

A man and a woman, both wearing white shirts and dark ties, are looking intently at a document. The woman is on the left, and the man is on the right. They appear to be in a professional setting, possibly a kitchen or a training environment, as suggested by the background.

Everyday Fairness

TRAINING MATERIAL FOR SCHOOLS OR THOSE
WISHING TO PROVIDE GROUP TRAINING

Prevent conveys knowledge on how to create successful companies where everyone is safe and healthy thanks to a work environment that promotes health.

Prevent wants to inspire and support workplaces in their work environment work. We do this by:

- providing information about work environment issues
- giving training and holding seminars around the country
- developing simple, useful products and methods.

Prevent is a non-profit organisation owned by the Confederation of Swedish Enterprise, the Swedish Trade Union Confederation (LO) and the Council for Negotiation and Cooperation (PTK), i.e. by the employers and trade unions together.

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ARBETSMILJÖ I SAMVERKAN
SVENSKT NÄRINGSLIV, LO & PTK

Welcome!

Welcome to this training material for the Everyday Fairness online course! The material is aimed at people who are using the online course as a basis for training a group of people. It is suitable for those teaching on courses for people who intend to work in hospitality. It may also be useful for managers, safety representatives or employees in a workplace in the hospitality industry wishing to educate employees or colleagues. Use the material as support and pick out the parts that are relevant to your particular group. The suggested procedure is as follows:

1. Start by reading through all the training material (this document).
2. Work through the Everyday Fairness online course. The course takes about 45–60 minutes to complete, depending on whether you finish chapter 4.
3. Plan your training based on the circumstances of the relevant group, e.g. how much time you have and the participants' prior knowledge. You can use the material in the online course and the exercises in this training material as a basis, or develop your own exercises tailored to your group.

If you are short on time, you may prefer to discuss the online course using Prevent's brief guide for group discussions. This can be accessed via the online course or at www.prevent.se.

Put the work environment on the agenda with Everyday Fairness

Hospitality is a collective term for several different industries, including tourism, hotels and restaurants. These industries include people with many different professions, backgrounds, experience and interests. But for most people, part of the job is about ensuring that guests and visitors are happy. If you work in hospitality, you are there for the guest's sake. But what may be a moment of luxury to a guest is also an employee's day-to-day work. In order for this day-to-day work to function, it is important that everyone is aware of and contributes to a good work environment. Among other things, this means being prepared for various situations that may arise in encounters with guests and colleagues – and knowing how to deal with them constructively. This is particularly important for pupils and students undergoing training that will prepare them for a career in hospitality.

This Everyday Fairness online course can help everyone to engage with and contribute to making hospitality a good industry for all.

Your role as trainer

This training material contains exercises linked to videos, exercises and text in the online course. The training material is aimed at people who will be training groups on the organisational and social workplace for individuals who work or intend to work in hospitality, for example after they have finished studying. If you have not already completed the online course, we recommend that you do so before using the exercises in the training material.

As a trainer, you can

- **disseminate knowledge** about organisational and social work environment issues and about how the participants can deal with difficult situations that may arise in the hospitality industry
- **provide opportunities for discussion** in which the participants can reflect on their situation and learn more about how they can help make the work environment good for everyone
- **support** the participants on issues affecting the work environment and safety in the workplace.

Give the participants a chance to develop and support one another

The work environment needs to be worked on continuously in a workplace. Making people who will work there more aware of issues that affect the organisational and social work environment is one step in this development work. Plan your training to reach the participants in your specific group, arouse or maintain their engagement, and give them a chance to discuss with and support one another. Use your creativity and think about formats that work for you as a group. Feel free to toss ideas and thoughts around with a colleague. A few things to bear in mind:

- **Start with the reality.** Focus on examples and discussions that are relevant to your participants' current or future workplaces and placements. Also start from the point of the participants' prior knowledge.
- **Think of yourself as leading a discussion** rather than communicating knowledge. Capture the participants' knowledge and experience during your discussions.
- **Encourage constructive dialogue and reflection.** Try to create conditions for group participants to discuss and reflect together constructively. Encourage everyone to listen and participate actively.
- **Choose various types of exercises.** Make it easy for everyone in the group to participate actively in discussions by using various types of exercises that lead to discussion. For example, go round the table and ask everyone to say something, or alternate exercises and discussions for the group as a whole with conversations in pairs or smaller groups. You could also do some of the exercises in writing if this is possible.
- **Talk about expectations.** Discuss with the participants in advance what expectations people in the group have. What do they hope to learn?
- **Join in the discussion – but also leave room for the participants.** When a participant asks a question, perhaps ask if any other participant wants to answer. You can also use your own experience or reflections. The more of yourself you give, the more the participants will also give.

Remember that certain topics can be hard to talk about

Problems with the organisational social work environment, such as stress, sexual harassment and threats, may be sensitive and difficult to talk about. This applies particularly if you know or think that some participants have personal experience of these issues. It is important to deal with these questions responsibly and with respect for the fact that the participants are individuals with diverse experiences and prior knowledge. A few tips about things to bear in mind:

- **Create a safe group atmosphere.** Consider dividing a large group into smaller groups to allow more people to speak, including those who are not comfortable being seen or heard in large groups. Establish community rules to create safety, for example one person talks at a time, and you as the trainer invite people to speak.
- **Emphasise that sharing is optional.** In a safe environment, participants may be willing to talk about their own experiences and share what they have gone through with others. Feel free to encourage this in situations where it is appropriate, but emphasise that it is optional. Also emphasise that nobody can point out anyone else or discuss the stories of others without permission. Nobody should feel called out or called into question.
- **Focus on solutions.** When training pupils, students or people who are new to hospitality, it is particularly important to think about how you speak about problems and difficult issues in the industry. Avoid spreading anxiety and focus on constructive ways to deal with the problems. For example, you can emphasise that the vast majority of guests and visitors behave well and that the aim of your discussions is to make it easier to handle difficult situations that may nevertheless arise in a workplace or placement.

Exercises

This section contains suggested exercises that you can use in your training. These exercises are linked to the various chapters in the online course. There are also suggestions for different ways of structuring the training during one or more class sessions or group meetings.

How to use the exercises

You can use the exercises in the training material in various ways. Start from the participants' experience and level of training or work situation as well as from the amount of time available. Don't feel you have to use all the exercises; choose a few that you think will work well for your group.

You can adapt the exercises according to the group's circumstances or create your own. The exercises and questions are primarily aimed at an educational setting. So you may need to adjust some of the exercises if you are training people who are already in work, such as employees or colleagues in your workplace. You may also need to adapt the exercises to the relevant workplace and be extra careful when dealing with participants' own experiences in discussions.

You can also choose to organise the training in various ways based on different ways of working or topics. Here are a few suggestions as to what you could do.

Cover one chapter per meeting

Divide the course into three or four sessions. Each session could be a full lesson or a shorter part of a lesson, depending on how much time you have. Whether there are three or four sessions depends on whether you want the participants to complete chapter 4, which primarily covers the roles of managers and safety representatives. Allow the participants to work through a chapter in the online course independently before each meeting. Then use the exercises linked to the relevant chapters as a basis for group discussions when you meet.

Collate participants' reflections after they have worked through the online course

Allow the participants to complete the entire online course independently ahead of time. Select relevant exercises to go through together at one or more training sessions.

Focus on the videos

A large proportion of the course consists of videos, both animations and videos led by our program manager, Sofia Henriksson. You can choose from any of the videos when planning your group training. Have the participants watch the videos before or in conjunction with one or more training sessions. Then do the exercises linked to the videos. These are marked with a video symbol.





Talk about difficult situations

Each chapter of the online course includes two dilemmas. There are brief descriptions of difficult situations that may arise in a workplace in the hospitality industry. Choose two or three dilemmas that you think are particularly relevant to your group and do the exercises linked to those dilemmas. These are marked with two speech bubbles in this training material. Of course, you can also develop your own exercises or questions for discussion which are linked to the dilemma and tailored for your group.

Exercises for chapter 1 – How are things at work?

Exercise 1 – What do you know about the organisational and social work environment?

In this exercise, participants can reflect on what they know about the organisational and social work environment, why it is important, and what they could learn more about. The exercise is particularly helpful if you are not sure what prior knowledge participants have and want to get an understanding of this before planning the full training.

You could also do exercise 8 in this training material – in which you and the participants follow up on this exercise and reflect on what they have learned during the training.

The suggested procedure is as follows:

1. Outline why you think it's important to take the work environment seriously and what it involves. Also explain that during the course you will focus on the organisational and social work environment. You can use the information in the »Information from the trainer« box as a starting point or talk from your own experience.
2. Ask: »What do you think of when you hear the term 'organisational and social work environment'?« and allow every participant to write down the first thing that comes to mind.
3. Go round the entire group and give everyone a chance to say what they wrote.
4. Have the participants discuss in groups and choose **three things that are characteristic of the organisational and social work environment** in their workplace and **three things they would like to learn more about** regarding this aspect of the work environment. These things may be issues that the participants raised during the group discussion, or something that occurs to them during the discussion.
5. Write a list of the six things from step 4. It may be a good idea to use this list as a basis for planning the rest of the course for the participants. Also use the list if you do exercise 8 in this training material.

Information from the trainer

The work environment can be divided into two parts. One is the physical work environment, and the other is known as the organisational and social work environment. In our industry, we often need to use our bodies to stand and walk, lift things, and use our hands and arms. This is part of the physical work environment. But our work is at least as much about relationships, communication and service. This is part of the organisational and social work environment.

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These two aspects in combination are very important to your experience of your work. If we focus on the organisational and social work environment, we can state that our industry is positive, action-packed and sociable. But it can be hard to fit everything in at times. And because we often work with people, we don't always know what to expect during a shift. We may encounter situations that are difficult, uncomfortable or just plain dangerous. When that happens, we need to know that others have our back.

Examples of things that may be difficult:

- stress and heavy workloads
- sexual harassment perpetrated by guests and visitors
- threats and violence perpetrated by guests and visitors.

These problems are not unique to your industry, but are everywhere in society. But because they can affect our day-to-day lives, it's important that everyone is aware of them. We also need to know how to prevent and deal with them well.



Exercise 2 – Difficult situations

In this exercise, participants reflect on a video dealing with various difficult situations that may arise in a workplace.

The suggested procedure is as follows:

1. Have the participants watch Video 3: Difficult situations in chapter 1 of the online course. Encourage them to make a note of any reflections while watching or afterward.
2. Split the group into smaller groups.
3. Let the participants respond to what is said in the video. You could use the questions in the box below as a starting point.
4. Finish with a discussion in the group as a whole, with participants reflecting together on the questions and the answers put forward by the various groups.

Questions:

- How do you think things seem to be in the part of the industry you work in or will work in? Do you think the description in the video is accurate?
- Do you have personal experience of similar situations, or have you heard about them from previous or current workplaces or placements?
- How do you think it feels to work in a workplace where these types of problems occur regularly?



Exercise 3 – Dealing with a dilemma

In this exercise, participants reflect on a dilemma that may arise at work. Choose one of the two dilemmas in chapter 1 – Sexual harassment or not? or A threatening guest – for the participants to respond to and discuss.

The suggested procedure is as follows:

1. Present the dilemma you have chosen.
2. Present the different answers to the dilemma. If you are doing the exercise on-site in the same room, you can place sheets of paper on which the answers are written in different parts of the room. Add another sheet for participants who don't think any of the answers are appropriate or who have a different suggestion.
3. Ask the participants to stand by the sheet that best corresponds to their assessment. Remember that as a rule there is no right or wrong answer.
4. Ask those who are standing by the same sheet of paper to tell each other why they chose this answer. If lots of people chose the same answer, divide them into smaller groups. If someone is standing alone by a sheet of paper, ask them to tell you why they chose this answer. Stay nearby so this person doesn't feel alone in that part of the room.
5. Ask one or more people from each answer to explain to the group as a whole why they chose it. The other groups cannot comment or question the explanation. Ask if anyone wants to change their answer after hearing the other groups' explanations.
6. Thank everyone and let them go back to their places. Present the feedback that comes after the answers to the dilemma in the online course. Have the participants discuss the feedback. Do they agree? Is there anything else that's important to consider?
7. To finish, ask the participants to think about any personal experiences of similar situations in the group as a whole or in smaller groups. Use the reflection questions under the heading »Think and reflect« for the dilemma in the online course as a starting point.

Exercises for chapter 2 – Working to prevent issues



Exercise 4 – How do we communicate with guests and visitors?

In this exercise, participants reflect on how they communicate with guests and visitors and how the communication can affect the risk of harassment, threats and violence.

The suggested procedure is as follows:

1. Have the participants watch Video 6: Communication is key in chapter 2 of the online course.
2. Ask: »What is most important to consider when communicating with a guest?« and allow every participant to write down the first thing that comes to mind.
3. Then ask: »How can good communication reduce the risk of conflict?« and again allow participants to write down their thoughts.
4. Go round the entire group and give everyone a chance to say what they wrote.
5. Have the participants discuss in groups and choose **three things that are characteristic of good communication** with guests and **three things that may hamper communication and cooperation** with the guest. These things may be issues raised in the video, something the participants raised during the group discussion, or something that occurs to them during the discussion.
6. Finish the discussion by explaining why you think it's important to strive for good, clear communication. You can use the information in the »Feedback from the trainer« box as a starting point or explain in your own words based on your own experience.

Feedback from the trainer

A few tips about things that can facilitate communication with guests:

- **Providing good service is key.** This includes being polite and doing your best to ensure that the guest has a good experience.
- **Prevent problems and misunderstandings by being clear.** Ensure that you and the guest understand each other by ascertaining that they have understood your meaning. If you are uncertain about what the guest means, ask! This reduces the risk of misunderstandings, which can in turn lead to conflicts.
- **Ensure that the guests receive the same information everywhere.** Depending on what your job involves, you may need to explain the rules that apply to a guest. For example, this may involve providing clear information about what the price includes. You can do this in various

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ways, often by speaking directly with the guests. You can also communicate through written information, both digitally – for example on the company's website and in any apps – and on-site through signs, brochures and menus. It is important that the written information corresponds to what you communicate verbally. If it doesn't, this increases the risk of misunderstandings and dissatisfaction, which can in turn lead to conflicts.

- **Talk to the manager or your colleagues** if you find that your rules are unclear or written information is not correct.

Exercise 5 – Dealing with stress

In this exercise, participants reflect on their own experiences of stress. They can also think about how their actions can affect others.

The suggested procedure is as follows:

1. Individually, in small groups or all together, ask the participants to think about the questions in the box below.
2. As a group, compile a list of things that can create stress in a workplace.
3. Compile a similar list of things that can reduce stress.
4. Finish by allowing participants to discuss and reflect together on how they can support one another as colleagues in a stressful situation and what the manager can do to reduce stress for employees.

Frågor:

- In which types of situations do you feel stressed? Feel free to give examples from placements or workplaces you have been in.
- How do you tend to react when you feel stressed?
- How do you think your reactions to stress affect people around you, like colleagues?
- How do you tend to handle stressful situations?
- How might you help a colleague who is feeling stressed?
- What do you think the manager should do to reduce stress on employees?

**Exercise 6 – Dealing with a dilemma**

In this exercise, participants reflect on a dilemma that may arise at work. Choose one of the dilemmas in chapter 2 – Prevent stress or Unwanted compliments and invitations – for the participants to respond to and discuss. Use the description of exercise 3 in this training material as a starting point.

Exercises for chapter 3 – Dealing with issues that arise

Exercise 7 – Where is the line?

In this exercise, participants talk about where the line is between things that are part of the job and things that are unacceptable.

The suggested procedure is as follows:

1. Briefly present 3–5 different difficult situations that may arise in the part of the industry in which the participants work or will work. You can choose relevant situations from the participants' day-to-day work, use the situations presented in the dilemma in the online course as a starting point, or come up with your own example situations. If you wish, you can focus either on difficult situations between colleagues in a workplace or on situations in which guests or visitors are behaving unacceptably.
2. Divide the group into pairs or smaller groups and let them discuss the various situations that you presented. Use the questions in the box below as a starting point.
3. Have the participants talk about how they assessed the various situations in the group as a whole.
4. Discuss any similarities and differences between the assessments of the various pairs or groups. Does it seem particularly hard to draw a line between acceptable and unacceptable in any of the situations? Why might this be?
5. To finish, as a group, draw up a list of behaviours and situations that are not okay and suggest procedures that could be put in place to deal with such behaviours and situations in a workplace.

Frågor:

- Which of the situations do you think are a natural part of the work? Why?
- Which of the situations do you think cross the line in terms of what is acceptable? Why?
- Which of the situations do you think were easiest or hardest to deal with? Why?



Exercise 8 – What do we know now about the organisational and social work environment?

In this exercise, you and the participants will return to three of the points that you listed in step 4 of exercise 1, i.e. three things that the participants wanted to learn more about. What have they learned about the organisational and social work environment since then?

The suggested procedure is as follows:

1. Ask: »What have you learned about the organisational and social work environment during the course?« and allow every participant to write down the first thing that comes to mind.
2. Go round the entire group and give everyone a chance to say what they wrote.
3. Put the participants into discussion groups, using the questions in the box below as a starting point. Ask the participants to choose the three most important things they have learned, and three things they still don't have an answer to. These things may be issues that the participants raised during the group discussion, or something that occurs to them during the discussion.
4. Discuss the points that the participants feel haven't been answered. Do you have any responses or perspectives to share? Can you or any of the participants investigate these points to find answers to share with the rest of the group?

Questions:

- What are the most important things you have learned about the organisational and social work environment?
- Are there situations relating to the organisational and social work environment that you are still unsure about?



Exercise 9 – Dealing with a dilemma

In this exercise, participants reflect on a dilemma that may arise at work. Choose one of the dilemmas in chapter 3 – Guests with no boundaries or When a situation escalates – for the participants to respond to and discuss. Use the description of exercise 3 in this training material as a starting point.

Exercises for chapter 4 – For people who want to learn more

The exercises linked to chapter 4 are mainly about the manager's role and responsibilities in regard to work environment management. But the exercises are not restricted to current or future managers; you can use them to help participants gain a better understanding of the manager's work with the work environment.

Exercise 10 – Systematic work environment management

In this exercise, participants learn more about systematic work environment management and cooperation between different roles in a workplace.

The suggested procedure is as follows:

1. Plan a brief presentation in which you go through what systematic work environment management and cooperation involve. You can use the info box below as a starting point, or use your own knowledge and experience. Adapt the level of difficulty and the amount of information to the participants' prior knowledge.
2. Present the information to the participants. Perhaps display the WEM wheel during the presentation (a larger wheel is shown at the end of this document).
3. Ask the participants to discuss the questions in the box below the info box in pairs or small groups.
4. Finish with a discussion in the group as a whole, with participants reflecting together on the questions and the answers put forward by the various groups.

Info box: Work systematically

One way of prioritising the work environment and preventing problems from becoming acute is to use systematic work environment management, abbreviated to WEM. This is about talking about the work environment in a way that is a little more organised and systematic than would normally be the case.

All workplaces in Sweden must incorporate systematic work environment management. The aim of this is to prevent ill-health and accidents and to deal with problems and risks before anything needs to happen. The work is based on four important activities:

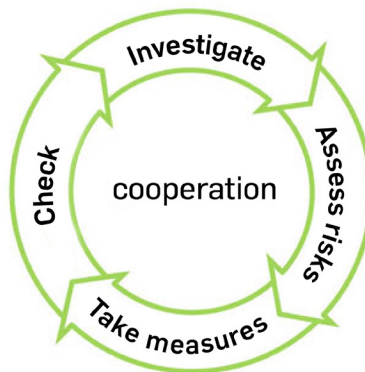
1. investigate the work environment and identify risks
2. assess risks and plan measures to mitigate them
3. take measures to mitigate risks and problems
4. check whether the measures have produced the desired result.

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These activities follow one another constantly, like a wheel going round. The idea is that they should result in continuous improvement, partly because changes of various kinds may create new risks. For example, these may involve moving to new premises, staff changes or new suppliers.

The wheel also shows that employees and managers should do the activities together – in cooperation. Everyone should be involved in work environment management!



Questions:

- What do you think the advantages are of working systematically with the work environment in a workplace?
- Are there any disadvantages? If so, what?
- What obstacles do you think make it hard to work systematically with the work environment?
- What do you think can be done to facilitate systematic work environment management?



Exercise 11 – How should the manager get employees on board?

In this exercise, participants reflect on what a manager can do to create knowledge of and engagement with the work environment – among all employees.

The suggested procedure is as follows:

1. Have the participants watch Video 13: Encourage engagement in chapter 4 of the online course.
2. Put the participants into small groups and have them discuss the questions in the box below.
3. To finish, discuss with the group as a whole the attributes of a manager who does a good job of looking after the work environment for everyone.

Frågor:

- What do you think of the managers' suggestions in the video?
- Imagine you are the manager of a workplace. What would you do to create engagement and get employees on board with systematic work environment management? What would you avoid doing?

**Exercise 12 – Dealing with a dilemma**

In this exercise, participants reflect on a dilemma that may arise at work. Choose one of the dilemmas in chapter 4 – Payday weekend or Hugs – for the participants to respond to and discuss. Use the description of exercise 3 in this training material as a starting point.

The SAM wheel

