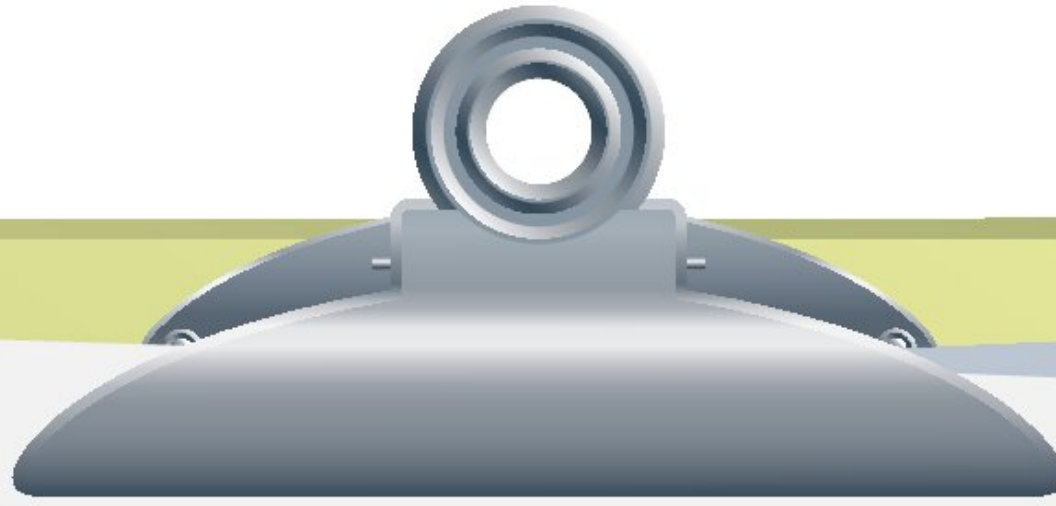
If our plans are carefully designed and adjusted, each step is completed, our timeline, integrity and deadlines are maintained, and the intended formats are adhered to, we have the best chance of achieving our desired result.

WHAT MAKES A GOOD PROJECT?



Consider some of the projects listed under the Projects tab at the following address: www.iowabig.org, or access a classmate's project. Now grade the project and be prepared to discuss the evidence or lack thereof that supports the grade. Use the table below as a template for your assessment.

| | | | | |
|--|-------------|------------------|---------|--------------|
| Thinking processes are employed | not evident | slightly evident | evident | very evident |
| Cultural understanding and appreciation of diversity are apparent | not evident | slightly evident | evident | very evident |
| Communication is effective and collaboration is demonstrated | not evident | slightly evident | evident | very evident |
| Recognizes and considers ethics | not evident | slightly evident | evident | very evident |



Twenty Questions for Getting Started on a Topic

Substitute your topic for 'X' in any questions that seem relevant; then respond to them in writing as a way of getting started.

- 1 What does X mean?
- 2 How can X be described?
- 3 What are the component parts of X?
- 4 How is X made or done?
- 5 How should X be made or done?
- 6 What is the essential function of X?
- 7 What are the causes of X?
- 8 What are the consequences of X?
- 9 What are the types of X?
- 10 How does X compare to Y?
- 11 What is the present status of X?
- 12 How should X be interpreted?
- 13 What are the facts about X?
- 14 How did X happen?
- 15 What kind of person is X?
- 16 What is my personal response to X?
- 17 What is my memory of X?
- 18 What is the value of X?
- 19 How can X be summarized?
- 20 What case can be made for or against X?

END OF CHAPTER REFLECTION: THINKING PROCESSES IN PRACTICE

Go to one of your preferred news sources or websites and choose an article that you find particularly interesting. Ideally, it should be one related to your chosen field of career studies. Read the article several times and think about the questions below.

- **What thinking processes are on display in the article?** Think back to the thinking skills listed in the infographic on page 60 and those covered in the rest of this chapter. Does the article employ critical thinking skills, creative thinking skills, or applied thinking skills? Can you be any more specific? Does it compare and contrast two or more different things? Does it make a prediction? Perhaps it solves a problem. Remember, a good article will probably use several thinking processes and synthesize them into a coherent argument.
- **What thinking processes do you need to employ when reading, or thinking about, the article?** Think back to the critical thinking toolkit on page 61 and the critical thinking skills you studied in this chapter. Perhaps the article has several strands or paragraphs that can be analysed individually. Maybe there is information included that requires evaluation. Or perhaps the article requires you to engage your imagination.

When you have answered these questions, synthesize your thoughts into a coherent evaluation of the article and its thesis, and think about any ways in which you might be able to use it in your further studies or career. Share your article with a classmate and see if his or her response is similar to yours. Think about what any differences in opinion might tell you about your individual strengths and weaknesses.

Debates about



What is the difference between unethical and illegal? Is it alright for a business to carry out practices which are legal but unethical? Why should a business behave in an ethical way if it is beneficial and legal for it not to?



Can businesses and industries be trusted to regulate themselves with regard to ethical matters? Should they be subject to external legislation and guidelines?



Who is responsible for ensuring professional behaviour is ethical? The government? The individual company? Line managers? Individual employees?

professional ethics



Is whistle-blowing an ethical practice? What might be the positive or negative outcomes? Are there alternative measures that could be taken?



What level of responsibility does a business have in relation to its customers?



What benefits might a company gain from acting in an ethical way?

5

Applied ethics

Through applied ethics, students explore values and attitudes applicable to real-world situations. The IB's commitment to principled action requires students to take responsibility for their actions and consequences and act with integrity and honesty.

Introducing ethical dilemmas

■ Introduction to ethics: exploring right and wrong

Corporate executives and business owners need to realize that there can be no compromise when it comes to ethics, and there are no easy shortcuts to success. Ethics need to be carefully sewn into the fabric of their companies.

Vivek Wadhwa

Our very lives depend on the ethics of strangers, and most of us are always strangers to other people.

Bill Moyers

Non-violence leads to the highest ethics, which is the goal of all evolution. Until we stop harming all other living beings, we are still savages.

Thomas A. Edison

More and more companies are reaching out to their suppliers and contractors to work jointly on issues of sustainability, environmental responsibility, ethics, and compliance.

Simon Mainwaring

Ethics are more important than laws.

Wynton Marsalis

Ethics or simple honesty is the building blocks upon which our whole society is based, and business is a part of our society, and it's integral to the practice of being able to conduct business, that you have a set of honest standards.

Kerry Stokes

So, what is this thing called 'ethics'?

In many ways it is the manner in which we choose to live. Our guideposts, our philosophies, our beliefs and even our values. We often, especially at early ages, adopt ethics from our home life, mentors and role models. As we grow older, peers and personal contacts and experiences reshape our ethics – at least a bit. And then, when we reach a certain level of maturity, and our own knowledge and life experiences have become more abundant, we solidify or adopt a set of ethics that directly shape our individuality.

We live our ethics every day – in the choices we make, the decisions that come upon us, the priorities we set forth. In fact, we have been covering ethics a great deal already throughout this course.

A strong ethical code can help you to:

- form and maintain relationships
- maintain a clear conscience
- be consistent to the idea of who you are and just what you stand for
- make choices and have the courage to explore difficult questions
- accept the consequences of doing what you think is right.

ACT IT OUT

In small groups, students will be assigned one of the quotations on the opposite page. As a group, complete the following activities.

- Choose two of the central themes covered thus far: Personal development, Intercultural understanding, Effective communication, Thinking processes. Prepare an oral presentation that connects the central themes to the quotation. How are they connected or related?
- Keeping in mind your quotation and your chosen themes, imagine a scenario that takes place in a work environment (think of your career studies, internship or after-school job) in which an ethical matter might present itself.
- Write a script in which the ethical issue is dealt with. Film yourselves acting it out, or act it out in front of the class as part of your presentation.

After each presentation, the class should discuss the ethical issue presented and any issues arising from the group's presentation.

IS IT ETHICAL?

Look over some of the reading material you have studied so far in this course, as well as your reflections, your assignments, your blog and so on. You may even want to consider a discussion that was brought up in another course. Choose an issue, a question or a quandary that is an ethical matter, to one degree or another. In your journal or blog, investigate and discuss the ethical question that is presented. Try to choose an area that is directly associated to your career studies.

What is the ethical matter? What are the various viewpoints that may be held? What evidence do different sides maintain? What is your position? And why? Give evidence or reasons to support your view. Be prepared to discuss this assignment in class.

ETHICS IN THE IB

Look once again at the IB mission statement on page 18 and the IB learner profile on pages 2–3.

Discuss with the rest of your class the way in which ethics are central to the IB programmes of study.

■ Identifying ethical dilemmas

We face ethical questions every day. Watch the two videos below to see examples of the kind of situations we might come across at school or work.

- At school: <https://youtu.be/aIS7tnUaQ-o>.
- At work: <https://youtu.be/loXqK6D6lbk>.

WHAT IS AN ETHICAL DILEMMA?



Research the true meaning of the phrase 'ethical dilemma'. Think about the videos above and decide whether the situations presented qualify as true ethical dilemmas.

■ Approaches to ethical dilemmas

Read the following article, which describes four ethical dilemmas. In each case, the author has provided an argument both for and against acting in a certain way.

ETHICAL DILEMMAS

Exploring four common conundrums.

Posted Jun 24, 2017, Marty Nemko Ph.D.

One way to improve our ethics is to examine arguments on both sides of common ethical dilemmas.

Here are four. For space, the arguments are truncated but

hopefully this article will still serve its purpose: to encourage people to not overweight expediency relative to other considerations, including universal, cosmic justice.

1. Terminate an employee with cancer?

You're a manager at a non-profit. Your supervisee has been a planned-giving fundraiser there for five years. Four years ago, his performance was poor because he was undergoing chemotherapy. Since then, it's improved to average but, in the past few months has declined severely again. He's raised only half as much money as before. He explains that his cancer has recurred and has spread to his lymph nodes, so he's in the middle of a six-month round of chemotherapy and his prognosis is not good. He says he prefers to keep working but if you terminate him, he won't file a claim under

the Americans with Disabilities Act. He is his family's sole source of income and his non-profit salary is modest and so he has little in savings. He's just getting by. Do you retain him?

An argument for retaining him: Most organizations but especially non-profits espouse putting people above profits. To let him go when he's been an acceptable performer and now has to endure treatment for recurred cancer would be hypocritical, especially since you know he is his family's sole support and he's saved little because he's worked for non-profits. From a pragmatic

standpoint, letting him go would hurt the organization's morale. Besides, with his cancer having recurred and in his lymph nodes, it's unlikely he'd want or be able to stay employed for very long. Retaining him would be an appropriate 'cost of doing business.'

An argument against retaining him: Less money raised means less services to the many needy people the non-profit services. He's only one person. Yes, he's an employee, but the wise person makes decisions mainly based on what will do the most good, not giving extra consideration

to the person in front of you. You can mitigate the toll to staff morale by telling the employees the ethical basis for letting him go and giving them ample opportunity to process

it. To help him financially, you might give a generous severance package. That would still save much money compared with keeping him on.

So what would you do? And would your decision be different if it were a small company? A large company? The government?

2. Is a salesperson ethically obliged to reveal his product's core weakness?

You sell new Chevys. A prospect is deciding between a Chevy Cruze and a Mazda 3. She tells you that reliability is the #1 criterion in choosing the car. 'I hate getting into my car to go to work and then it won't start. Or the vulnerability of being on the side of the road waiting for a tow truck.' She thinks the Chevy is more reliable than the Mazda. You think she's wrong but aren't sure. You're thinking of checking Consumer Reports and letting the customer know what you find.

An argument for checking and reporting: If you do find that the Mazda is more reliable, you'll likely save the prospect much anxiety – She'll buy the

Mazda, which she'll feel more confident in. And the car will, in fact, be less likely to break down. Of course, you can cite any benefits the Chevy has over the Mazda.

An argument for not checking and reporting: It's unrealistic to expect a salesperson to do research that will likely eliminate the possibility of a sale. If that would be the case, the Chevy salesperson probably will sell few cars. That will both cut the dealer's income and result in the salesperson getting fired and being less likely to obtain another job to support the family. If in a subsequent job interview, he is asked why he lost the job and says,

'Because I keep doing research for prospective customers that reveals that my company's cars are inferior,' he may never get hired for a sales job and have to train for a new career. It is ethical for a salesperson to not do such research for the customer but rather, listen to their needs and point out any relevant advantages the Chevy has over the Mazda.

So what would you do? Would the customer's gender, attractiveness, or age, affect your decision?

Would your decision be different if the salespersons were pitching for donations for a charity even though he suspects a competing charity does more good with the money?

3. When you're desperate, is it worth lying to land a job?

You're a soft-skilled employee. You're not technical and have gotten by on being organized and well-liked. After having been laid off, you've looked hard for a job, but it's now been 10 months and you've received no offers. You've exhausted your savings and are just two months from being unable to pay the rent. You could move back in with your parents but then your child would have to change schools, to a worse school. You

know that the longer you're unemployed, the harder it will be to convince an employer to hire you. You're increasingly viewed as having been picked-over. No one else wants to hire you, so why should they. So you're wondering if you should lie on your resume and say you're working and ask your friend if it's okay to list him as your boss.

An argument for lying: Many jobs require just soft-skills and you're good at them and so deserve a job, but with that gap in employment, it's really hard to land one. So if you leave that gap on your resume, you'll lose your apartment and have to live your parents, which will be hard on them, and your child having to change schools will mean she'll get a worse education and be around worse kids, not to mention she'd lose all her

current friends. The small lie is more than compensated for by the benefit.

An argument against lying:

You're being unfair to the honest job applicant who thereby would be denied the job. Yes, it's

possible that person needs the job less than you do, but that's far from certain. Also, the fact that you've not been selected despite 10 months of trying suggests that you may not be as worthy an employee as you

think. It's wiser to look inward and to get some honest feedback so you can improve your skills or change careers to one in which you'd more readily be hired.

So what would you do?

4. Is it always right to be a whistleblower?

Your coworkers routinely pad their expense accounts. Do you blow the whistle?

An argument for telling

your boss: Except in unusual circumstances, stealing is unethical. A society in which property is unjustifiably wrested, cannot survive. Even if the company makes plenty of money and underpays you, that's insufficient justification for stealing. The appropriate response is to ask for a raise

and/or look for an employer that will treat you better.

An argument for not telling

your boss: A few employees padding an expense account has minimal impact on most organizations' bottom line. And study after study shows that whistle-blowers normally lose their jobs and have a hard time finding new work. For a relatively venial sin, is it worth jeopardizing your and your family's financial security?

Besides, many organizations and their leaders make far more money than the workers – that's unjust. Not ratting on your coworkers is a mere bit of justifiable Robin-Hooding, income redistribution.

So what would you do? Would your decision be different if it were your boss padding his or her expense account? Would it matter if it were a small company, large company, non-profit, or government agency? Why?

SO WHAT WOULD YOU DO?



Your teacher will divide the class into small groups and assign each group one of the cases in the previous article. In your group, follow the steps below in relation to your assigned case.

- Discuss the case.
- Read and consider both sides of the argument.
- In one or two sentences, summarize the dilemma.
- Think about what you would do in the situation described, and why.

Be prepared to present your work to the rest of the class. As a class, try to formulate a list of core ethical dilemmas.

Case studies in applied ethics

What do we mean by ‘applied ethics’? Applied ethics refers to the day-to-day, or real-life, dilemmas that we face in our professions and relationships, including at school and work.

The following pages contain a number of case studies from the spheres of business, the environment and biomedical science.

CASE STUDY GALLERY WALK



Choose one of the following case studies to investigate. You may work individually, in a pair, or in a group of three. Read your chosen case study and answer the questions that follow it. Your answers are to be presented on large newsprint paper. Once everyone has answered the questions, there will be a gallery walk, giving everyone a chance to examine each other’s answers. Finally, as a class, discuss any issues arising from this activity.

■ Business ethics case studies

Working parents

by Martin Green

Katya was issued with a number of formal and informal warnings as a result of her regular absence from her job at a local supermarket. Her manager informed her that any further unauthorized absences could lead to her being dismissed from her position. When Katya protested that she had been repeatedly let down by her babysitter and had had to stay at home to look after her young daughter, her manager explained that her childcare arrangements were not the supermarket’s responsibility and that this was not an adequate excuse for missing work.

Several weeks later, Katya phoned her manager to explain that she would be unable to come to work because her babysitter was ill. He reminded her of the previous warnings and suggested that she make alternative arrangements and get into work as soon as possible. When she failed to show up within a couple of hours, he called her back and explained that he would have to fire her. He had tried to be lenient, he explained, but was not satisfied that Katya had made an adequate attempt to make more reliable childcare arrangements.

Questions

- Was Katya’s manager right to dismiss her?
- Had he, in fact, been lenient towards her?
- What responsibilities do employers have regarding working parents?
- Should Katya have fired her babysitter?
- What improvements could help working mothers?
- Should fathers assume more responsibility for childcare?

Workplace discrimination

by Sarah Noble

Mary is concerned that she is being discriminated against because of her race and gender. Having graduated from a high-ranking university with a good degree, she was offered a place on a graduate management training program at a multinational corporation, but is one of only a handful of women on the scheme, and the only black woman. She enjoys the work and has performed well, regularly exceeding the expectations of graduate trainees, but feels that she has been regularly overlooked for some of the more high-profile opportunities available to trainees.

Recently, Mary overheard some of her fellow trainees complaining about her to a senior member of staff, suggesting that she would not have been given a place on the scheme if it was not for affirmative action. She is understandably upset and is considering looking for alternative employment.

Questions

- Should Mary look for another job?
- How could she address her concerns about discrimination?
- What legal action could she take?
- Should she confront her fellow trainees?
- How should the senior member of staff have responded to their complaints?
- What other steps could Mary take?

■ Environmental ethics case studies

Pesticide ban

by Dr. Kelly Edwards

A baby experienced a life-threatening rash and asthma that her parents connected to lawn pesticide application. Another baby in the community had a life-threatening rash after her apartment was sprayed for a bug infestation. The parents, families, and children came together and advocated to the City Council to approve the Pesticide By-Law that would ban the use of pesticides on lawns and in garden care, and Halifax became the first city to have such a ban.

Questions

- Should other cities adopt similar laws? Why or why not?
- Who has the responsibility to advocate for children's health?
- What would the arguments against such a law be?
- Who would have a stake in this decision?

Phthalates and BPA in our food

by Dr. Kelly Edwards

We have known for several years that phthalates and BPA, both used in the manufacture of plastics, can leach from flexible tubing, vinyl flooring, squeezable plastic toys, vinyl gloves, and carbonless register receipts. But recent studies suggest the largest source of phthalate and BPA exposure in humans is through the food supply. Canned food, processed food, meat, and dairy products are exposed to BPA and phthalates during processing. It may be that most phthalate and BPA exposure in food occurs in processing and packaging, before consumers bring it home. This is concerning because animal studies show that these chemicals function like hormones in our bodies and can lead to problems such as a version of attention deficit disorder, cancer, reproductive health, and increased allergies. Federal regulation may be the only way to control contamination of the food supply by phthalates and BPA.

Questions

- Should we regulate the type of plastic used in food production and storage in the US?
- Why or why not?
- Would you be willing to pay more for food if you knew it was safe?

■ Biomedical ethics case studies

End-of-life decision making

by Elizabeth Menkin

The public guardian has just been granted healthcare decision making power for Ms. Long, a 78-year-old woman with severe dementia, diabetes with impaired vision, and poor kidney function, recent recurrent pneumonia, and prior strokes. You are seeing her for the first time in a skilled nursing facility. She was transferred there yesterday following a four-month hospitalization.

When you arrive at the skilled nursing facility to see Ms. Long, she looks very thin, and the nurse tells you that there is a large necrotic pressure sore on her sacrum. The aides are repositioning her so that the speech therapist can do her evaluation. There is an IV running fluids in the patient's left arm, and her right arm lies limp on the bed. Some of the time she seems to look at a face and track movements, but sometimes not. She does not give any answers to simple questions, either verbally or with nods or shaking her head, and does not consistently look at the person who is talking to her. She does not give any social smile in response to the speech therapist's attempts to engage her. You notice that the patient grimaces when she's moved, and cries in apparent pain when she is rolled on her back. She opens her mouth when offered a straw but does not suck on the straw. She takes a small amount of ice cream that is offered by spoon, but after two more tries by the speech therapist she pushes it away and slaps using her left hand.

Questions

- Is Ms. Long terminally ill?
- What are the treatment decisions at this point? Artificial nutrition and hydration? CPR/DNAR?
- On what basis will these decisions be made?

Shhhh, don't tell!

by Pat Wolfe, Paula Smith, Margaret McLean, and Thomas Shanks, S.J.

After suffering a back injury at work, Lowell Baxter has completed three weeks of physical therapy. While unable to work, Lowell has been going three times per week to see therapist Eve Nye who has been working for three months at a new clinic and is still learning the ropes.

After Mr. Baxter's ninth treatment, his physician, Dr. Felton Cranz, explained that he had made good progress. Lowell no longer needed PT but was unable to return to his physically demanding job. He continued the home exercise regimen that Ms. Nye had given him. Dr. Cranz, who was not adverse to ordering additional physical therapy if necessary, told Lowell to call him if he had any further problems.

One month later, Mr. Baxter called Dr. Cranz's office and told the nurse that there had been 'a flare up' in his lower back. After talking with the doctor, the nurse called Lowell and told him that Dr. Cranz ordered another round of PT – 3 times per week for 3 weeks – that he should begin right away.

During his third session, while telling Eve about his recent activities, Lowell mentioned that he slipped and fell on a rainy night while coaching his daughter's soccer team. He said that this happened 'a couple of days' before the 'flare up'. Eve asked if he told his doctor about this latest fall. Surprised at the question, Lowell replied, 'Well, no. Why would I? Anyway, I was having some painful twinges in my back before I slipped. Besides I fell on the soft grass. I'm sure I didn't hurt myself when I slipped. Dr. Cranz is always so busy and I don't need to waste his time with this. He told me after I finished my sessions a month ago that I might need another round of PT anyway. I feel better after our therapy sessions So, how about those Sharks – the men in teal?'

When Ms. Nye saw Mr. Baxter on his fifth visit, he complained of increased pain with radiation down his left leg. During her evaluation, Eve concluded that his pain was different from the pain he experienced after the first fall and was almost certainly related to the second fall. She explained this to Lowell and suggested to him that he talk to his doctor to ensure that he received the appropriate treatment. Lowell insisted that he did not want to bother his doctor with this.

Now, on his seventh visit, Mr. Baxter is visibly fatigued and short-tempered. He complains of weakness and numbness in the left leg. Eve strongly encourages him to talk with Dr. Cranz. He adamantly refuses.

'Well, perhaps I should talk with Dr. Cranz for you. I could tell him about your fall at the soccer game and this onset of numbness and weakness in your leg. You know, Dr. Cranz looks at the notes I write.'

'No,' blurts Mr. Baxter. 'I don't want you to say anything. It's none of your business! This is my injury, and I don't want to bother him with this. You have to respect my wishes. Your job is to do therapy; not to interfere. Now, let's get on with it!'

Questions

- What should Eve Nye do now? Why?
- What might Eve Nye have done earlier?
- How would you have dealt with Lowell Baxter?

Professional ethics

■ Expectations and standards of professional behaviour

FACULTY MEMBER INTERVIEW

Choose a faculty member and arrange a short interview. With the faculty member's permission, the interview can be recorded.

Since the interview will involve professional ethics, you may want to interview someone who will reflect specifically on your career studies' area. Often, standards of professional ethics in different professions are described in a code of conduct.

Here are five questions that you might want to ask:

- 1 How does this career field respect the dignity and rights of all persons?
- 2 How does the career field ensure that professional competence and professional responsibility are maintained?
- 3 How does the career field supervise and support honesty and integrity in all professional matters?
- 4 How does the career field promote responsible action for the community and society as a whole?
- 5 How is the professional code of conduct in the career field or specific business taught and maintained?

In your journal, blog or research space, record your findings. What are the common themes occurring across the five answers? Have you witnessed professional ethics in action? From your experience in the field, do you consider professional ethics to be an important factor? Share your thoughts, experiences and beliefs.

■ Service learning

Service learning is an important part of the IB Career-related Programme and has obvious connections to the themes explored in this course.

Service learning enables you to improve your ability to appreciate complexities in organizations, gives you a greater sense of personal efficacy, of personal identity, spiritual growth, and moral development, and helps with career development by establishing connections with professionals and community members.

There are the various ways that one can practise service learning, including direct action, research, advocacy, indirect action and global connections.

YOUR SERVICE LEARNING PORTFOLIO

Take the time to share with the whole class your ideas about the service learning portfolio that you are, or may be interested in, completing. Also, discuss how service learning exists, not only in the traditional manner of community non-profits, but also within every career field.

END OF CHAPTER REFLECTION: GLOBAL GOALS AND SERVICE LEARNING

The United Nations has adopted a set of 17 global goals.

www.globalgoals.org/

- GOAL 1: No poverty
- GOAL 2: Zero hunger
- GOAL 3: Good health and well-being
- GOAL 4: Quality education
- GOAL 5: Gender equality
- GOAL 6: Clean water and sanitation
- GOAL 7: Affordable and clean energy
- GOAL 8: Decent work and economic growth
- GOAL 9: Industry, innovation and infrastructure
- GOAL 10: Reduced inequality
- GOAL 11: Sustainable cities and communities
- GOAL 12: Responsible consumption and production
- GOAL 13: Climate action
- GOAL 14: Life below water
- GOAL 15: Life on land
- GOAL 16: Peace and justice strong institutions
- GOAL 17: Partnerships to achieve the goal

Your task is to research this site, choose a goal that resonates most closely to your own ethics and design a service learning project that speaks to that goal. Make sure you state your desired outcomes, as well as the research and resources that are needed.

When finished, you should summarize your findings on a large poster board to be displayed in a location chosen by your teacher.

What makes this task a project?

Be prepared to share project steps.

Try to report your findings with personal implications, professional implications, or both.

Twelve questions to reflective

Personal development

- How will you ensure you spend enough time on each aspect of the project?
- What environments and working conditions do you work best in?
- What's your most comfortable and successful writing style?

Intercultural understanding

- What is it that I do not know about others?
- What are some different cultural contexts to consider?

Effective communication

- What's my most comfortable and successful voice?
- How should my voice be modified or amplified to be more in alignment with the situation?

inspire a successful project

Thinking processes

- What are your strengths and preferred modes of inquiry?

Applied ethics

- What are some ethical situations you have observed at work, in an internship, or through your career studies?
- What are some ways that ethical codes and standards can be reviewed and improved in the workplace?
- Is there an ethical dilemma that you find particularly concerning?
- What are the similarities and differences between personal ethics and professional ethics?

6

Reflective project

The reflective project is one of the four core components of the IB Career-related Programme, that requires students to address an ethical dilemma related to their career-related studies through an extended and in-depth piece of work. It affords students a high degree of independence and flexibility, not only in their choice of subject, but also their mode of presentation. It is designed to allow students to draw together their DP studies, the other core components of the CP programme and their career-related studies, while also developing and demonstrating strong research, thinking and communication skills. This final chapter of the book identifies some of the key issues arising from the Personal and Professional Skills course that will prove beneficial to the completion of the reflective project.

The reflective project is assessed according to the following criteria:

■ **A01: Focus and method – 6 marks**

- select and explore an ethical dilemma embedded in an issue linked to a career-related context
- select and apply appropriate research methods and collect and select relevant information from a variety of sources, showing an understanding of bias and validity

■ **A02: Knowledge and understanding in context – 9 marks**

- demonstrate knowledge and understanding of the issue
- contextualize the ethical dilemma and analyse different perspectives on it through the use of a local/global example of the issue in which the dilemma is embedded
- demonstrate awareness and understanding of the impact of the ethical dilemma on a local/global community and the cultural influences on, and perceptions of, the ethical dilemma

■ **A03: Critical thinking – 12 marks**

- demonstrate logical reasoning processes and the ability to interpret, analyse and evaluate material
- develop the ability to synthesize information, making connections and linking ideas and evidence

■ **A04: Communication – 3 marks**

- present a structured and coherent project, use appropriate terminology accurately and consistently, and communicate ideas and concepts clearly

■ **A05: Engagement and reflections on planning and progress – 6 marks**

- reflect on and refine the research process, and react to insights gained through exploration of the ethical dilemma
- critique decisions made throughout the research process and suggest improvements to your own working practices

MAKING CONNECTIONS



Look at the assessment criteria on the opposite page and think about how each of the bullet points relates to an aspect of the Personal and Professional Skills course. Think of activities in which you have demonstrated the skills required.

General guidance

- Ensure that you devote adequate time, space and focus to your reflective project. It requires deep thinking and careful execution.
- Seek as much guidance as possible from your teachers and peers. Sometimes getting another perspective on an issue can open whole new avenues of thinking.
- Remember that by completing this project you are not only demonstrating your knowledge of an issue and your thinking skills, but also your ability to manage a long-term project. Project management is such a critical skill, both personally and professionally.
- Take advantage of the freedom to craft your project to reflect your passions and interests, as well as your presentation preferences.
- Remember, throughout this course you have been asked to *think, do* and *reflect*. Continue to develop these habits in tandem with one another.

Throughout the Personal and Professional Skills course, you have demonstrated the ability to:

- identify your own strengths and potential areas for growth
- recognize and articulate the value of cultural understanding, and appreciate diversity
- recognize the benefits of communicating effectively and working collaboratively
- apply thinking processes to personal and professional situations
- consider the ethical implications of choices and actions.

The reflective project is your legacy, your 'swan song', your finished product, your proof of programme completion. It isn't a matter of *if* you can do it; it is simply a matter of *how* you choose to do it. By working through the CP core and Personal and Professional Skills course, you have already demonstrated all the skills necessary to finish the job.

In-depth thinking

As has already been mentioned, the reflective project should be ‘in-depth’. This means that you need to draw on many of the skills and practices you have learned about so far in your Personal and Professional Skills course: reflection, analysis, slow-thinking, and so on.

THE ICEBERG MODEL

The diagram illustrates the Iceberg Model of understanding. It features a large iceberg floating in a blue ocean under a light blue sky with a few white clouds. The iceberg is divided into four horizontal layers by dashed lines. The top layer, which is above the water line, is labeled 'Events' and asks 'What is happening?'. The three layers below the water line are labeled 'Patterns of behaviour' (asking 'What trends are there over time?'), 'Systems structures' (asking 'What are the forces at play contributing to these patterns?'), and 'Mental Models' (asking 'What values, beliefs and assumptions shape the system?'). The iceberg is shaded with a gradient from light blue at the top to dark blue at the bottom.

Look at the image above. What do an ‘in-depth project’, the iceberg model, and thinking processes (creative, critical or compassionate) have in common? How are they aligned? What are some of their connections?

In-depth thinking cannot be rushed. We need time to consider information and ideas, and to formulate conclusions based thereon. This is why it is recommended that the reflective project is produced over an extended period of time.

This kind of drawn-out, in-depth thinking is becoming more and more difficult. Read the following article and think about the lessons it has, both for your reflective project and your wider studies and career.

Are We Losing Our Ability to Think Critically?

By Samuel Greengard

Society has long cherished the ability to think beyond the ordinary. In a world where knowledge is revered and innovation equals progress, those able to bring forth greater insight and understanding are destined to make their mark and blaze a trail to greater enlightenment.

‘Critical thinking as an attitude is embedded in Western culture. There is a belief that argument is the way to finding truth,’ observes Adrian West, research director at the Edward de Bono Foundation U.K., and a former computer science lecturer at the University of Manchester. ‘Developing our abilities to think more clearly, richly, fully – individually and collectively – is absolutely crucial [to solving world problems].’

To be sure, history is filled with tales of remarkable thinkers who have defined and redefined our world views: Sir Isaac Newton discovering gravity; Voltaire altering perceptions about society and religious dogma; and Albert Einstein redefining the view of the universe. But in an age of computers, video games, and the Internet, there’s a growing question about how technology is changing critical thinking and whether society benefits from it.

Although there’s little debate that computer technology complements – and often enhances – the human mind in the quest to store information and process an ever-growing tangle of bits and bytes, there’s increasing concern that the same technology is changing the way we approach complex problems and conundrums, and making it more difficult to really think.

‘We’re exposed to [greater amounts of] poor yet charismatic thinking, the fads of intellectual fashion, opinion, and mere assertion,’ says West. ‘The wealth of communications and information can easily overwhelm our reasoning abilities.’ What’s more, it’s ironic that ever-growing piles of data and information do not equate to greater knowledge and better decision-making. What’s remarkable, West says, is just ‘how little this has affected the quality of our thinking.’

According to the National Endowment for the Arts, literary reading declined 10 percentage points from 1982 to 2002 and the rate of decline is accelerating. Many, including Patricia Greenfield, a distinguished UCLA professor of

psychology and director of the Children’s Digital Media Center, Los Angeles, believe that a greater focus on visual media exacts a toll. ‘A drop-off in reading has possibly contributed to a decline in critical thinking,’ she says. ‘There is a greater emphasis on real-time media and multitasking rather than focusing on a single thing.’

Nevertheless, the verdict isn’t in and a definitive answer about how technology affects critical thinking is not yet available. Instead, critical thinking lands in a mushy swamp somewhere between perception and reality; measurable and incomprehensible. It’s largely a product of our own invention – and a subjective one at that. And although technology alters the way we see, hear, and assimilate our world – the act of thinking remains decidedly human.

Rethinking Thinking

Arriving at a clear definition for critical thinking is a bit tricky. Wikipedia describes it as ‘purposeful and reflective judgment about what to believe or what to do in response to observations, experience, verbal or written expressions, or arguments.’ Overlay technology and that’s where things get complex. ‘We can do the same critical-reasoning operations without technology as we can with it – just at different speeds and with different ease,’ West says.

What’s more, while it’s tempting to view computers, video games, and the Internet in a monolithic good or bad way, the reality is that they may be both good and bad, and different technologies, systems, and uses yield entirely different results. For example, a computer game may promote critical thinking or diminish it. Reading on the Internet may ratchet up one’s ability to analyse while chasing an endless array of hyperlinks may undercut deeper thought.

Michael Bugeja, director of the Greenlee School of Journalism and Communication at Iowa State University of Science and Technology, says: ‘Critical thinking can be accelerated multifold by the right technology.’ On the other hand, ‘The technology distraction level is accelerating to the point where thinking deeply is difficult. We are overwhelmed by a constant barrage of devices and tasks.’ Worse: ‘We increasingly suffer from the Google syndrome. People accept what they read and believe what they see online is fact when it is not.’

One person who has studied the effects of technology on people is UCLA’s Greenfield. Exposure to technology fundamentally changes the way people think, says Greenfield, who recently analysed more than 50 studies on learning and technology, including research on multitasking and the use

of computers, the Internet, and video games. As reading for pleasure has declined and visual media have exploded, noticeable changes have resulted, she notes.

‘Reading enhances thinking and engages the imagination in a way that visual media such as video games and television do not,’ Greenfield explains. ‘It develops imagination, induction, reflection, and critical thinking, as well as vocabulary.’ However, she has found that visual media actually improve some types of information processing. Unfortunately, ‘most visual media are real-time media that do not allow time for reflection, analysis, or imagination,’ she says. The upshot? Many people – particularly those who are younger – wind up not realizing their full intellectual potential.

Greenfield believes we’re watching an adaptation process unfold. Today, many individuals perform better at common tasks but this doesn’t make them better at thinking. The ability to multitask and use technology is highly beneficial in certain fields, including medicine, business, and flying aircraft. Consider: video game skills are a better predictor of surgeons’ success in performing laparoscopic surgery than actual laparoscopic surgery experience. One study found that the best video game players made 47% fewer errors and performed 39% faster in laparoscopic tasks than the worst video game players.

Tools for Learning

How society views technology has a great deal to do with how it forms perceptions about critical thinking. And nowhere is the conflict more apparent than at the intersection of video games and cognition. James Paul Gee, a professor of educational psychology at the University of Wisconsin-Madison and author of *What Video Games Have to Teach Us About Learning and Literacy*, points out that things aren’t always as they appear. ‘There is a strong undercurrent of

opinion that video and computer games aren’t healthy for kids,’ he says. ‘The reality is that they are not only a major form of entertainment, they often provide a very good tool for learning.’

In fact, a growing number of researchers – and an expanding body of evidence – indicate that joysticks can go a long way toward building smarter children with better reasoning skills. Games such as Sim City, Civilization, Railroad Tycoon, and Age of Mythology extend beyond the flat earth of rote memorization and teach decision-making and analytical skills in immersive, virtual environments that resemble the real world, Gee says. Moreover, these games – and some virtual worlds – give participants freedom to explore ideas and concepts that might otherwise be inaccessible or off limits.

Kurt Squire, a University of Wisconsin-Madison associate professor in educational communications and technology, has found that as children play an educational game and learn about a particular period in history or an interesting concept, they often want to learn more. For example, one young student Squire studied sent him a list of 27 books on ancient history the boy had checked out of a library as a result of playing the game Civilization. What makes the games so compelling, he relates, is they create a psychological investment by ‘structuring problems so that they are just beyond students’ current abilities.’

One thing is certain. In the digital age, critical thinking is a topic that’s garnering greater attention. As reading and math scores decline on standardized tests, many observers argue that it’s time to take a closer look at technology and understand the subtleties of how it affects thinking and analysis. ‘Without critical thinking, we create trivia,’ Bugeja concludes. ‘We dismantle scientific models and replace them with trendy or wishful ones that are neither transferable nor testable.’

TEACHER CONFERENCE



In your blog, journal or research space, write, record, design, draw or film your answers to the following questions:

- How can we observe and get to know an issue ‘in-depth’?
- How can we tease out the facets and nuances of a problem or issue that might not be immediately obvious?
- How might this in-depth thinking help us contribute to our lives or the lives of others?

Once you have recorded your answers to these questions, you are ready to make an appointment with your teacher. This can be done in small groups. Once the conference with your teacher on these questions is completed, you will be ready to move on to the next step of moulding a reflective project.

Selecting a topic

THE IB LEARNER PROFILE

Which **one** of the learner profile traits and definitions do you consider most important in your career field, in your career studies, or in an internship or job that you have held? Where or when have you observed this being practised? Or neglected?

On a large piece of paper, draw a concept map that places the learner profile at the centre and descriptions of ethical and professional practices in your chosen career connecting to the individual learner profile attribute.

Here are some questions to help you decide on a topic for your reflective project.

- What topics do you like reading or finding out about? How are they, or could they be, related to your area of career studies?
- What issues are you passionate about? What makes you angry? These could be global or international issues, or something on a more local level. Although it is important to select a topic about which you are passionate, remember that your argument might suffer if you appear to be biased about a certain issue.
- What aspects of the Personal and Professional Skills course have you found most interesting? Were there some materials presented, some dilemmas discussed, or actions performed that you think would make a good basis for a reflective project? Why do they draw your interest? What further questions do you have?

MIND MAP

Think about the questions above and create a mind map containing your answers. Try to make connections wherever possible.

When you have finished, swap your mind map with another member of your class. Are you able to identify any connections on their mind map that they might not have seen?

Your choice of topic will also likely be influenced or shaped by the kinds of evidence available to you. Have a look at the list of possible types of evidence below:

- anecdotal records, diaries or journals
- interviews
- inventories or surveys
- news reports, magazine articles or documentaries
- books
- websites
- observations
- online videos
- case studies
- exhibitions

Ideally, your reflective project will draw on several of these types of evidence – remember your synthesis skills from Chapter 4.

WHERE'S THE EVIDENCE?



In a small group, discuss the different types of evidence listed above, and think about the pros and cons of each of them. Think about the following questions:

- How could I access or obtain this type of evidence?
- Would it be reliable?
- What precautions will I need to take when using this type of evidence?
- How will I reference this type of evidence in my project?

Think about whether there are any other types of evidence you might want to use, and answer the same questions in relation to them.

For inspiration, here are some titles of previous reflective projects completed by other students. Your teacher might be able to share other examples with you.

- Should Nike be punished for using child labour?
- Why is globalization accepted in some cultures but disapproved of in others?
- How does the exploitation of wildlife animals, such as captivity positively affect the economy, yet question ethical standards within different cultures?
- To what extent is it morally acceptable to hire illegal aliens in areas of construction across the United States?
- At what point does 'patent infringement' differ from actual innovation?
- Do the benefits of globalism outweigh the adverse effects?
- Are hybrid cars truly as environmentally friendly as they claim?
- Quality or quantity: what are their impacts on manufacturing?
- Should the government enforce the equal pay act more strongly in the workplace?
- Is it ethical to redirect a natural water way to protect private property?
- The impact of supply and demand in the pharmaceutical industry.
- Finding a medium on the spectrum of efficiency advantages and ethical downfalls concerning animal testing
- What are the impacts of GMOs? Unlimited resources or biological implications?
- Who is responsible for underprivileged people's medical bills?
- Should the United States government mandate paid maternity leave in the workplace?
- Should Federal cases be able to bypass privacy policies?
- When does kid-targeted marketing go too far?
- Computer privacy: how private is it?

HOW WOULD YOU DO IT?



Spend some time discussing some of these titles with your classmates. Identify the title that interests you the most. It might be that it is related to your own career studies or similar to your own planned reflective project, or perhaps it is on a subject you have read about in the past. Think about the questions below:

- Does the title constitute a good question or thesis statement? Think back to Chapter 3.
- How would you approach a project based on this title? What modes of presentation would you use?
- What kinds of evidence would appear strong, convincing and significant? Where might you be able to find such evidence?
- How might the project use different perspectives and address issues of cultural diversity?
- How might the attributes of the learner profile be demonstrated in the project?
- Can you find a clear alignment between the IB mission and the title?

Making plans

Once you have decided on a topic and thought about the skills and evidence you need to approach it, it is time to start planning.

Making plans is super critical: it gives hope, it provides structure, it suggests commitment, it establishes priorities. But, for plans to be successful they have to be well thought out, constantly reviewed and modified, and be open to discovery and change.

There is also a great deal of evidence that suggests that successful plans also invite collaboration – either as a group working together on the plan, or as an individual, seeking frequent feedback on and assistance with one’s plan.

Most plans also involve being open-minded about the changes, modifications and outcomes that occur, all the way up to the plan’s completion. The ability on your part to adapt is a real skill, and is often referred to as grit, resilience or overcoming adversity. This skill makes us stronger. Brain studies clearly indicate that working through ‘failure’ and being open to support and collaboration make us more healthy. Indeed, stress can be good for you: <https://youtu.be/RcGyVTAoXEU>.

One final point: successful plans take time to complete – ‘slow’ time (as opposed to the fast-paced, rapid rate, multi-tasked – and often fraught with error – cadence that so many of us are used to). They also require support – ask for help and guidance, talk to others about your plan or project.

Remember slow-thinking and the iceberg model? Commitment to deep questioning (inquiry), appreciating and trying to understand different perspectives (intercultural understanding), and challenging ourselves to search in places known and not yet known, via research skills, help us to develop the ability to address complex issues, to solve problems.

DILBERT’S PROJECT MANAGEMENT ADVICE



Watch some of the videos at the link below.

www.youtube.com/results?search_query=project+management+dilbert

As a class, do the following:

- 1 Formulate a list of questions that you have on project management. Discuss those questions.
- 2 Arrive at a concept map or another form of roadmap, depicting the steps to follow in order to strategically follow a plan.

Doing the project

Finally, here are a few tips to keep in mind while working on your reflective project:

- Don't hesitate to ask your teacher, your peers, or others who have previously completed the project for advice.
- Ask yourself if you have the evidence to support your argument at regular intervals.
- Keep in mind that just because one event follows another chronologically, the first event doesn't have to have caused the second.
- Don't search for a conclusion that oversimplifies the argument by reducing it to only two sides or possibilities. The answer to your thesis question may be 'yes', 'no', 'maybe', 'to some extent' or 'still don't know'.
- Question your biases throughout, stating the opposing positions accurately.
- Establish your credibility – use only reliable sources and artefacts to build your argument, and cite those resources properly.
- Projects take time and 'stuff' happens, so do make a commitment to work on your project over an extended period of time.
- It's called a reflective project – disclose why you are interested in this topic or what personal experiences you have had with the topic and express yourself creatively and authentically.
- There is a skill in organizing an argument – be logical and have an easy-to-follow manner.
- Proofread your own work, and ask others to as well – too many careless grammatical mistakes can affect your credibility.

END OF CHAPTER REFLECTION: LOOK HOW FAR YOU'VE COME

Look at the work you have done in preparation for your reflective project, and in response to the activities you have completed in this chapter.

Now think back to when you first started the Personal and Professional Skills course. Can you remember your first class? Perhaps you still have some examples of the work you did during those early stages.

Think about the following questions:

- How have you changed as a person in the time you have been studying Personal and Professional Skills?
- What differences do you notice about the work you did then, and the work you are doing now?
- What skills have you developed that you use on a regular basis?
- How do you think you would have approached the reflective project back then?
- What one piece of advice would you give to that past version of yourself, just about to begin the Personal and Professional Skills course?

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