# Module 4 – The Devil is in the Detail



## Module 4 objectives

At the end of this module, you will be able to…

* use connectors to structure your ideas.
* talk about attention to detail.
* investigate and present information.
* use frequency adverbs.
* write about managing your time.
* edit a piece of written text.
* talk about how to avoid mistakes.
* write an email to give advice.
* investigate and present information about how industries avoid accidents or mistakes.
* talk about active listening.
* use sequencing language.
* tell an anecdote.
* listen for specific information.

**Lesson 1 – What is attention to detail?**



## Lesson 1 objectives

At the end of this lesson, you will be able to…

* use connectors to structure your ideas.
* talk about attention to detail.
* investigate and present information.

## Activate

Discuss with a partner. Share your answers with the rest of the class.

* Are you a person who pays a lot of attention to detail? How do you know?
* What advice would you give to someone who makes a lot of mistakes with their work?

## Learn



1. Work with a partner. Listen to the podcast. What is it about?

1. Listen again. Work with a partner. Read the following statements. Are they **true** or **false**? Correct the sentences that are false.

* 1. Attention to detail is made up of different behaviors.
  2. One aspect of attention to detail is getting your numbers wrong on a report.
  3. If what you produce doesn’t contain mistakes first time round, you can save lots of time.
  4. If you listen carefully to what people tell you, you can understand what they need and deliver what they expect.

Read audio script 4.1 at the end of this module to check your answers.

1. Work with a partner. Look at the following explanation of what attention to detail is.

On one hand, it means getting your numbers right in a report. It is so important to make sure that there aren’t any mistakes in those numbers. It also means managing your time so that you deliver on time to your clients. Another aspect of attention to detail is looking at how you do things, looking at your processes so that what you produce doesn’t contain errors or mistakes: the first time round. If what you produce doesn’t contain mistakes then you won’t need to waste time going back to correct it. And finally, another important aspect of attention to detail is paying attention to the detail of what people are telling you so that you can fully understand a situation.

The explanation is divided into four parts.

1. Making sure there aren’t any mistakes in your numbers
2. Managing your time
3. Making sure that what you produce doesn’t contain errors the first time round
4. Paying attention to the detail of what people are telling you so you can fully understand the situation.

Underline the words or expressions that introduce each of these four parts. Look at the example.

## Do

4. Work with a partner. Choose one of the following topics from previous modules and write an explanation for it using the text from Activity 3 as a model. Post your explanations on the class Wiki.

* The similarities and differences between English and Spanish
* Why working in a team gets results
* What persistence is

**Let’s use it!**

1. Work in groups of three. Investigate online about what jobs require particular attention to detail. Identify which of the behaviors talked about in the podcast are necessary. Make notes about what you find in the space below.

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1. Prepare a PowerPoint presentation with the information you discover and record voice narration for it. Upload your presentation onto the class Wiki. Vote for the best presentation. Justify your vote.

**How did I do? Evaluate yourself.**

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|  | **I can’t yet…** ☹ | **More or less (-)** | **Yes, I can!** 😊 | **If you need help, go to…** |
| I can use connectors to structure my ideas. |  |  |  | Activity 4 |
| I can talk about attention to detail. |  |  |  | Activities 5 & 6 |
| I can investigate and present information. |  |  |  | Activities 5 & 6 |

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| **I can communicate!**  **The use of the words *so* and *so that***  Look at the following sentences from the podcast.   1. It is **so** important to make sure that there aren’t any mistakes in those numbers. 2. It also means managing your time **so that** you deliver on time to your clients. 3. Another aspect of attention to detail is looking at how you do things, looking at your processes **so that** what you produce doesn’t contain errors or mistakes. 4. And finally, another important aspect of attention to detail is paying attention to the detail of what people are telling you **so that** you can fully understand a situation. 5. **So**, that’s it for this week.     Match the rules to the correct sentences.   1. We use *so* to end or change the subject or topic of conversation. 2. We use the word *so* for emphasis. It means really. 3. We use *so that* to explain the reasons why we do something.     Write three sentences in your portfolio that are true for you using *so* and *so that*.  Compare your answers with a partner. |

# Lesson 2 – Managing your time and your tasks



## Lesson 2 objectives

At the end of this lesson, you will be able to…

* use frequency adverbs.
* write about managing your time.
* edit a piece of written text.

## Activate

Discuss with a partner. Share your answers with the rest of the class.

* Are you an organized person?
* How do you manage your time?
* What advice would you give to someone who is not organized?

## Learn

1. Work with a partner. Read the following Web page about managing your time. How many of the pieces of advice mentioned did you talk about in the Activate section?

2.

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| www.businesssuccess.com |
| Time management |
| **Managing your time and your tasks**    How do some people manage to deliver things on time all the time while others are constantly late? What do they do to make this happen? Well, there are a number of behaviors that people who deliver on time consistently show. Read the following tips to find out more…     1. They set reminders for themselves so they don’t forget to do things.     Our phones have features we can use to do this. When you have something to do, you can put it on your task list or you can program a reminder so that an alarm sounds when you have to do the task. There are also many apps you can use on your phone to make sure that these important things on your to-do list aren’t forgotten, and that they get done on time.     1. They use the calendars on their phones or computers to schedule meetings and other important activities.     If you are going to manage your time, you have to use the calendars on your devices to control what you do with your time. Doing this will also make sure that you don’t forget important meetings and deadlines.     1. They set daily priorities.     The day has fewer productive hours in it than you might think. It is very important at the beginning of the day to decide on that one important task that you will have finished by the end of the day. If you do nothing else, you need to finish that task. So, forget the long to-do list. The reality is that you won’t be able to complete half the things on it in one day. If you choose one thing, however, you are more likely to complete it.     1. They break large tasks into smaller ones.     If you have to deliver a report by a specific date, try breaking the writing of the report into smaller tasks and schedule those tasks for specific days. That way bit by bit, over time, you will reach your goal.     1. They believe in the 80/20 rule.     The 80/20 rule, also known as Pareto’s Law states that 20% of your activities produce 80% of your results. Conversely, 80% of the things you do produce 20% of your results. This law helps you to identify which tasks are those which will give you most results. Obviously, you should allocate more time to the tasks that give you most results: this way you will get more done. |

1. Work with a partner. Read the text again and answer the following questions according to what it says in the text.

* 1. The advantage of using the reminder feature on your phone is…
     1. you won’t forget to do the things on your to-do list.
     2. it works as an alarm clock.
     3. it is an app.
     4. you can leave things until the last minute.

* 1. The advantage of using the calendar on your phone is…
     1. you can leave things until the last minute.
     2. you can invite people to meetings.
     3. you won’t forget meetings and important deadlines.
     4. it controls what you do.

* 1. The text recommends that you set daily priorities because…
     1. the day is long and you might get distracted.
     2. it is important to remain focused.
     3. we don’t have much time in a day so we need to start with the most important thing.
     4. you will be able to complete a priority in half a day.

1. The text recommends breaking big tasks into smaller tasks because...
   * 1. it is easier to complete big tasks that way.
     2. you can delegate the smaller tasks to other people.
     3. big tasks are boring.
     4. smaller tasks are more fun.

1. The 80/20 rule states that…
   * 1. 80% of the things you do get you 80% of your results.
     2. 80% of the things you do get you 20% of your results.
     3. 20% of the things you do get you 20% of your results.
     4. All of the above.

## Do

1. Circle the best option in the following sentences to make them true for you. Stand up and mingle. Compare your answers with other people in the class. Are the people in the class organized or disorganized?

* 1. I **always/sometimes/almost never/never** use the reminder feature on my phone.
  2. I **always/sometimes/almost never/never** use a to-do list to keep track of my pendings.
  3. I **always/sometimes/almost never/never** use the calendar on my phone or on my computer.
  4. I **always/sometimes/almost never/never** set daily priorities.
  5. I **always/sometimes/almost never/never** break bigger tasks into smaller tasks.
  6. I **always/sometimes/almost never/never** apply the 80/20 rule to my work.

**Let’s use it!**

1. Work with a partner. Investigate online about how one of the following famous people organizes their time. What is their daily routine like? Write 200 words about what you discover and what you can apply to your own life. Post your text on the class Wiki. Post images too and video if you can find it.

* + Bill Gates
  + Ariana Huffington
  + Oprah Winfrey
  + Mark Dorsey

1. When you have posted your text onto the class Wiki, choose another pair’s text and edit it, correcting any mistakes you find.

**How did I do? Evaluate yourself.**

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|  | **I can’t yet…** ☹ | **More or less (-)** | **Yes, I can!** 😊 | **If you need help, go to…** |
| I can use frequency adverbs. |  |  |  | Activity 3 |
| I can write about managing my time. |  |  |  | Activity 4 |
| I can edit a piece of writing. |  |  |  | Activity 5 |

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| **I can communicate!**  **Word order with frequency adverbs**  Look at the following sentences with a partner and decide which ones sound natural. Which ones are not natural?   1. I **always** set daily priorities. 2. I set daily priorities **always**. 3. **Always** I set daily priorities. 4. I daily priorities **always** set. 5. I set **always** daily priorities. 6. I set daily **always** priorities.   Complete the following rule.  Frequency adverbs go either between the \_\_\_\_ and the \_\_\_\_ or at the \_\_\_\_\_ of the sentence.  Work individually. Write sentences in your portfolio that are true for you using the following frequency adverbs. Compare your sentences with your partner.  always sometimes almost never never |

# Lesson 3 – Doing it right first time round



## Lesson 3 objectives

At the end of this lesson, you will be able to…

* talk about how to avoid mistakes.
* write an email to give advice.
* investigate and present information about how industries avoid accidents or mistakes.

## Activate

Work with a partner. Discuss the following questions.

* Do you make lots of mistakes or are you meticulous?
* Imagine a colleague of yours is making lots of mistakes in their work. What advice could you give them to help them?

## Learn

1. Work with a partner. Use the information on the Web page to check your answers to the questions in the Activate section.

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| [www.businesssuccess.com](http://www.businesssuccess.com/) |
| Business skills |
| **Avoiding mistakes**    Peter’s boss looked at him and said in a calm voice: “I’m sorry, Peter, but this report is full of mistakes. The numbers don’t add up. If only you’d done it right first time round!” Peter sighed. Now he would need to spend all night fixing the report. If he’d focused and made sure to produce an accurate report first time round, he wouldn’t be in this situation. Think about how much time we waste re-doing work that we could have done correctly the first time round. Having to re-do reports and other work documents is one of the most common time wasters at work. Let’s look at ways of making sure our work requires little or no checking.     1. Pay attention to what you’re doing     Even though many of us our proud of our ability to multi-task, research has shown that the cerebral cortex in our brains cannot handle two high-level brain functions at the same time. When we multi-task, we switch our goals and the associated rules on and off in rapid succession. This happens fast but if we do it often, it all adds up. If we want to be efficient when we work and avoid distractions, it’s better not to multi-task.     1. Make sure you understand what the other person is asking for     One common source of mistakes is not asking the person who requests your report or document exactly what they want. If we don’t understand what they’re expecting, it is more likely that we will deliver something which doesn’t meet up to their requirements.     1. Use checklists     In all sorts of environments, people use checklists to ensure that they don’t make mistakes. A checklist helps us make sure we’re not forgetting anything. In hospitals, for example, it is common procedure for doctors to use checklists during operations to ensure that they aren’t making a mistake. The use of checklists in hospitals saves thousands of lives every year. You can use checklists in your projects to avoid mistakes.     1. Get someone else to go over your work     When you’ve finished working on your document, it’s a good idea to get another person to look over it. They might see something that you didn’t notice when you were writing it. Besides spelling mistakes, they may notice something you’ve forgotten to include or they may think of a better way of structuring it.     1. Give yourself enough time     If you write a document or prepare a report when you’re in a rush, you’re more likely to make a mistake. By giving yourself enough time, you will be able to follow the proper process for creating your document. When we create a document, we need time to brainstorm, draft, edit and proof read before we send the final version. Giving yourself enough time will also mean that another person can review it for you. |

1. Work with a partner. Decide if the following statements are true or false. Make the false statements true.

* 1. Multi-tasking is a good thing to do in work because it helps you to be more productive.
  2. When another person is explaining what they want, you should get the general idea and start working.
  3. Checklists are a bureaucratic waste of time.
  4. Asking another person to check your work takes a lot of time and will make you miss your deadline.
  5. Doing things in a hurry will make you more creative.

## Do

1. Work with a partner. You are going to write an email to a colleague who is making lots of mistakes with their work. Use information from the Web page to help you. Write 200 words. Post your emails onto the class Wiki. Which email has the best advice? Vote online.

Dear Abigail,

We hope you’re well!

We’ve noticed that you’re making a lot of mistakes in your work recently. We’d like to help you by giving you some advice about what to do…

**Let’s use it!**

1. Work in groups of three. Investigate how one of the following industries ensures that mistakes or accidents do not happen.

* + The airline industry
  + Hospitals
  + Banks
  + Auditors

1. Prepare a PowerPoint presentation with the information you discover and record voice narration for it. Upload your presentation onto the class Wiki. Vote for the best presentation. Justify your vote.

**How did I do? Evaluate yourself.**

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|  | **I can’t yet…** ☹ | **More or less (-)** | **Yes, I can!** 😊 | **If you need help, go to…** |
| I can talk about how to avoid mistakes. |  |  |  | Activity 2 |
| I can write an email to give advice. |  |  |  | Activity 3 |
| I can investigate and present information about how industries avoid mistakes or accidents. |  |  |  | Activities 4 & 5 |

**I am competent!**

What did you learn from this lesson?

Write your ideas in your portfolio. Compare what you write with a partner. Discuss what you read in each other’s portfolios.

# Lesson 4 – Active listening

**Lesson 4 objectives**

At the end of this lesson, you will be able to…

* talk about active listening.
* use sequencing language.
* tell an anecdote.
* listen for specific information.

## Activate

Discuss the following questions with a partner.

* Are you a good listener? How do you know?
* Do you think listening to other people is important? Why?
* What do you think active listening is?

## Learn



1. Work with a partner. Listen to the podcast. Did you find any answers to the questions in the Activate section in the podcast? Compare your answers as a class.

1. Work with a partner. Listen to the podcast again. Put the following elements of active listening in the correct order.

* + Ask clarifying questions.
  + Summarize for the other person what they have said to you.
  + Summarize again for the other person what they have said to you.
  + Find a quiet place without distractions.
  + Be aware of the other person’s body language.

Read audio script 4.2 at the end of this module to check your answers.

## Do

1. Work with a partner. Look at audio script 4.2 at the end of this module and underline the examples of language used for sequencing information. There is an example done for you.

**Let’s use it!**

1. Work individually. Think about a time you didn’t listen properly to another person in a work or study situation, and it caused a communication problem. Make notes about what happened in the box below. Be sure to use past tense and sequencing language to put the events in order.

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1. Work with a partner. Tell each other your anecdotes. Be sure to use past tense.

1. Work with a partner. Write 200 words about what you learned from listening to each other’s anecdotes. Post your texts onto the class Wiki. Read your classmates’ texts. Comment online about any interesting ideas you find.



**How did I do? Evaluate yourself.**

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|  | **I can’t yet…** ☹ | **More or less (-)** | **Yes, I can!** 😊 | **If you need help, go to…** |
| I can talk about active listening. |  |  |  | Activities 2 |
| I can use use sequencing language. |  |  |  | Activities 3 |
| I can tell an anecdote. |  |  |  | Activities 4 & 5 |

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| **I am competent!**  **Listening strategies**  There are two ways of listening. We can listen for the main idea (or gist) or we can listen for specific information.  In Activity 2 of this lesson did you have to listen for the main idea or for specific information?  Work with a partner. Decide which of the following strategies we should use to answer Activity 2. Check your answers with your teacher.   * We read the elements of active listening before we listen to the Podcast, then we listen and we try to put them in order. * We listen to the Podcast before we read the elements of active listening and then we try to put them in order. * We listen for sequencing words in the Podcast to help us understand the order of the elements. * When we listen to the podcast, we listen for the words in the elements listed in Activity 2. * We listen to all the information in the Podcast. * We only listen for the elements listed in Activity 2.     Attempt Activity 2 a second time. This time, experiment using the strategies presented here. Do they work? |

# Lesson 5 Product lesson

Active listening and understanding specific information in meetings is very important if we want to produce quality work. Why is this?



Work in groups of three. You are going to have a meeting to practice active listening and listening for specific information. Work with the *I am competent* box before you begin.

Student A turn to page 22

Student B turn to page 23

Student C turn to page 24

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| **I am competent!**  Active listening doesn’t only involve listening carefully and asking questions. Your body language and phrases for encouraging the other person to speak are also very important.  Work with a partner. Decide which of the following aspects of body language you should use when you are listening actively. Check your answers with your teacher.   * Folding your arms * Leaning forward slightly and directing your ear towards the person you’re listening to * Smiling * Nodding your head * Putting your arms in the air, above your head * Fidgeting * Slumping in your chair * Maintaining eye contact with the person you’re listening to     You can use the following phrases to encourage the other person to speak:   * Yes, you’re right. * Tell me more about that * Really? * Go on… * That’s interesting! |

When you have finished having your meeting, compare what happened in your meeting as a class. Who was the best listener?

Now, in your team, prepare a PowerPoint presentation with the information about what you learned about active listening during your meeting. Record voice narration for it. Upload your presentation onto the class Wiki. Vote for the best presentation. Justify your vote.

## Evaluate the product lesson

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|  | **Could be better** ☹ | **More or less**  **(-)** | **Yes, we did it!**  😊 | **What we can do next time to improve** |
| My partners and I worked well as a team. |  |  |  |  |
| Our product was interesting for the rest of the class. |  |  |  |  |
| We learned something that we can apply to our real lives. |  |  |  |  |
| We were able to reflect on what happened during the class to produce a presentation. |  |  |  |  |



### Product Lesson (page 19) Student A

You have a problem and you need Students B and C to help you. Spend minutes writing your ideas about the problem in the space below. Try to put as much information about the problem in your notes as possible.

Possible problems you might have are:

* You’re not getting good grades at school.
* You’re living with your family and it’s driving you crazy. You really need to live alone.
* You cannot find a job.
* You have a project to finish but very little time.
* Think of your own problem.

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When you have finished noting down your ideas and you are ready for your meeting, ask your partners if they are ready to start. If they are ready to start, have a meeting together for 15 minutes and tell each other about your problems. Be sure to use active listening and try to use some of the tips from the *I am competent* box.

Try to find solutions to your partners’ problems.

### Product Lesson (page 19) Student B

You have a problem and you need Students A and C to help you. Spend minutes writing your ideas about the problem in the space below. Try to put as much information about the problem in your notes as possible.

Possible problems you might have are: • You’re not getting good grades at school. • You’re living with your family and it’s driving you crazy. You really need to live alone.

* You cannot find a job.
* You have a project to finish but very little time.
* Think of your own problem.

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When you have finished noting down your ideas and you are ready for your meeting, ask your partners if they are ready to start. If they are ready to start, have a meeting together for 15 minutes and tell each other about your problems. Be sure to use active listening and try to use some of the tips from the *I am competent* box.

Try to find solutions to your partners’ problems.

### Product Lesson (page 19) Student C

You have a problem and you need Students A and B to help you. Spend minutes writing your ideas about the problem in the space below. Try to put as much information about the problem in your notes as possible.

Possible problems you might have are:

* You’re not getting good grades at school.
* You’re living with your family and it’s driving you crazy. You really need to live alone.
* You cannot find a job.
* You have a project to finish but very little time.
* Think of your own problem.

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When you have finished noting down your ideas and you are ready for your meeting, ask your partners if they are ready to start. If they are ready to start, have a meeting together for 15 minutes and tell each other about your problems. Be sure to use active listening and try to use some of the tips from the *I am competent* box.

Try to find solutions to your partners’ problems.

### Audio scripts

[Audio script 4.1]

Welcome to my weekly podcast on business success. Where we look at the essential ingredients of being successful in the corporate world. Today we’re looking at attention to detail. Attention to detail is a behavioral competency such as working in a team or persistence. It is a way of behaving that gets results in a work environment. Attention to detail incorporates different behaviors. It isn’t just one thing. On one hand, it means getting your numbers right in a report. It is so important to make sure that there aren’t any mistakes in those numbers. It also means managing your time so that you deliver on time to your clients. Another aspect of attention to detail is looking at how you do things, looking at your processes so that what you produce doesn’t contain errors or mistakes: the first time round.

If what you produce doesn’t contain mistakes then you won’t need to waste time going back to correct it. And finally, another important aspect of attention to detail is paying attention to the detail of what people are telling you so that you can fully understand a situation. If you do this, you can deliver your client exactly what they need, without having to go back and correct what they request. So, that’s it for this week. Don’t forget to download next week’s podcast to learn more secrets of business success.

[Audio script 4.2]

Welcome to my weekly podcast on business success. Where we look at the essential ingredients of being successful in the corporate world. Today we’re continuing with the topic of attention to detail and specifically one aspect of it: active listening. A lot of the time when we say we’re listening, we’re not actually listening at all. Rather we’re thinking about what we’re going to say to answer the person who’s speaking. Not listening properly is a problem when it comes to attention to detail because if we’re not listening for detail, we can’t understand a situation fully and we can’t deliver what is expected of us.

So, what are my tips for listening actively?

Well, the first thing you need to do is to listen very carefully to what the other person is telling you. If what they’re telling you is important, find a quiet place without distractions. Then, try summarizing what they have said. Ask them if your summary is correct. If they tell you that you haven’t understood what they’re telling you, ask clarifying questions. These clarifying questions can be open or yes/no questions. It might be useful to observe non-verbal behaviour. Over 70% of human communication is via body language. When you have finished asking questions, summarize again for them what you understand. Follow this process until you understand 100% what the other person is telling you.

So, that’s it for this week. I hope it’s been useful! Don’t forget to download next week’s podcast to learn more secrets of business success.