

From
the People of Japan



**Enhancing Youth Employability among Syrian refugees, IDPs and host communities
in the Kurdistan Region of Iraq (Project No. 170173)**

ENTREPRENEURSHIP DEVELOPMENT TRAINING PROGRAMME

Entrepreneurship, Work and Life Skills Module

Trainer's Guide

Original Training Guide Prepared By:
Jovita Culaton Viray, Chief Technical Adviser for JSB Monrovia, Liberia Project 2013

Adapted for Iraq Setting by Trainer
Jalal Abdul Azeez Mohammed Ameen

INTRODUCTORY SESSION

GETTING TO KNOW EACH OTHER AND LEVELING OF EXPECTATIONS

3 hours 

OBJECTIVES

By the end of this session, participants will be able to

- Introduced themselves to each other and their expectations on the course match with the course objectives.

TRAINING MATERIALS

- ◆ Flip chart A-1: Training Objectives
- ◆ Flip chart A-2: Training Schedule
- ◆ Flip chart A-3: Administrative Details
- ◆ Flip chart and markers

SESSION GUIDE

1. Introduction

- a. Welcome the trainees. Introduce yourself.
- b. Tell the trainees. In this session, they will get to know each other and clarify their learning objectives with the course.

2. Presentation and Activities

2.1. Introducing themselves

- a. Conduct the game “the boat is sinking”. Ask the trainees to group themselves by stating a number e.g. “The group is sinking, group yourselves into threes, fours, or fives”. Choose any number you like but not more than the number of the trainees. The trainees will then group themselves into the number that you had stated. End the game by asking the trainees to group themselves into twos.
- b. After they have grouped themselves into twos (dyads), tell trainees. “Introduce yourself to your partner. Do not ask any questions”. Allow three minutes per person to introduce himself/herself.

- c. Gather the trainees into a circle. Ask each pair to introduce themselves to the group. The participant will tell the group what his/her partner told him or her about himself/herself.

2.2. Levelling of Expectations

- a. Tell trainees. Answer the following questions. (Allow 10 minutes for this activity).
 - What do I expect to learn from this course?
 - What do I expect from my fellow trainees during this course?
 - What do I expect from the facilitator to enhance my learning?
- b. After they have answered the question, form them into groups of about 5 – 6 trainees per group. Ask them to think of a name for their group.
- c. Each person will share his/her answers with the group. They will identify the common answers, discuss and come up with the group answers. Ask them to write their group answers on a flip chart and agree on who will present in behalf of the group. Allow 25 minutes.
- d. Each group will present their work briefly. After presentation, hang the output on the chalkboard or on the wall.
- e. When all the groups have presented, process the lists. Clarify their expectations. Discuss those that you can and cannot cover during the course. Discuss the objectives of the course (Flip chart A-1). Give handout A1-1 Schedule of sessions.
- f. Emphasize to the trainees that during the course, they will learn what it means to be an entrepreneurial person, how to be a good entrepreneur and/or worker. Tell the trainees that by the end of the course, you will expect them to write their own business plans and that they have to accomplish the assignments you give to them.
- g. Discuss the administrative and financial arrangements of the course such as training hours, attendance, certificates, host teams, presenters, etc. as appropriate. (Sample is illustrated in Flip- chart A-2)

3. Summary

Get commitment from all the trainees to be active during the full course and get them to sign in the expectations and administrative details flip charts as an agreement to the expectations and administrative arrangements.



A-1

TRAINING OBJECTIVES

General

This training program aims to provide and enhance the entrepreneurial and business skills of the trainees to increase their employability through employment and/or self-employment.

Specific

By the end of this training program, the trainees will be able to:

- Assess their own entrepreneurial characteristics and life skills and prepare their own self-development plans to develop and enhance these areas
- Demonstrate enhanced knowledge and skills in planning, establishing and managing a business.
- Prepare individual business plans as a guide in operating their businesses



A 1-1

TOPICS AND TIME ALLOCATION

Sessions	Topics	Time Allocation
PART 1. Entrepreneurship, Work and Life Skills Module		
Introductory	Self-introductions and levelling of Expectations	3.0
Entrepreneurship, Work and Life Skills Module		
Session 1	Personal Entrepreneurial Characteristics	3.0
Session 2	Self-Awareness	
	Activity A: Who am I?	1.0
	Activity B: Self-Esteem	1.0
	Activity C: Me and My Values	1.5
	Activity D: Pillars of Character	1.5
	Activity E: Individual PECS	1.0
Session 3	Developing a Positive Attitude	1.5
Session 4	Effective Communication	1.5
Session 5	Assertiveness	1.5
Session 6	Managing Conflicts	1.5
Session 7	Goal Setting	1.5
Session 8	Effective Time Management	1.5
Session 9	Planning and Decision Making	2.0
Session 10	Social Skills	2.5
Session 11	Entering the Professional World	1.5
	Total Training Hours for Part 1	27.0
PART II. How to Establish and Manage a Business Module		
Session 1	Generation of Business Idea	1.5
Session 2	Business Opportunity Identification and Selection	1.5
Session 3	Introduction to Business Planning	1.5
Session 4	Elements of Small Enterprise Management	1.5
Session 6	Marketing Concept	1.5
Session 7	Doing a Market Survey	1.5
Session 8	Knowing Your Products and Service	1.5
Session 9	Pricing and terms of sales	1.5
Session 10	Advertising and Promotion	1.5
Session 11	Forecasting Your Sales	1.5
Session 12	Other marketing elements	1.5
Session 13	Marketing Plan	1.5
Session 14	Introduction to Production and Technology	1.5
Session 15	Production Process	1.5
Session 16	Premises, location, machinery and equipment	1.5
Session 17	Other production elements	1.5
Session 18	Quality Management	2.0
Session 19	Product Costing	4.0
Session 20	Production and Technology Plan	1.5
Session 21	Introduction to Management and Administration	1.5
Session 22	Managing Human Resources	1.5
Session 23	Pre-operating activities and administration	1.5
Session 24	Management and Administration Plan	1.5
Session 25	Managing Business Finance	1.5
Session 26	Estimating Capital Requirements	5.0
Session 27	Sources of funds	1.5
Session 28	Profit and Loss Statement	5.0
Session 29	Cash Flow Statement	5.0
Session 30	Balance Sheet	5.0
Session 31	Financial Analysis	3.0
Session 32	Cash Budgeting	3.0
Session 33	Record Keeping	3.0
Session 34	Business Start-up Activities	1.0
Session 35	Business Insurance, Govt Regulations and Taxes	1.5
Session 36	Elements of a Business Plan	3.0
Session 37	Business Plan Preparation	12.0
Session 38	Presentation of Business Plan	6.0
	Total Training Hours Part II	93.0
	TOTAL TRAINING HOURS	120.0



Sample Administrative Details

1	Schedule	<i>Daily Schedule</i>	
		Start	End
	Session 1	1:00 pm	2:30 pm
	Break	2:30 pm	3:00 pm
	Session 2	3:30 am	5:00 pm
2	Host Team and Presenter: <i>The trainees are to be divided into five sub-groups.</i>		
	Day/Date	Host team	Presenter
	Week 1		
	Day 1		
	Day 2		
	Day 3		
	Day 4		
	Day 5		
	Week 2		
	Day 6		
	Day 7		
	Day 8		
	Day 9		
	Day 10		
	3	<p>Presentations: <i>The assigned group will give a 10-minute summary of previous day's sessions before the start of the session in the morning.</i></p>	
4	<p>Responsibility of Host team:</p> <ul style="list-style-type: none"> - Ensure prompt/punctual attendance. - Assist in keeping the training area clean and orderly. - Provide energizers (= refreshing exercises or games). 		
5	Trainees should wear their ID during the training		
6	Awards: Best in Business Plan, Best Participant, Best Host Team		
7	Certificates to be issued		

Entrepreneurship, Work and Life Skills Module

SESSION 1

Personal Entrepreneurial Characteristics

3 hours 

OBJECTIVES

By the end of this session, participants will be able to

- Learn from real life experience of a entrepreneur who is a successful entrepreneur and realize that one can solve problems experienced in enterprise creation.
- Identify and explain the personal entrepreneurial characteristics of successful entrepreneurs.
- Explain what it means to be entrepreneurial and relate it to success in one's life.

TRAINING MATERIALS

- ◆ Flip Chart 1 – 1
- ◆ Flip Chart 1 – 2
- ◆ Guide Question 1 - 1
- ◆ Note 1-1
- ◆ Note 1 – 2
- ◆ Plastic bin
- ◆ Plastic balls
- ◆ Flip chart and marker

Guidance and Overview

This session has two sets of activities. First activity is a talk of a successful entrepreneur. The second activity is a simulated learning activity on risk taking.

First Activity – “Do I have what it takes to be entrepreneurial?”

Trainer invites a returnee who has established a successful enterprise to give a talk to the class. Give a presentation guide to the entrepreneur. Gather information on the entrepreneur. Write the information on a flip chart and present it during the introduction of the entrepreneur.

The session starts with a talk of a successful entrepreneur on his/her experience as a returnee; and how he/she became a successful entrepreneur.

Process the presentation to review what the trainees' have learned re: problems and solutions adopted by the entrepreneur and personal characteristics exhibited by the entrepreneur.

Second Activity – “Ball Toss Exercise”

Trainer ensures that all materials for the ball toss exercise are prepared (i.e. room, prizes, plastic bin, and balls) before the start of the session. Trainer should familiarize himself/herself with the guide questions for processing of the ball toss exercise. The trainer will need an assistant to facilitate the ball toss exercise.

In this session, a simulation game “Ball Toss Exercise” is introduced. The game has three rounds. Refer to Notes 1 -1 for the guide on how to conduct the game.

In processing the activity, the trainer defines the various aspects of the necessary behaviour a person must have to be successful in business. The Ball Toss exercise simulates business environment to an extent where competitors enter the market, a feedback on a person's own skills/abilities is used to adjust his/her role within the group. Further stimulus is given by an environment which changes during different rounds. The exercise is used to explore the qualities an entrepreneur needs to reach goals: i.e. to take moderate and calculated risks and to learn from feedback.

SESSION GUIDE

1. Introduction
 - a. Inform trainees that you have invited a former returnee and who has become successful in his/her business to share his/her experiences to the class.
 - b. Tell the trainees to take note of the problems, solutions and entrepreneurial characteristics of the entrepreneur during presentation for discussion later.
2. Presentation of the Entrepreneur
 - a. Introduce the entrepreneur. Show Chart 1-1
 - b. Request the entrepreneur to share his/her experience, focusing on the areas shown on the guide previously given to him/her. (Guide 1-1). Allow 15 minutes for presentation and 15 minutes for question and answer.
 - c. Thank the entrepreneur for taking time to give a talk to the trainees.
3. Process the presentation
 - a. Ask trainees. Write on a ½ sheet of paper the problems the entrepreneur encountered in starting and managing his/her business.
 - b. Tell trainees. On the same paper, enumerate the personal characteristics the entrepreneur displayed in solving the challenges/problems he/she faced.
 - c. Trainees post their answers on the wall. Go through the answers and consolidate similar ideas.
 - d. Summarize the entrepreneurial qualities they have identified. Put the list in a flip chart.
4. **Ball Toss Exercise**

- a. Tell trainees. Before we proceed with further discussion on the entrepreneurial qualities let us do a game. This is the Ball Toss Exercise. (Refer to Note 1-1 on how to conduct the exercise)
- b. Introduce Round 1 of the exercise. Ask for volunteers who want to try. Take note of the distances and trials the trainees make.
- c. Introduce Round 2 of the exercise. This time, the balls are for sale. The prizes are double the cost of the balls. Take note of who participates and keep a record of the distances and the balls that go in the bin.
- d. Introduce Round 3 of the exercise. The balls are also for sale but higher. The prizes/awards are also higher than the second round.
- e. Process the Ball Toss Exercise. Refer to Note 1-1 for questions to use during the processing.
- f. End the activity. Tell the trainees. This exercise showed us a glimpse of the qualities an entrepreneur needs to reach goals i.e. taking moderate and calculated risks and to learn from feedback. These are Personal Entrepreneurial Characteristics

5. **Personal Entrepreneurial Characteristics**

- a. Show flip chart 1 -2 (Personal Entrepreneurial Characteristics). Compare it with the list previously made after the talk of the entrepreneur.
- b. Discuss each characteristic. Refer to Note 1-2.
- c. Tell trainees. When one has these characteristics, then it means that the person is entrepreneurial and is generally a successful person whether he/she is in business or not. One does not have to be in business to be entrepreneurial. Relate this topic to becoming a successful employee.

6. Summary

Recap by asking the trainees the importance of knowing the personal entrepreneurial characteristics of successful entrepreneurs and successful people.



1-1

Information about the Entrepreneur

Name of the Entrepreneur

Name of business

Nature of business

Location

Year Started

Products and/or Services offered

Market

Sales

Number of workers

Asset size

Other relevant information



G1-1

**GUIDE QUESTIONS
FOR PRESENTATION BY THE ENTREPRENEUR
(Duration: 15 minutes)**

- Why and how did you think of starting this particular business?
- What steps did you take to achieve your goal of starting a business?
- What challenges did you face in starting your business? Please relate these challenges to marketing, production, organization, management and finance.
- How did you overcome these challenges?
- Presently, how successful are you in running your business?
- How do you feel about your success?
- What are your plans for the future?
- What would you consider as the five most important steps to take in establishing and running a successful business?
- What personal qualities have enabled you to succeed in your business?
- What important lessons have you learned by being in business?

GUIDE ON THE BALL TOSS GAME

Objective

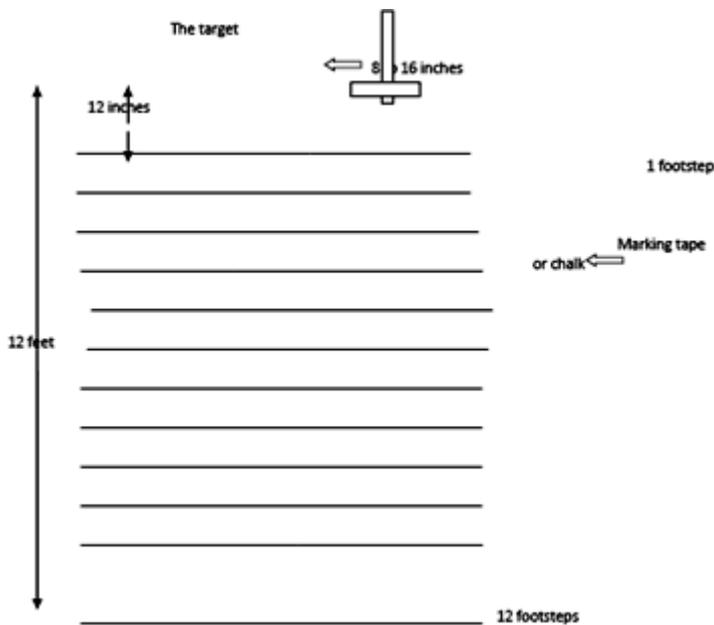
Demonstrate calculated risk taking and use of feedback as personal entrepreneurial characteristics.

Materials required

- Plastic Bin
- Plastic balls made from scrap papers; rolled into a ball and held together with a masking tape. Ensure that the balls are almost of the same size and weight.
- Marker
- Scoring sheet

Preparing the room

- The room must be large enough to play the game and spacious for the trainees to comfortably throw the rings towards the target
- Settle the distances from the bin to the thrower with masking tape. Each mark is 12 inches away from the next. So mark 1 is 1 foot away from the plastic bin and mark 12 is 12 feet away from the plastic bin. See illustration below.



Mechanics

The objective of the game is to shoot the paper ball into the plastic bin from a distance chosen by the thrower.

Round 1

- The balls are for free. Each thrower has a maximum of three balls.
- There is no reward if the thrower shoots the ball.
- Ask for volunteers
- Take note of the distances they throw the ball and whether they were able to shoot the ball. Use the scoring sheet. Note also if they changed the distances.

Round 2 – Investors

- 1 ball costs \$_____ (put a price tag that is affordable to the trainees)
- Reward:
 - Ball shot from steps 1 and 2 – the same amount of the cost of the ball
 - Ball shot from Step 3 (double the amount of the cost of the ball)
 - Ball shot from Step 4 (triple the amount of the cost of the ball increasing by \$ ____ for every step backward.

Processing Guideline

1. Encourage the trainees to share their thoughts and feelings during the exercise.
2. Ask the following questions:
 - Which round did you like most? Why?
 - Why did you choose such distance in the first round or the second round?
 - What was your goal? Was it a challenge? Did you succeed in shooting the ball? How do you feel about it?
 - What were your reasons for setting that goal? On which factors did you base your strategy?
 - When you did not shoot the ball from your chosen mark, why did you change your distance?
 - Did the cheering of the class influence your performance?
 - For those who were not successful in shooting the ball what did you feel? Did you try again?
 - For those who got rewards, how do you feel?
 - What did you learn from this experience about yourself and your entrepreneurial behaviour?



1-2

PERSONAL ENTREPRENEURIAL CHARACTERISTICS

Achievement Cluster	Planning Cluster	Power Cluster
<ul style="list-style-type: none"> • Opportunity seeking and initiative • Calculated risk taking • Demand for efficiency and quality • Persistence • Commitment to work contract 	<ul style="list-style-type: none"> • Information seeking • Goal Oriented • Systematic planning and monitoring 	<ul style="list-style-type: none"> • Independence and self-confidence • Persuasion and networking
<ul style="list-style-type: none"> • Hardworking • Coping Uncertainty • Coping with failure 	<ul style="list-style-type: none"> • Building for the future 	<ul style="list-style-type: none"> • Demonstrating initiative • Responding to feedbacks • Building on strengths

Note 1 – 2 Readings

ACHIEVEMENT CLUSTER

1. **Opportunity seeking** – When a person gets hold of the chance to build or improve his/her chosen career, he/she will take this opportunity with no second thoughts. He keeps trying in order to achieve his/her ambition. He/she: does things before asked or forced to by events; acts to extend the business into new areas, products or services; seizes unusual opportunities to start a new business, obtain financing, equipment, land or work space or assistance
2. **Taking Careful Calculated Risk** – set moderately difficult goals where chances of success are greater than those of failure; Deliberately calculates risks and evaluates alternatives; takes action to reduce risks or control outcomes, places self in situations involving challenge or moderate risk
3. **Demands efficiency and quality** – an entrepreneur acts to do things that meets or exceeds standards of excellence. He/she develops or uses procedures to ensure work is completed on time or that work meets agreed upon standards of quality. He/she finds ways to do things better, faster or cheaper.
4. **Persistence** – As an entrepreneur, you must be firm and strong-willed. Failure or difficulties do not easily discourage the entrepreneur. He/she carries on with more enthusiasm and self-confidence. The entrepreneur takes action in the face of significant obstacles; takes repeated actions or switches to an alternative strategy to meet a challenge; takes personal responsibility for the performance
5. **Commitment to work contract** – the entrepreneur makes a personal sacrifice or gives extra-ordinary effort to complete a job; pitches in with workers or in their place to get a job done; strives to keep customers satisfied and places long-term goodwill over short-term gains
6. **Hardworking** – Concentrate on your work. Your success depends on how much time and effort you spend on it.
7. **Coping with uncertainty** – Once you choose to pursue your vision, you should know how to handle unusual events that may happen. For instance, if you are in business, these can include problems like workers stealing funds, tools or goods from the business; problems with the delivery of raw materials; clients not paying on time and it is payroll day; and other uncertainties that an entrepreneur may encounter. You must be patient in dealing with these kinds of uncertainties.
8. **Coping with failure** – “Learn from your mistakes” As an entrepreneur or in our daily lives, you must learn how to deal with frustrations and turn them into productive learning experiences.

PLANNING CLUSTER

1. **Information seeking** – an entrepreneur is always pro-active his/her business. He/she would advantage of every opportunity to improve his/her business. He/she seeks important data on customers, suppliers, competitors, new technologies and new way of doing things. He/she seeks advice from experts, uses contacts, information network to obtain information, which are important to achieve his/her business goals.
2. **Goal Oriented** – an entrepreneur sets clear and specific long-term goals; sets measurable short-term objectives; goals and objectives are personally meaningful and challenging;

3. **Systematic planning and monitoring** – the entrepreneur develops and applies logical, systematic plans to achieve his/her goal. He/she assesses alternatives, monitors progress and tries other alternative strategies when necessary to achieve pre-set goals. He/she plans by breaking large tasks down into time-constrained tasks; revises plan in light of feedback on performance or challenging circumstances
4. **Building for the future** – Once you enter into a business, understand that it is a non-stop contract. It may take years to build up business income to a reasonable standard. The goal of most successful business people is to build a secure job and income for themselves based on their own ability.

POWER CLUSTER

1. **Persuasion and networking** – uses deliberate strategies to influence or persuade others; uses key people as agents to accomplish own objectives; acts to develop and maintain business contacts
2. **Independence and self-confidence** – seeks autonomy from rules or control of others; sticks to own judgement in the face of opposition or early lack of success; expresses confidence in own ability to complete a difficult task or meet a challenge
3. **Demonstrating initiative** – takes a position where he/she is personally responsible for failure or success of the business venture
4. **Responding to feedback** – he/she is concerned to know how well he/she is doing and keeping track of performance; obtains useful feedback and advice from others
5. **Building on strengths** – successful people base their work on strengths. Use your skills, knowledge in creating products or services; use of network of contacts to build the business

SESSION 2

Self – Awareness Activity A - Who am I?



OBJECTIVES

By the end of this session, participants will be able to

- Conduct self-assessment by reflecting and gaining new insights into their skills, needs, values and personal entrepreneurial characteristics that will guide them towards planning their career goals through either employment and/or self-employment

TRAINING MATERIALS

- ◆ Handout 2 - 1
- ◆ Flip Chart 2 - 1
- ◆ Flip Chart 2 - 2
- ◆ Flip Chart 2 - 3
- ◆ Flip Chart 2 - 4
- ◆ Flip chart and markers

Guidance:

This session and the activities require openness and willingness from the trainees to share their thoughts and their feelings. The trainer should set a tone that is non-judgmental and as non-threatening as possible. The trainer is encouraged to share his/her own story/experience to facilitate the trainers' sharing.

Overview:

This session has five sets of activities leading the trainees towards a deeper sense of self-knowledge: Activity A. Self-Awareness; Activity B: Self- Esteem/Self-Confidence; Activity C. What is important to me My Values and Me); Activity D. Six Pillars of Character and Activity E. Individual PECs Activity

All the five exercises provide the trainees opportunities to reflect on their own behavior and identify those that they to need to improve for increased employability through employment and/or self-employment.

Activity A "Self-Knowledge" allows the trainees to reflect on who they are and what they are willing to share with others about themselves. Johari, a psychologist noted that the human behavior has four windows. The Johari window pictures a person's ego into four parts that make up the four squares of the window (Public

Self, Blind Self, Secret Self and Subconscious). The healthy individual should work on expanding the public self and on diminishing the other three parts.

SESSION GUIDE

1. Introduction

- a. Tell trainees. In the first session, we identified the personal entrepreneurial characteristics of successful persons. Our goal is to develop these entrepreneurial characteristics to increase our chances of success in our career goals through self-employment or employment. The first step is being aware of who we are. We will do five activities in this session to help us go through this process.

2. Activity A: Who Am I?

- a. Give the guide questions for the trainees to answer. Handout 2-1
- b. Read the instructions. Tell trainees. Just write what comes to your mind very quickly without censoring your thoughts. You have 15 minutes to answer the questions.
- c. After 15 minutes, let each one review their list. Ask. Will you feel comfortable showing the list to anyone? Let the trainees think, "Would some of my co-trainees or my family be surprised to read what is on my list?"
- d. Form dyads and let each trainee share his/her list with the other trainee. Dyads can share for 5 minutes per person.

3. Processing the activity

- a. Ask the following questions:
 - Are there any new aspects that you discovered about you? If yes, which ones did you discover?
 - How did you feel when you shared what you wrote? Were there parts that you chose not to share? Why?

4. JOHARI Window

- a. Tell the trainees. The exercise that we had done made us reflect on who we are (i.e. our strengths, weaknesses, people who are important to us, eventful moments in our lives and our goals) and what we are willing to share with others about ourselves.
- b. Explain. Human behavior has four windows as conceptualized by a psychologist names JOHARI. Show chart 2-1
- c. Explain that the person's ego can be pictured as divided into 4 parts that make up the 4 squares of the window (Chart 2-2)
- d. Explain. The healthy individual should work on expanding the public self and on diminishing the other three parts. We all should try to:
 - Develop a similarity between how most people know us and who we really are
 - Find out our blind spots through feedback from others
 - Share our secret self in order to expand our public self.
- e. Discuss the effects of self-disclosure and feedback. Show Chart 2-3

5. End the activity by summarizing the importance of self-awareness. Chart 2-4



2-1

WHO AM I?

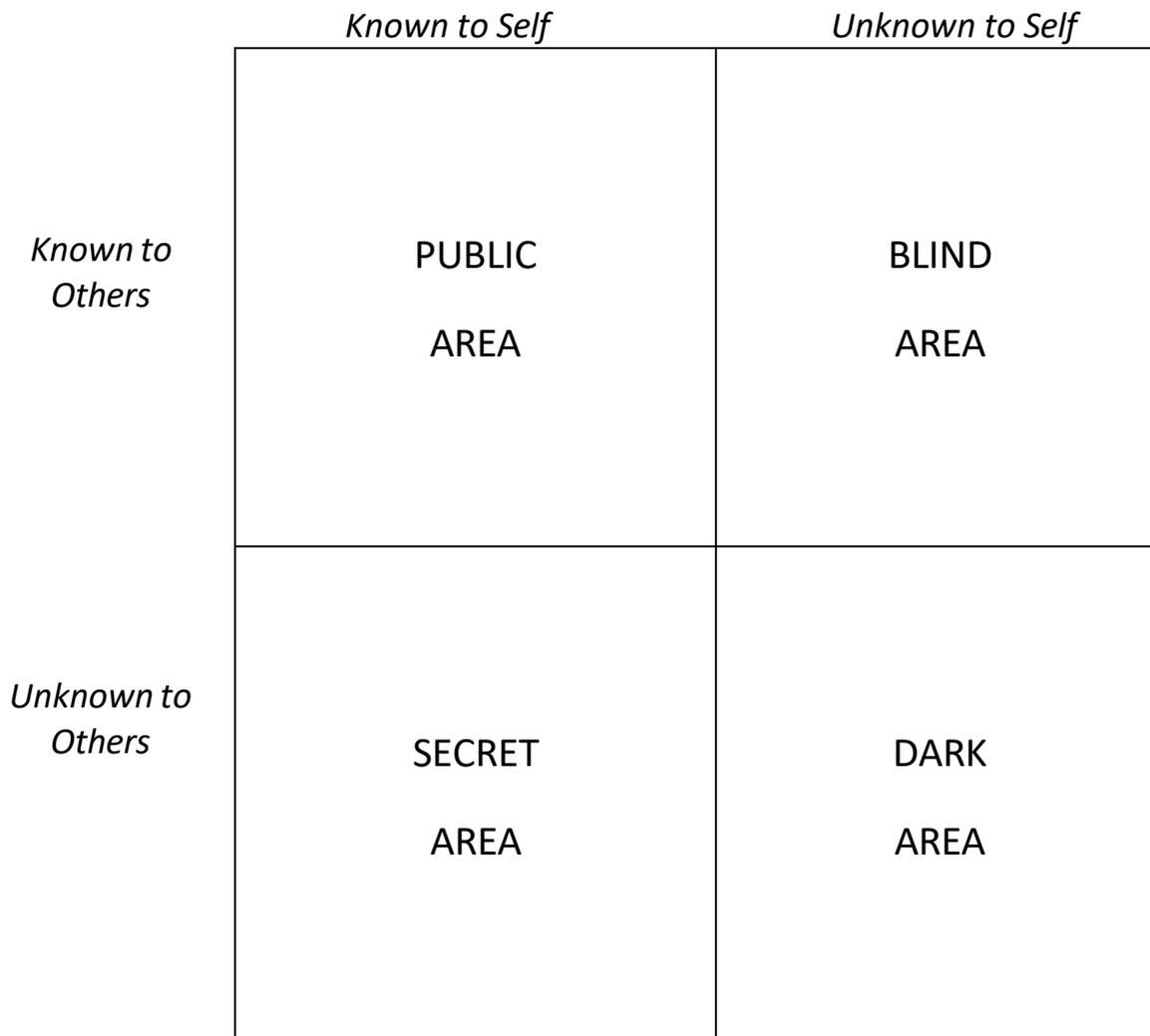
Instruction:

You have 15 minutes to answer the following questions. You should keep writing whatever comes to your mind very quickly and without censoring your thoughts

2 POSITIVE ways to describe me	2 UNFORGETTABLE moments in my life	2 things I am PROUD of
2 things I want to CHANGE in myself	Where Do I see myself in the FUTURE:	2 persons who have INFLUENCED me most
2 qualities that make me a good FRIEND	2 things that make me UNHAPPY	2 things that I am PROUD of



THE JOHARI WINDOW





2-2

THE JOHARI WINDOW

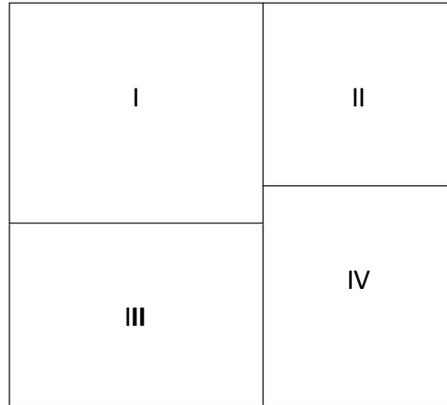
Public Self	- Known to himself as well as to others
Blind Self	- Seen by other people but NOT known to himself
Secret Self	- Known only to the person and no one else
Subconscious	- Part of the person for which he has no control



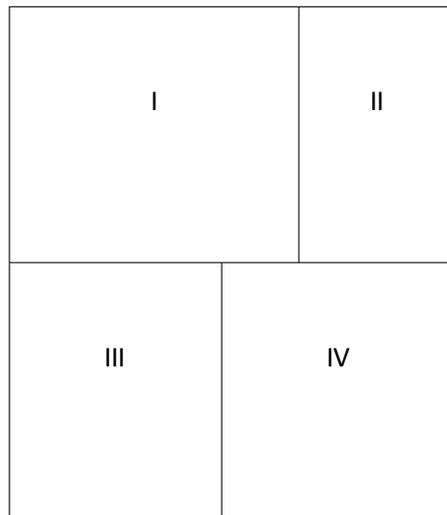
2-3

Effects of Self-Disclosure and feedback

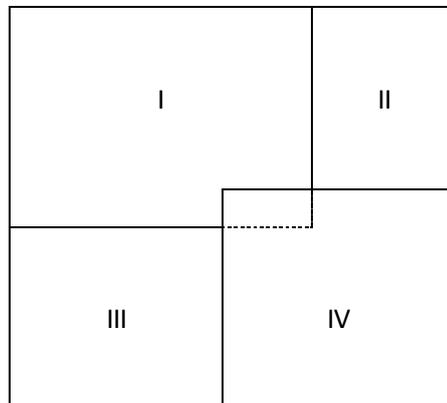
Under conditions of self-disclosure



Under conditions of feedback



Under conditions of self-disclosure and feedback





2-4

IMPORTANCE OF KNOWING ONESELF

- To be in control: knowing what one can and cannot do gives one the wisdom to ask for help from someone else whenever needed
- To be oneself: one does not have to hide behind false images which tend to make one pretentious
- To choose to do things one is good at and not to force oneself into something one does not have the talent for.
- Invest in personal development – helps us decide what we should improve; helps us exploit our strengths and cope with our weaknesses
- Helps us to take better personal decisions.
- Guides us to find jobs or occupations suited with our personality; we avoid occupations that are incompatible with our personality

HOW TO BE MORE SELF AWARE - EXPLORE¹

- What are my PERSONALITY traits?
- What are my personal Values and Ethics?
- What are my habits? Could some be harmful?
- What do I feel? How do my feelings affect my thoughts and actions?
- What motivates me?

¹ Life Skills Curriculum, ECI Pakistan

SESSION 2

Self – Awareness Activity B – Building Self-Esteem



OBJECTIVES



By the end of this session, participants will be able to

- Evaluate their own self-esteem and identify ways of building their self-esteem

TRAINING MATERIALS



- ◆ Flip chart and markers
- ◆ Flip Chart 2 - 5
- ◆ Flip Chart 2 – 6
- ◆ Handout 2 - 2

Overview:

This activity will enable the trainees to evaluate their own self-esteem and discuss ways of building their self-esteem/self-confidence.

SESSION GUIDE

1. Introduction
 - a. Tell trainees. We are still in the process of Self-Awareness. Ask trainees. “What is self-esteem?” Write their answers on a flip chart.
 - b. Ask trainees. “What is self-confidence?” Write their answers on a flip chart.
 - c. Discussion: Is there any correlation between self-esteem and self-confidence? Why is self-esteem important?
2. Group Work – 20 minutes
 - a. Divide the trainees into 4 groups.
 - b. Ask the first two groups to answer the question “What are the attributes of a person with POSITIVE self-esteem? Write group work on a flip chart.

- c. Ask the next two groups to answer the question: “Provide recommendations or steps to improve one’s self-esteem” Write group work on a flip chart.
 - d. Ask each group to present their answers.
3. Processing the activity
 - a. Ask each group to present their answers.
 - b. Present attributes of a person with positive self-esteem. Refer their answers to the chart (Flip Chart 2 – 5)
 - c. Present steps to better self-esteem (Flip Chart 2-6). Refer to their answers.
 - d. Ask trainees to evaluate their own self-esteem. Give Handout 2 – 2. Ask trainees to tally their scores and refer to what the scores indicate.
4. Closing
 - a. Tell the trainees. Do not be down-hearted if your scores are quite low. You can gain self-esteem anytime. There is always room for improvement.

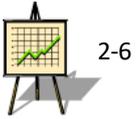


2-5

ATTRIBUTES OF A PERSON WITH POSITIVE SELF-ESTEEM²

Secure	Confident	Aware of personal strengths	Positive
Trusting of others	Accepting of others	Comfortable with expressing his/her emotions	Better at making friends and nurturing relationships
Willing to learn from his/her mistakes	Willing to accept challenges	Self-directed	Successful in life

² ibid



STEPS TO BETTER SELF-ESTEEM³

1. Do not compare yourself with others. You are **UNIQUE** and a **SPECIAL PERSON**

2. Learn to accept yourself as you are and recognize your **POSITIVE QUALITIES**

3. Give yourself credit for things you do **WELL**

4. Practice changing negative thoughts and recognize your **POSITIVE QUALITIES**

³ Ibid.



2-2

SELF-ESTEEM ASSESSMENT⁴

Instruction: Evaluate your self-esteem by rating yourself against the criterion given below.

		Always	Frequently	Sometimes	Rarely	Never
		5 pts	4 pts	3 pts	2 pts	1 pt
1	I consider myself to be risk taker					
2	I feel that continuous learning is important					
3	I consciously look for the good in others					
4	I am comfortable in new social situations					
5	I enjoy telling others of my success					
6	I am an optimistic and enthusiastic person					
7	I am goal-oriented					
8	I am respected by others for who I am					
9	I project a positive self-image					
10	I am an active listener					
11	I am able to to ask for help without feeling guilty					
12	I am responsible fo rmy thoughts and actions					
13	I am direct when I voice my feelings					
14	I am leading a balanced life					
15	I use eye contact when talking with others					
16	I genuinely like myself for who I am					
17	I take criticisms well and learn from it					
18	I exercise regularly and eat a balanced diet					

Your score indicates

- 69 - 90 Very high self-esteem
- 48 - 68 Moderately high self-esteem
- 31 - 47 Average self-esteem
- 15 - 30 Moderately low self-esteem
- 0 - 14 Low self-esteem

MY TOTAL SCORE



⁴ Ibid.

SESSION 2

Self – Awareness Activity C – My Values and Me

1.5 hours 

OBJECTIVES

By the end of this session, participants will be able to

- Assess their own values and what is important to them as a guide in achieving their goals

TRAINING MATERIALS

- ◆ Flip chart and markers
- ◆ Flip Chart 2 -7
- ◆ Flip Chart 2 – 8
- ◆ Handout 2 – 3

Overview:

This activity will enable the trainees to gain a deeper insight on them by recognizing their own values.

SESSION GUIDE

1. Introduction
 - a. Tell trainees. As introduction to this session, let us first do a group activity.
2. Group Work – 20 minutes
 - a. Give handout 2 – 2 (Note there are two handouts – one is for the EDP in the field and the other is for EDP that is conducted by a vocational institution for trainees undergoing skills training)
 - b. Divide the groups into six. Assign one situation to each group. Allow 10 minutes for discussion.
 - c. Ask the groups to report on their answers. (2 minutes each)
3. Process the activity.
 - a. Tell trainees. The activity that we had just done is about values. Show flip chart 2 -7.
 - b. Allow time for discussions.
4. Individual work

- a. Tell trainees. Now we will do another activity on values. This time you will make an assessment on the values that are important to you.
 - b. Give Handout 2 – 3. Values that are important to me
 - c. Go through the steps one at a time. Allow the trainees time to think of their answers.
5. Summary
- a. Show flip chart C 2 -8. Importance of values
 - b. Close the activity. Tell trainees. The five values that you have chosen are important to you and the last one that you had chosen is the value that you care most about. This should guide you in plotting your goals and direction in life.



2 – 3

(Handout for EDP in the field)

Instructions: Read the following stories carefully and indicate how you would rate the mentioned person's behavior, right or wrong and why?

1. Sara borrowed \$100 from her uncle to start up her beauty salon shop. Her business has been doing quite well. One day her uncle comes to ask her to pay the amount she borrowed. She refused to pay stating that her uncle has a good job and that he can afford to give her the money instead.		✓
		✗

Why? _____

2. It is time to elect a new Governor for a city. Ahmed said he will not register and vote because whoever is in power will not make a difference in his own life.		✓
		✗

Why? _____

3. Ahmed sells charcoal. A regular customer bought a bag of charcoal. The following day, her customer told Ahmed that the charcoal at the bottom of the bag were all broken. Rachel decided to make it up to the buyer by giving her ½ bag of charcoal for free.		✓
		✗

Why? _____

4. Muhamed makes furniture. One day he had an order for a sofa set. He decided to use poorer quality foam so that he earns more profit. He said that the exterior of the sofa set will be very good and that the buyer will not know the difference.		✓
		✗

Why? _____

5. Jasm is a returnee. While he hopes that the government thru LRRRC will be able to provide assistance to the returnees in terms of helping them get some means of livelihood, this had not stopped him from applying for jobs and selling some vegetables in his community to earn a living.		✓
		✗

Why? _____



2 – 3A

(Handout for EDP in the vocational schools)

Instructions: Read the following stories carefully and indicate how you would rate the mentioned person's behavior, right or wrong and why?

1. During Ali's final examination, two boys in the examination room were continuously cheating. Ali did not like what he saw, but he did not report it.		✓
		✗

Why? _____

2. Whenever Mona fails to do her homework, she lies and manages to talk her way out with the teacher avoiding trouble.		✓
		✗

Why? _____

3. Azad is a very stubborn person. Despite warnings from his teachers, he continues to bring his and use his mobile phone in class.		✓
		✗

Why? _____

4. Muhsen always respects others and listens to what they have to say no matter their age.		✓
		✗

Why? _____

5. John drives a motorbike. He puts on his helmet only when he sees a policeman. In their absence he even goes through the red light. He believes bribing an official will get him out of trouble if he is ever caught.		✓
		✗

Why? _____



2-7

WHAT ARE VALUES?⁵

Values are:

- Strong beliefs about what is good or bad/right or wrong and what you believe to be important, fair and just.
- It is the filter through which we judge our and other people's behaviour.

⁵ibid.



2-3 VALUES THAT ARE IMPORTANT TO ME⁶

Step 1 – From the list, select 10 things you value MOST

Economic Security	Power and Authority	Personal Development	Meaningful Work	Reputation
Acceptance	Recognition	Independence	Beauty	Competence
Money	Self-respect	Health	Family	Knowledge
Fame	Friendship	Pleasure and Relaxation	Excellence at what I do	Integrity
Community and Country	Status	Cooperation	Peace in my country	Democracy
Leadership	Religion	Excellence	Efficiency	Education

Step 2. Now that you have identified 10, imagine that you are only permitted to have 5 values. Which 5 values would you select? Write them down.

--	--	--	--	--

Step 3. Now imagine that you are only permitted to have 4 values. Which four would you select? Write them down.

--	--	--	--

Step 4. Cross off another value. Write the 3 values.

--	--	--

Step 5. Now choose only two values. Write them down.

--	--

Step 6. Finally, decide which of the two values you want to RETAIN. Write it down.

My number 1 Value is:

--

⁶ Ibid.



Values are important because:

- They define who you are as a person and what you believe in
- They help you decide and make choices about your behavior
- They help you decide about your goals and direction in life

SESSION 2

Self – Awareness Activity D – Six Pillars of Character

1.5 hours 

OBJECTIVES

By the end of this session, participants will be able to

- Enumerate the 6 Pillars of Character and identify ways to improve their character

TRAINING MATERIALS

- ◆ Flip chart and markers
- ◆ Flip chart 2 – 9
- ◆ Handout 2 – 4

Overview:

This activity will enable the trainees to gain a deeper insight on their character, the importance of character and identify those that they should work on.

SESSION GUIDE

1. Introduction
 - a. Ask trainees. What is character? Write answers on a flip chart.
 - b. Then give a follow-up question. Ask trainees. Why is character important?
 - c. Introduce the activity. Tell trainees. In this activity we will talk about character. It is one factor that determines one's success.
2. Group Work – 20 minutes
 - a. Show flip chart 2 – 9. Tell trainees. There are 6 pillars of character. Enumerate each one.
 - b. Divide the trainees into 6 groups. Assign each group one character.

- c. Task of the group: Define the character assigned to them by citing different attributes e.g. Trustworthiness - being honest, do not cheat, etc. They can also give concrete examples in day to day life. Write their answers on a flip chart.
 - d. Ask each group to present.
 - e. After each presentation, add some points that were not considered. Refer to the notes.
3. Individual work
 - a. Tell trainees. Now we will make a personal assessment of our own character. Do not worry; we will not collect the assessment paper. It will be for your own use.
 - b. Give handout 2 – 4. (My character test). Trainees answer the handout. Allow at 15 minutes.
4. Process the activity
 - a. Discuss. Why it is important to develop those characters.
5. Summary
 - a. End the session. State that character determines our success. Thus we should constantly try to improve our character.



C-2-9

TRUSTWORTHINESS

RESPECT

RESPONSIBILITY

FAIRNESS

CARING

CITIZENSHIP

Notes:

Six Pillars of Character⁷

Trustworthiness

Be honest • Do not deceive, cheat, or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends, and country

Respect

Treat others with respect; follow the Golden Rule • Be tolerant and accepting of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults, and disagreements

Responsibility

Do what you are supposed to do • Plan ahead • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your words, actions, and attitudes • Set a good example for others

Fairness

Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly • Treat all people fairly

Caring

Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

Citizenship

Do your share to make your community and country better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment • Volunteer

T R R F C C – Remember that good people with good character are terrific!

T rustworthiness

R espect

R esponsibility

F airness

C aring

C itizenship

⁷ <http://charactercounts.org/sixpillars.html>



2 – 4

MY CHARACTER TEST⁸

Instruction: Look at the checklist. Check the column that best describes you.

	Yes, I am	Sometimes	Needs to be Improved
1. TRUSTWORTHINESS			
• I am honest			
• I do not deceive, cheat or steal			
• I am reliable			
• I do what I say I will do			
• I have courage to do the right thing			
• I build a good reputation			
• I am loyal			
• I stand by my family, friends and country			
2. RESPECT			
• Treat others with respect; I follow the Golden Rule			
• I am tolerant of differences in people			
• I use good manners, not bad language			
• I am considerate of the feelings of others			
• I do not threaten, hit or hurt anyone			
• I deal peacefully with anger, insults and disagreements			
3. RESPONSIBILITY			
• I do what I am supposed to do			
• I persevere; I keep on trying!			
• I always do my best.			
• I use self-control			
• I am self-disciplined			
• I think before I act			
• I consider the consequences of my decisions and actions			
• I am accountable for my choices			
4. FAIRNESS			
• I play by the rules			
• I take my turn and share			
• I am open-minded; I listen to others			
• I do not take advantage of others			
• I do not blame other carelessly			
5. CARING			
• I am kind			
• I express gratitude			
• I help people in need			
• I forgive those who have wronged me			
• I am compassionate and show I care			
6. CITIZENSHIP			
• I do my share to make my community better			
• I cooperate with others			
• I get involved in community affairs			
• I stay informed			
• I obey rules and regulations			
• I respect authority			
• I protect the environment			

⁸ Technology and Livelihood Education Entrepreneurship <http://www.bse.ph/download/reports/OHSP>

SESSION 2

Self – Awareness Activity E – Individual PECs



OBJECTIVES

By the end of this session, participants will be able to

- Assess their own entrepreneurial traits and identify the areas they need to strengthen

TRAINING MATERIALS

- ◆ Flip chart and markers
- ◆ Handout 2- 5
- ◆ Handout 2 – 6
- ◆ Flip chart 2 - 10

Overview:

This activity will help the trainees assess their entrepreneurial traits, qualities and characteristics and help them to identify areas they need to strengthen.

SESSION GUIDE

1. Introduction
 - a. Tell trainees. The last 4 exercises had been leading us towards a deeper understanding of who we are. In this last part of the session, we will assess if we have what it takes to be entrepreneurial.
 - b. Ask trainees. Let us recall the different PECS of an entrepreneur. Write the answers on a flip chart.
2. Individual Work – 20 minutes
 - a. Tell trainees. We will do an exercise to assess whether we have some of the qualities of entrepreneurs. Give handout 2- 5 (Entrepreneur’s Inventory)
 - b. Read the instructions aloud and clarify any questions.
 - c. Allow 15 minutes for them to answer.

- d. Ask trainees to tally their answers.
- e. Explain/interpret the scores. Show flip chart 2 – 10.
- f. Tell trainees. The scores just give them an idea on how they fare in some characteristics of successful entrepreneurs. The profile is an indicator of your readiness to start a business, but it cannot predict success. At the end of the day, it will all depend on you.

3. Summary

- a. Tell trainees. To end this session, I want you to identify at least 3 personal entrepreneurial characteristics that you want to improve on.
- b. Give handout 2 – 6. Allow time for them to answer.
- c. End the session. Reiterate to the trainees. Whether or not you scored high or low in this entrepreneur's inventory exercise, your success will ultimately be up to you. Hence, there is a need to continue to improve ourselves.



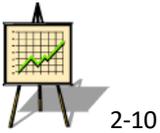
2 – 5

ENTREPRENEUR'S INVENTORY⁹

Instruction: for each question, check the answer that is most like you.
You must answer all questions for the results to be accurate.

	Yes 3 points	Maybe 2 points	No 1 point
I am persistent.			
When I am interested in a project, I need less sleep.			
When there is something I want, I keep my goal clearly in my mind.			
I examine mistakes and learn from them.			
I keep New Year's resolutions.			
I have a strong personal need to succeed.			
I have new and different ideas.			
I am adaptable.			
I am curious.			
I am intuitive.			
I something can't be done, I find a way.			
I see problems as challenges.			
I take chances.			
I will adventure on a good idea, even it is not a sure thing.			
To learn something new, I explore unfamiliar subjects.			
I can recover from emotional setbacks.			
I feel sure of myself			
I am a positive person.			
I experiment with new ways to do things.			
I am willing to undergo sacrifices to gain possible long-term rewards.			
I usually do things my own way.			
I tend to rebel against authority			
I often enjoy being alone.			
I like to be in control.			
I have a reputation for being stubborn.			

⁹American Women's Economic Development Corporation, Stamford, CT and Women in New Development Bemidji, MN, 4/97



2-10

Interpreting your score:

60-75: Start your business plan. You have the earmarks of an entrepreneur.

48-59: You have potential but need to push yourself. You may want to improve your skills in your weaker areas.

37-47: You may not want to start a business alone. Look for a business partner who can complement you in the areas where you are weak.

Below 37: Self-employment may not be for you. You will probably be happier and more successful working for someone else. However, only you can make that decision.



2-6 PECS I WANT TO STRENGTHEN

Exercise:

From the Entrepreneurial characteristics learned, identify three characteristics you wish to develop and write at least one activity per characteristic that you have to do to strengthen them.

	Personal Entrepreneurial Characteristics	Activities that I have to do to strengthen the characteristics
1		
2		
3		

SESSION 3

DEVELOPING A POSITIVE ATTITUDE

1.5 hours 

OBJECTIVES

By the end of this session, participants will be able to

- Explain the importance of developing a positive attitude to achieve success and identify ways to maintaining a positive attitude in their everyday life.

TRAINING MATERIALS

- ◆ Flip chart and markers
- ◆ Flip Chart 3 - 1
- ◆ Flip Chart 3 – 2
- ◆ Flip Chart 3 - 3
- ◆ Handout 3 – 1
- ◆ Handout 3 – 2
- ◆ Note 3 - 1

Guidance:

Trainers are encouraged to come up with scenarios on positive and negative attitudes familiar to the trainees.

Overview:

This session guides the trainees on how to develop positive attitudes that will help them become better persons resulting to greater employability and having better social interactions.

SESSION GUIDE

1. Introduction
 - a. Introduce the new session. Tell trainees. In this session, we will discuss Developing Positive Attitudes. To start our session, let us first try to assess our own attitudes.
 - b. Give handout 3 – 1 “Assess Your Attitude”. Read the instructions. Allow 10 minutes for the trainees to answer.
2. Discuss “What is an Attitude”
 - a. Show flip chart 3 – 1. Provide examples of positive and negative attitudes that the trainees can identify with.
 - b. Show flip Chart 3 – 2. Importance of a healthy attitude.
 - c. Give three scenarios. (Refer to notes on possible scenarios). Ask trainees. How would you react to the situation if you set your mind to maintaining a positive attitude?
 - d. Allow time for healthy discussion among the trainees.
3. Maintaining a Positive Mental Attitude
 - a. Ask trainees. What are the things we can do to maintain a positive attitude? Write the answers on a flip chart.
 - b. Tell trainees. Here are some more tips in maintaining a positive attitude. Give Handout 3 2. Read each item and explain. Cite some practical examples.
4. Conclusion
 - a. End the session by giving the trainees an assignment that they need to do in the next 5 days. Give handout 3 – 3.
 - b. Remind trainees. Starting today, we should all try to develop a positive attitude.

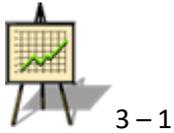


3 -1

ASSESS YOUR ATTITUDE¹⁰

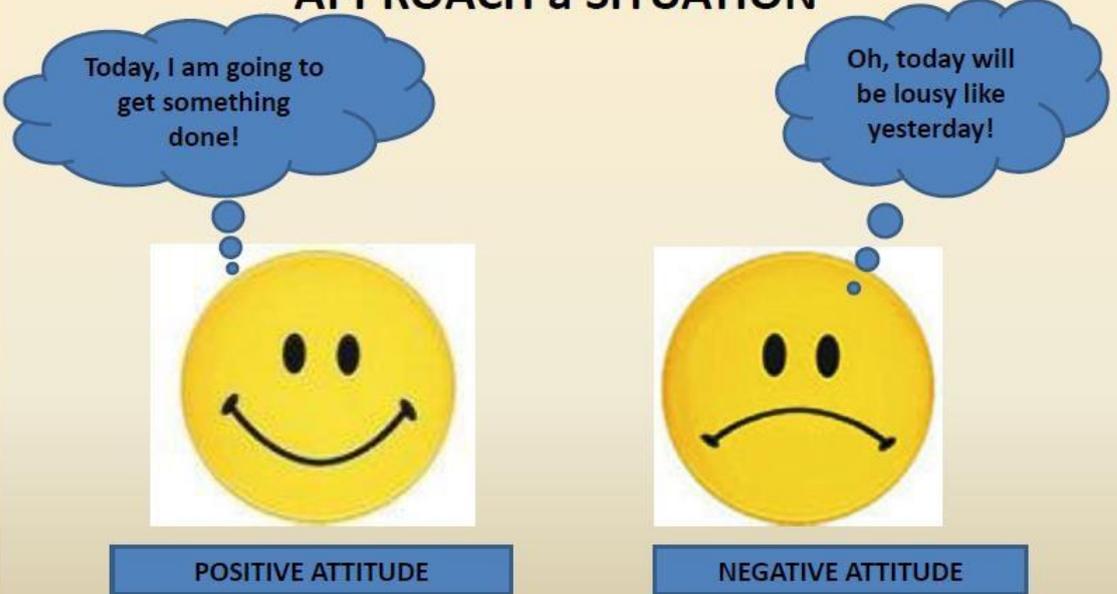
		YES	Sometimes	NO
1	Do you try to LEARN?			
2	Do you try to do a BETTER JOB?			
3	Do you demonstrate ENTHUSIASM in whatever you say and do?			
4	Are you willing to GROW to prepare yourself for a better job or income generating opportunity?			
5	Are you willing to WELCOME CHANGES?			
6	Do you cultivate a SENSE of HUMOR?			
7	Are you sincerely INTERESTED in OTHERS?			
8	Do you try to UNDERSTAND the OTHERS point of view?			
9	Are you a GOOD LISTENER?			
10	Are you able to WORK with OTHERS?			

¹⁰ Life Skills Curriculum op.cit.



WHAT IS AN ATTITUDE?

It is the **STATE OF MIND** with which you **APPROACH** a **SITUATION**



Today, I am going to get something done!

Oh, today will be lousy like yesterday!

POSITIVE ATTITUDE

NEGATIVE ATTITUDE



3-2

Why is your attitude so important?

A healthy attitude is important because:

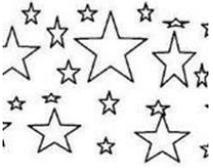
- It affects how you look, what you say and what you do.
- It affects how you feel both physically and mentally.
- It largely affects how successful you are in achieving your purposes in life.
- It has a direct effect on how others feel and how they react to us.

Note 3 - 1 Different scenario on how to maintain positive attitudes:

Scenario	
1	You wake up in the morning and as soon as you step out of the bedroom you have a fight with a member of your family
2	You are a returnee. You attended hairdressing as a course in Turkey. You were looking forward to use these skills to earn a living when you returned. However, you found out that there are many people like yourself who had done hairdressing.
3	You went to the bank to cash a check at 9:00AM. You find the queue very long. You have an important appointment at 10:30AM.
4	It is early in the morning. You just opened your shop. Your first customer comes in and asked for the price of your goods. She says it is too expensive and goes away.
5	You have a rush order for a metal door. As you were about to start making the door, you found out that your welding machine is broken.
6	School just opened. You had difficulty coming up with the tuition fees but you were able to find the money. On the second day of school, your daughter tells you they need \$5 to pay for a book. You only have \$3.
7	You reach your class only to realize that you have forgotten your assignment which you had worked very hard to complete at home.
8	During break time at school, some students make fun of you.
9	Your bossman asked you to work overtime. You had agreed to meet with your friends to watch a video.
10	You need a calculator for your math lessons. Your parents do not have the money to buy you one.



3 - 2 TIPS FOR MAINTAINING A POSITIVE MENTAL ATTITUDE¹¹

<p>1</p>  <p>Believe in yourself. You are a unique and special person with many talents and achievements.</p>	<p>2</p>  <p>Recharge your batteries every day. Read something you find inspirational, listen to music, read positive quotations, etc.</p>	<p>3</p>  <p>Watch your words. The words that pass your lips have a deep effect on how you see the world and a powerful effect on how other people see you.</p>
<p>4</p>  <p>Stay away from negative influences, news and people.</p>	<p>5</p>  <p>Keep learning. The more knowledgeable you are, the more confident you will become.</p>	<p>6</p> <p>Don't be afraid to make mistakes.</p> <p>Don't be afraid to make mistakes. Think of them as a learning opportunity and resolve to do better next time.</p>
<p>7</p> <p>Take pride in everything you do. Make sure you set high standards and work hard to achieve them.</p> 	<p>8</p>  <p>Try to see the bright side of every situation.</p>	<p>9</p> <p>Be patient. Some things take time.</p> 
<p>10</p>  <p>Count your blessings everyday thinking about what is right in your life instead of complaining about your problems.</p>	<p>11</p> <p>Relax</p>  <p>Take time to relax. Find something interesting to do and make time for it. Spend time with people who are important in your life.</p>	<p>12</p>  <p>Have a laugh. Read a good joke, watch a good comedy and learn to laugh at yourself (never at others).</p>

¹¹ Ibid.



3-3

PRACTICE BUILDING A POSITIVE ATTITUDE ¹²

Instruction: Starting tomorrow and in the next 5 days, follow the tasks given to build a positive attitude.

Day 1 - FILL YOUR MIND WITH POSITIVES

Keep a journal. Use your copy book. Write down 50 wonderful things that happened to you on Day 1. Include even small things such as a stranger greeting you a cheerful good morning. After a while, you will realize that most of the things that happen in your life are positive.

Day 2 - AFFIRM YOURSELF

Consciously feed yourself with positive encouragement. Remind yourself of past victories. Congratulate yourself on the food you have done and will do. Refuse to let any self-doubt enter your mind. Just tell yourself over and over "I am filled with confidence, and I am competent. If I make a mistake, I will learn from it.

Day 3 – THINK ONLY GOOD THINGS ABOUT PEOPLE

Do not allow ill thoughts to enter your mind. Look for something you like in everyone you meet. One person might have a great smile, and another one might be extremely hard working. You can always find something you like in people.

Day 4 – SPEAK ONLY POSITIVE WORDS

In order to build and maintain positive attitude, you must speak **positively** about everything – your business, your work, your studies, your friends, your teachers, your family, your health and your future. Go out of your way to talk optimistically about everything. You may have to talk yourself out of uttering negative words.

Day 5 – HAVE FUN!

Identify fun activities to engage in during the day - things that make you laugh and smile. You can play your favourite game, visit your friend, watch a movie, etc.

¹² Ibid.

SESSION 4

EFFECTIVE COMMUNICATION

1.5 hours 

OBJECTIVES

By the end of this session, participants will be able to

- Explain the importance of communicating effectively

TRAINING MATERIALS

- ◆ Flip chart and markers
- ◆ Flip chart 4 – 1
- ◆ Note 4 - 1
- ◆ Note 4 – 2
- ◆ Note 4 – 3
- ◆ Note 4 - 5

Guidance:

This session will use simulated learning activities for the trainees to experience the importance of effective communication. There are 3 simulated learning activities illustrated in the session guide. Choose two (2) of the activities you want to conduct for the session.

Prepare the figure to be drawn for Activity 1. Prepare the Scenario for the Rumour Game. The scenario should be one that the trainees can relate to. For Activity 3 prepare the Cut-outs (Note 4-4) of the different emotions; you can also just write down the different kinds of emotions; fold and put them in a box.

Overview:

The first activity of this session is the One-Way, Two-way communication. In this exercise the trainees will learn the importance of a two-way communication. The second activity is the “Rumour Game”, which will make them realize the importance of written communication and the effects of verbal communication with too many channels. The third activity is to help the trainees gain a better understanding of how non-verbal communication (both intended and unintended) can be interpreted by others and the effect of this form of communication.

SESSION GUIDE

1. Introduction
 - a. Introduce the new session. Tell trainees. In this session, we will discuss effective communication.
2. **Activity 1. One-Way and Two-Way Communication**
 - a. Choose one trainee from the group to be the leader. Give him/her the drawing. (Note 4-1). Ensure that the other trainees do not see the drawing.
 - b. Tell trainees. You will draw the figure that is on the paper based on the instructions given to you by the leader. You are not allowed to ask question or clarifications. The leader is not allowed to give any clarifications. We have ten minutes for this activity.
 - c. Give the trainees ½ sheet of bond paper.
 - d. After the leader has given all the instructions, ask the trainees to hang their drawings on the wall. Label them **One-Way Communication. Do not show the original drawing.**
 - e. Tell the trainees to get another piece of paper. Ask one of the trainees to act as a group leader. He/she will give instructions for the same drawing. However, this time, the trainees can ask questions and clarifications but the leader is not allowed to demonstrate the figures.
 - f. Allow ten minutes for this activity. When they have finished the drawing, ask the trainees to hang their drawings on the wall. Label them **TWO-WAY COMMUNICATIONS.**
 - g. Show the Figure to the group. Compare the Figure with the drawing labelled One-Way Communication. How many were able to come up with the figure or at least a semblance of the figure?
 - h. Now compare the Figure with the drawings labelled Two-Way Communication. How many were able to come up with the figure or at least a semblance of the figure?
3. Process Activity 1. Ask the following questions.
 - a. What did you feel when you were not allowed to ask any questions?
 - b. Why do you think there are more of you who were able to draw the figure when you were allowed to ask questions and clarifications?
 - c. How did the group leader feel in the One-Way Communication when he/she was giving instructions and there were murmurs of frustrations from the group?
 - d. How did the group leader feel of the Two-Way Communication when there were questions from the group?
 - e. Ask the trainees. From this exercise, what did we learn about the way: (ask as appropriate to the profile of your trainees)
 - Future business owners should communicate with our workers, staff and customers?
 - Students should communicate with each other?
 - Family should communicate with each other?
4. End the activity by summarizing the leaning points discussed. Reiterate that for a more effective communication, there is a need for everyone to feel he/she could freely ask questions and clarifications without reservations.
5. Show Flip Chart 4 – 1 (Simple Model of Communication). Explain.

6. Activity 2. – Rumor Game

- a. Divide the group into two and ask them to form two lines.
- b. Ask the first person on the lines to read the story. (Note 4 -2: Community News). Once they are finished reading, ask them to whisper to the next person in the line what he/she read.
- c. Then the person will whisper to the next person what he/she heard. Then that person will whisper to the next and so on until the last person.
- d. Ask the last two persons on the line to write what they have heard.
- e. Read out loud the two final versions of the story and compare with the original story.

7. Process Activity 2.

- a. Are there any differences with the original version? Why are there differences?
- b. Ask the trainees what they learned from this exercise in terms.

8. End the activity. Point out. Sometimes the way we relate events tend to be colored by our experiences and wants. It is therefore important and to avoid confusion or miscommunications, it is better to have things in writing, or if not, ask the person to whom the message was relayed to repeat the message back to you.

9. Discuss: Barriers to Communication.

- a. Tell trainees. The last activity showed us a barrier to effective communication. There were too many layers. Barriers may lead to your message becoming distorted and you therefore risk wasting both time and/or money by causing confusion and misunderstanding. Effective communication involves overcoming these barriers and conveying a clear and concise message. ¹³

10. Ask trainees to enumerate other barriers to communication. Write their answers on the flip chart. Complement their answers. Refer to Notes 4 – 3.

11. Introduce the Topic: Understanding Body Language

- a. Tell trainees. Earlier under the Model of Communication, we saw that messages are conveyed through verbally, written and through non-verbal language. Ask trainees. How many of you have been in trouble by getting caught “making a face”? Whether it was intentional or not, you do you think your action was interpreted?
- b. Continue: Communication not using any words is very important. What people see is often more important than what they read or hear. This is what we call body language. It uses facial expressions, eyes, gestures, postures and more. Body language can express your emotions, feelings and attitudes. It can even contradict what you say verbally. Non-verbal language can also be culture specific.

12. Activity 3. Body Language

- a. Ask 6 trainees to take one piece of paper in the bag (Note 4 -4 Cut Out). Using body language and facial expressions only, ask each person to demonstrate this emotion, while the rest of the group will to guess it.
- b. Discuss the seven types of non-verbal clues and signals. (Refer to Notes 4 -5) As you discuss each one, ask the trainees Dos and Don'ts for avoiding common body language mistakes in business and at work/jobs.

¹³ <http://www.skillsyouneed.com/ips/barriers-communication.html>

13. End the session.

- a. Tell trainees. The desired outcome or goal of any communication understands. Communication is the process by which people exchange information, feelings and meaning through verbal, non-verbal and written messages. Point out. In interpersonal communication, it is not just what is actually said – or the language used – but how it is said and the non-verbal messages sent through tone of voice, facial expressions, gestures and body language.¹⁴

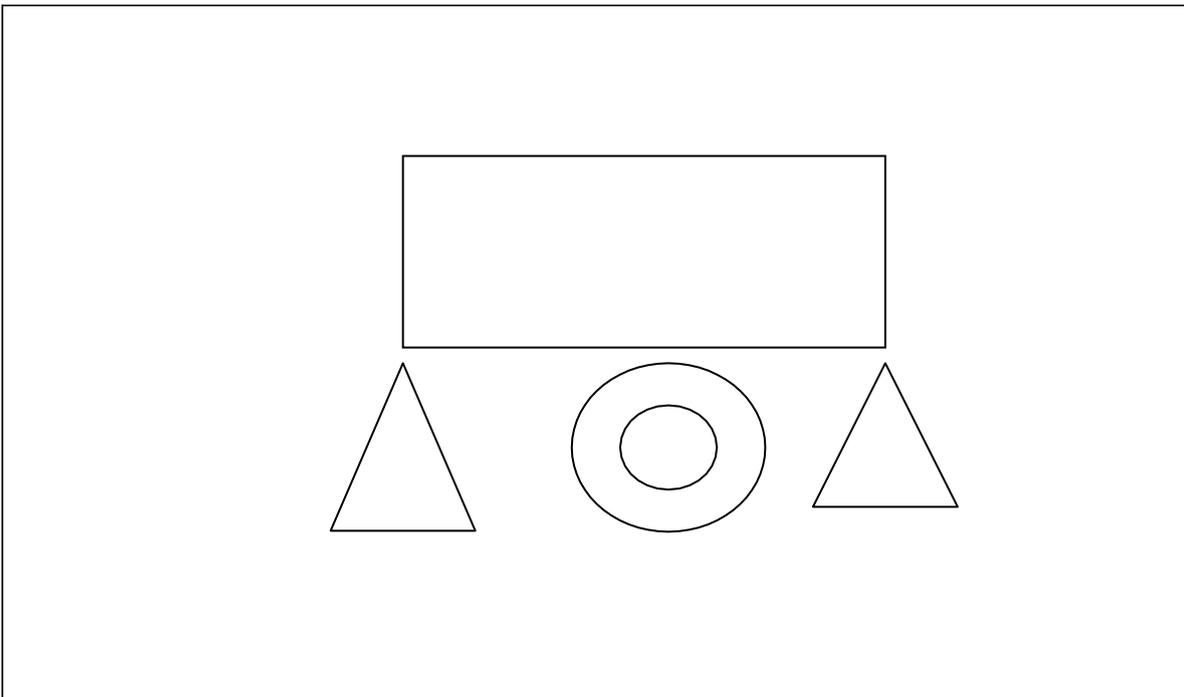
¹⁴ <http://www.skillsyouneed.com/general/what-is-communication.html>

Note 4-1

ACTIVITY 1 ONE-WAY, TWO WAY COMMUNICATION

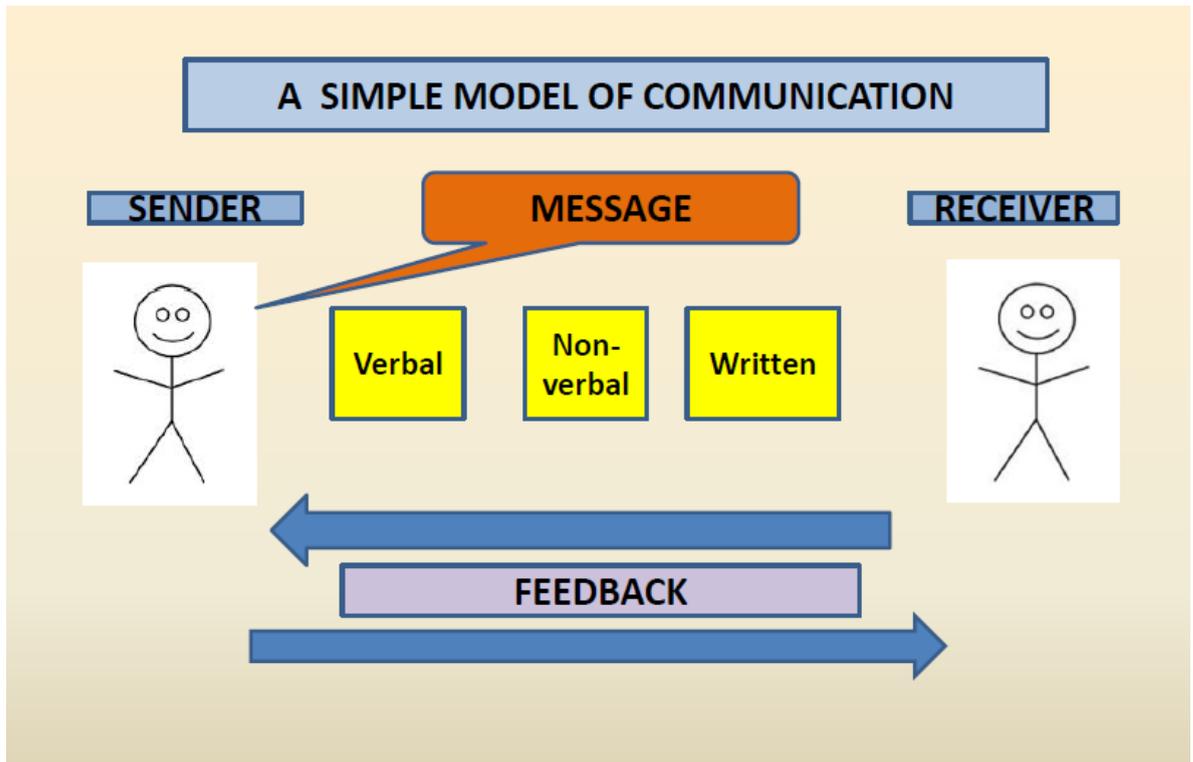
Draw the following figure on a separate sheet of paper. You may change the figures or the drawing. Ensure also that your trainees are able to distinguish and draw different shapes such as a square, triangle, and circle, etc. You also need papers and pens or pencils for the trainees.

FIGURE





4-1



ACTIVITY 2. RUMOUR GAME

Training Material:

Write an anecdote (incident) on a flip chart. Be sure nobody reads the anecdote until the activity begins. Example:

Story card

On a rainy morning day in January, while Miss Suzan was riding her bike on Empire Street - Erbil.

She heard someone asking for help, and she saw two men wearing a black coats rushing out of a villa and running towards the bus station.

A moment later, a woman came out of the villa and shouted, "Help me!" Then she fell down on the street. Suzan stopped her bike and hurried to the lady and found that the woman injured in her left shoulder.

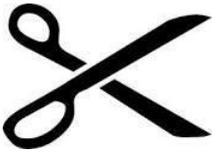
Her handbag was open on the ground beside her, next to it there was a Nokia mobile phone, some banknotes type of twenty-five dinars with tissues.

She said that she "has been stolen \$ 10,000 from her and 20 an ounce of gold. Suzan informed the police by her Mobile

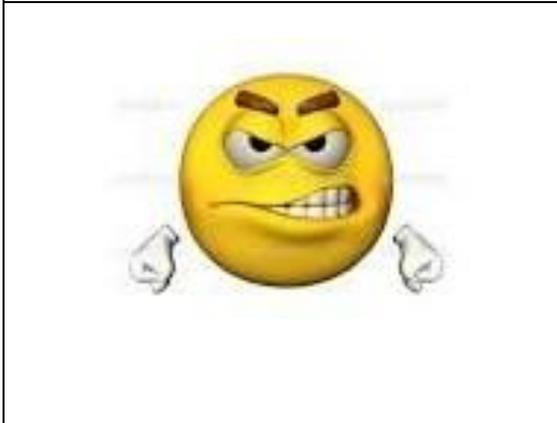
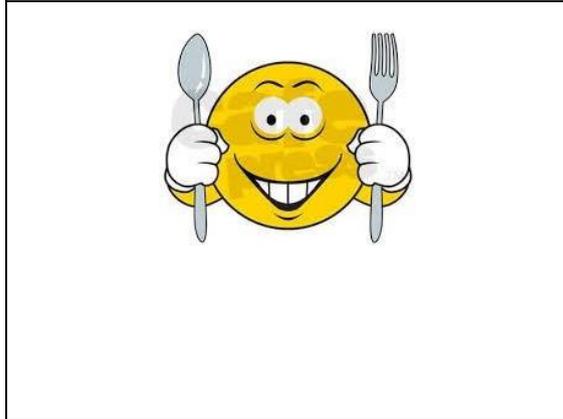
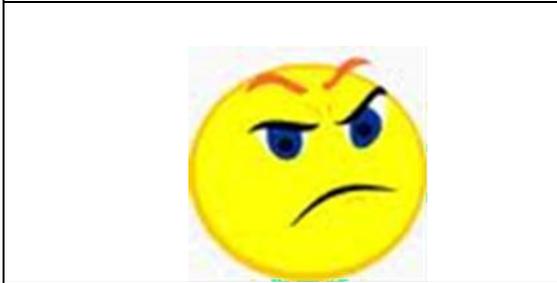
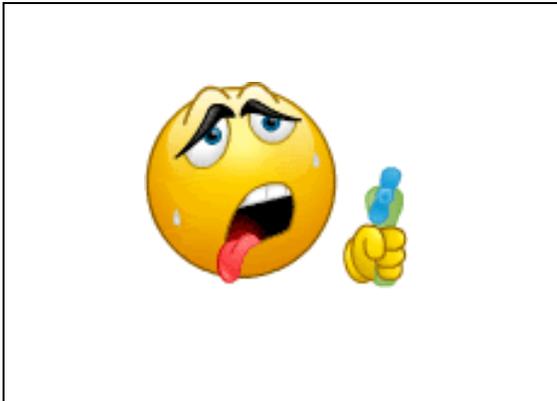
Note 4 -3

COMMON BARRIERS TO COMMUNICATION

- Background noises (shouting, too many people talking, traffic, loud radio, etc.)
- Emotions – e.g. sender or receiver is too angry then communication can be affected
- Too many layers of communication
- Distraction – sender or receiver is doing something else and not paying attention to the conversation
- Prejudice or stereotyping – jumping to incorrect conclusions on the basis of pre-existing assumptions and/or feelings about the other person.
- Use of jargon – over complicated, unfamiliar and or technical terms
- Physical disabilities such as hearing problems or speech difficulties.
- Physical barriers to non-verbal communication. – not being able to see the non-verbal cues, gestures, posture and general body language can make communication less effective
- Language differences and the difficulty in understanding unfamiliar accents.
- Expectations – people often “hear” what they expect to hear rather than what is actually said and jump to conclusion
- Cultural differences – the norms of social interaction and the way emotions are expressed vary in different cultures.



CUT OUTS – EMOTIONS



NON-VERBALE CLUES AND SIGNALS¹⁵

- **Facial expressions:** The human face is extremely expressive, able to convey countless emotions without saying a word. And unlike some forms of non-verbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across cultures.
- **Body movements and posture:** Consider how your perceptions of people are affected by the way they sit, walk, stand up, or hold their head. The way you move and carry yourself communicates a lot of information to the world. This type of non-verbal communication includes your posture, bearing, stance, and subtle movements.
- **Gestures:** We wave, point, plead, and often use our hands when we are arguing or speaking in an animated way. However, the meaning of gestures can be very different across cultures and regions, so it's important to be careful to avoid misinterpretation.
- **Eye contact:** Since the visual sense is dominant for most people, eye contact is an especially important type of non-verbal communication. The way you look at someone can communicate many things, including interest, affection, hostility, or attraction. Eye contact is also important in maintaining the flow of conversation and for assessing another person's response.
- **Touch:** We communicate a great deal through touch. Think about the messages given by the following: a firm handshake, a timid tap on the shoulder, a warm bear hug, a reassuring pat on the back, a patronizing pat on the head, or a controlling grip on your arm.
- **Space:** Have you ever felt uncomfortable during a conversation because the other person was standing too close and invading your space? We all have a need for physical space, although that need differs depending on the culture, situation, and closeness of the relationship. You can use physical space to communicate many different non-verbal messages, including signals of intimacy, aggression, dominance, or affection.
- **Voice:** We communicate with our voices, even when we are not using words. Non-verbal speech sounds such as tone, pitch, volume, inflection, rhythm, and rate are important communication elements. When we speak, other people "read" our voices in addition to listening to our words. These non-verbal speech sounds provide subtle but powerful clues into our true feelings and what we really mean. Think about how tone of voice, for example, can indicate sarcasm, anger, affection, or confidence.

¹⁵ Op. cit.

SESSION 5

ASSERT YOURSELF

1.5 hours 

OBJECTIVES

By the end of this session, trainees will be able to

- Distinguish characteristics of assertive, aggressive and passive people
- Explain the elements of assertive behaviour
- State the reasons for being assertive
- Identify assertiveness techniques for particular situations.

TRAINING MATERIALS

- ◆ Note 5 -1 Scenes for the role play
- ◆ Flip chart 5 – 1
- ◆ Flip chart 5 – 2
- ◆ Flip chart 5 – 3
- ◆ Flip chart 5 – 4
- ◆ Flip chart 5 – 5
- ◆ Flip chart 5 – 6
- ◆ Flip chart and markers

Guidance

The different scenes for role play should be typed on separate sheets ready to be given to the trainees who will act the role play.

Overview

In this session, role playing is introduced as opportunity to practice entrepreneurial qualities. Trainees are asked to role play what they will say or do during different situations. While the trainees act, others observe the behaviour of the actors, noting words spoken, gestures and body language poses used.

In processing, the trainer defines the various aspects of the necessary entrepreneurial behaviour. Assertiveness techniques for particular situations are identified.

Session Guide

1. Introduction
 - a. Introduce the session. Tell trainees. We will discuss assertiveness, which is an important entrepreneurial behaviour. First, we will have a role play of different scenarios.
 - b. Ask for 5 pairs of volunteers to perform the five scenarios you have chosen in Note 5 -1. Tell the pairs to role play what they will say or do in the given situations. Allow 5 minutes for their preparation.
2. The Role Play
 - a. Tell the trainees. Watch in silence, observe the behaviour of the actors/actresses and record the reactions. If possible, record also the sentences and words spoken, the gestures and body language used.
 - b. Before each role play, read the scenario. Each pair has 3 minutes to role play.
3. Process the role play – when all the 5 pairs have finished with the role play
 - a. Ask the role players. How did you feel as you responded to the scenes? Which responses left both parties satisfied? Which did not?
 - b. Ask the other trainees their observations regarding the behaviour of the role players.
 - c. Ask the trainees. What can be learned from the role plays?
4. Discuss.
 - a. Note the different behaviours displayed during the role play i.e. assertiveness, passiveness or aggressiveness.
 - b. Brainstorm on the meaning of assertiveness. Write their answers on a flip chart. Discuss the differences between assertiveness, aggressiveness and passiveness. Flip-Chart 5 -1.
 - c. Distinguish characteristics of assertive, aggressive and passive people. Flip Charts 5 -2; 5 -3, 5-4
 - d. Explain the reasons for assertiveness (Flip Chart 5 -5)
 - e. Explain elements of assertive behaviour (Flip Chart 5 – 6)
5. Conclusion
 - a. Recap the main points of the session. Encourage trainees to practice being assertive.
 - b. Give assignment. Choose 3 of the remaining scenarios not role played. Tell trainees. To answer what they will see or do in those situations. Assignment will be checked the following day.



ROLE PLAY 1

Your friend always asks to borrow a few dollars when you go out to have lunch but he never repays you. You begin to resent that he does this all the time. One day you went out for lunch and he asks you to lend him some money to pay for his lunch.

ROLE PLAY 2

The daughter of your brother comes to your office to ask money to pay for her school fees. The money you have is only enough to pay for the school fees of your children.

ROLE PLAY 3

The person seated next to you in the classroom and plays his music very loud. After 15 minutes, it begins to get on your nerves and you politely ask him to tone down the music or listen to music outside the classroom but he does not.

ROLE PLAY 4

You go to the bank to cash your check. The check verifier is constantly on the phone and you know that it is not on official business and seems to be ignoring you.

ROLE PLAY 5

You are a new graduate of the Welding Training Programme conducted by UNIDO. You applied for a job as a welder. The person interviewing you asks, "Why should I hire you? You have no experience"

ROLE PLAY 6

While waiting for your turn to be served at the school canteen, someone who is much bigger than you jumps the queue.

ROLE PLAY 7

The person in the shop where you want to buy something seems to be deliberately ignoring you. Role play what you will say or do.

ROLE PLAY 8

A friend wants to borrow something you need yourself. Role play what you will say or do.

ROLE PLAY

Your friend seems to have forgotten he owes you money. Role play what you will say or do.

ROLE PLAY 10

At school, a classmate of yours constantly borrows a ball pen from you. He never brings his own ball pen. You are getting tired of his behaviour. Role play what you will say or do.



C 5 - 1

What is assertiveness?

Assertiveness is standing up for yourself while acknowledging the rights of others.

What is aggressiveness?

Aggressiveness is standing up for you and ignoring the rights of others.

What is passiveness?

Passiveness is not standing up for your rights.



C 5- 2

Characteristics of Assertive people

- Are concerned with both their needs as well as other people's needs.
- Are openly able to express themselves with other people.
- Are able to respond in a respectful manner when there is a disagreement.
- Are able to ask for help.
- Are confident and able to make decisions.
- Are able to say no to people/places/things they do not want.
- Are responsible for their own feelings/ behaviors/thoughts.



C5 - 3

Characteristics of Aggressive people

- Tend to be concerned only for their needs at the expense of others' needs.
- Have a tendency to lose their temper.
- May make decisions for other people.
- May shout or use bully techniques to get their way.
- May continue to argue long after someone has had enough.
- May call others names or even use obscenities when angry.
- May openly criticize or find fault with others ideas, opinions, or behaviors.
- Often use confrontation to get what they want.



C 5 – 4

Characteristics of Passive people

- Tend to give in to other people's wishes while forgetting their own needs and wants.
- Have a difficult time saying no to people.
- Often have a hard time making decisions.
- Have a hard time maintaining eye contact.
- Avoid confrontation at all costs (e.g. not speaking up when the waiter brings you fish instead of chicken).



C 5 - 5

Reasons for assertiveness

I have the right to:

1. Respect myself - who I am and what I do.
2. Recognise my own needs as an individual.
3. Make clear "I" statements about how I feel and what I think.
4. Allow myself to make mistakes.
5. Change my mind, if I choose.
6. Ask for "thinking it over time".
7. Allow myself to enjoy my successes.
8. Ask for what I want, rather than hoping someone will notice what I want.
9. Recognise that I am not responsible for the behaviour of other adults.
10. Respect other people and their right to be assertive and expect the same in return.



C 5 -6

Elements of assertive behavior

- Starting, changing, or ending conversations
- Sharing **feelings, opinions,** and experiences with others
- Making requests and asking for favors
- Refusing others' requests if they are too demanding
- Questioning rules or traditions that don't make sense or don't seem fair
- Addressing problems or things that bother you
- Being firm so that your rights are respected
- Expressing positive emotions
- Expressing negative emotions

SESSION 6

MANAGING CONFLICT SITUATIONS

1.5 hours 

OBJECTIVES

By the end of this session, trainees will be able to

- Explain the common causes and sources of conflicts at the work place
- Explain ways of handling conflicts

TRAINING MATERIALS

- ◆ Handout 6 – 1
- ◆ Flip Chart 6-1
- ◆ Flip Chart 6 – 2
- ◆ Flip Chart 6-3
- ◆ Flip Chart 6 – 4
- ◆ Flip Chart 6 – 5
- ◆ Notes 6 – 1
- ◆ Notes 6 – 2
- ◆ Notes 6 - 3
- ◆ Flip chart and markers

Guidance

Trainer guides trainees through the root causes of conflicts and discussions on how to manage and handle conflict situations. Eight conflict situations are described in Handout 6-1. The trainer may develop other scenarios that the trainees can identify with.

Overview

Conflict is something that can always be expected in any group setting. We need to know how to manage conflicts. This session will start with different conflict settings, which the trainees will try to resolve as a group. The trainer will follow up the group work with discussion on the roots and causes of conflicts and will provide pointers on how to manage conflicts in the work place.

Session Guide

1. Introduction. Tell trainees. Conflict is something that we can always expect in any group setting, thus we need to know how to manage conflicts. (Refer Note 6 -1)
2. Group Activity
 - a. Divide the participants into 8 groups. Assign to each group one of the conflict situation scenarios. (Handout 6 – 1)
 - b. Tell the groups. Discuss the cases and identify how you will solve or handle the conflict situation. Allow at least 15 minutes for the discussion.
 - c. Ask a representative of the group to read the case and present the group’s solution.
3. Processing and Discussion
 - a. Introduce. What is conflict? (Flip Chart 6 – 1)
 - b. Discuss. Common sources of conflict. (Flip Chart 6 – 2)
 - c. Point out Root Causes of Conflict. (Flip Chart 6 – 3). Refer to the conflict situations discussed earlier for example. Provide additional examples for better understanding by the trainees.
4. Conflict in the workplace
 - a. Tell participants. Conflict in the workplace is also unavoidable. Understanding how to deal with tense work situation will help you avoid violent outbursts. You will also better understand how to navigate office politics and become more successful.
 - b. Ask participants. What are some conflict situations in a workplace setting? Write the answers on a flip chart.
 - c. Ask participants ways how to handle the conflict situations given.
5. Discuss. Tips on how to handle conflicts in the workplace. (Flip Chart 6 – 4). Refer to the note 6 – 1 for discussions on each item. Refer to their answers earlier.
6. Discuss: How to Manage Conflicts. (Flip Chart 6-5) Refer to the notes for the discussions. (Note 6 – 3)
7. End Session. Reiterate to the trainees. Conflict is unavoidable. Conflicts have a constructive and positive role in fostering creativity and innovation. We should learn how to manage and deal with conflicts if we want to be successful in life.



CONFLICT

Conflict can have a useful and unfavorable effect on persons, groups and organizations. However, conflict is something that can always be expected in a group setting. This is not necessarily bad because conflicts are also important. In a decision-making framework, there is always conflict whenever alternatives are apparent. Individuals, groups and organizations must make choices and resolve such conflict.

No group can be entirely harmonious. Groups require disharmony as well as harmony; and conflicts within them are not necessarily a troublesome factor. Group formation is the result of both harmony and conflict.

Conflict as well as cooperation has social functions. A certain degree of conflict is an essential element in group's formation and the persistence of group life.

Conflict can arise in a variety of ways - in the early stages of group development over goals, plans and members roles. Differences of opinions has to be resolved enough for the group to proceed. Sometimes groups appear to be functioning smoothly, but closer observation could reveal a dominant authority figure or a vocal minority, with others just following. Such suppressed conflict may have a long-run devastating effect and/or can erupt into open hostility.

Recognizing stress, tension, or anxiety in members is important. Coping with it effectively is even more important.

Interpersonal conflict is always present to some extent in groups. Differences in values, beliefs, attitudes, and behavior cause us to like some people better than others. It is easier to work together where there is a more positive relationship. On the other hand, working relationships and teamwork are more difficult and often strained when "personality conflict" gets in the way.

Individuals who are dissatisfied with their situation in a specific small group are not likely to engage wholeheartedly in the group's activities. Thus their levels of interaction will be curtailed. Such conditions very likely will lead to conflict among members of the group, decrease cohesiveness, and hence have a significant impact on the group's performance.



CONFLICT SITUATIONS

CASE NO. 1

It is time to evaluate staff/employee performance. Sam's immediate supervisor gave him a very low rating. Sam was very angry with his supervisor. If you were Sam what would you do? If you were the immediate supervisor what would you do?

CASE NO. 2

Ahmad and Sara attended a Training Programme together. Management told them to prepare a joint report to be submitted one week after the training. Ahmad and Sara agreed to divide the task and agreed on the timetable. Sara will give his inputs to the report three days before submission. Ahmad will consolidate the report. It is two days before the submission and Sara has not given Ahmad his portion of the report. If you were Ahmad what will you do?

CASE NO. 3

Steve and Kennedy clean the offices and ensure that all the doors are locked at the end of the day. One evening, the security discovered that the backdoor was opened and informed management. Steve and Kennedy started blaming one another. If you were the boss, what would you do to resolve the situation?

CASE NO. 4

Group A was given a budget of US\$1,500 for their snacks and refreshments for the 30 day training programme. That is \$60/trainee. Training will be for 4 hours every afternoon. The class was divided. 50% said they would rather get the money. The other half said we should use it to buy the snacks, which was the intent of the budget given by UNIDO. If you were the trainer how would you handle the conflict situation?

CASE NO. 5

You heard the trainees arguing on the transportation allowance that will be given by UNIDO for attending the EDP training programme. Some were saying that everyone will get US\$2 regardless of where one is coming from. The other group said, it will be based on where one is coming from. How would you resolve the conflict?

CASE NO. 6

You have a business selling charcoal. One of your regular buyers bought a sack of charcoal. She comes back to you two days after that at the bottom of the sack are all broken charcoal and they are very small. She is demanding her money back. If you were the seller what would you do?

CASE NO. 7

In a vocational training class all the trainees were issued safety boots. You noticed one of your students who constantly come to the workshop without using his safety boots. He, however, brings his safety boots to school. You asked him why he does not wear his safety boots. He said he is not used to wearing shoes. If you were the trainer, what would you do?

CASE NO. 8

At a staff meeting, the boss called to the attention of everyone on the issue of tardiness in reporting for work. Patricia raised her hand and said "Yes, there are colleagues who come in almost 30 minutes late". After the meeting, Mary confronted Patricia and asked if she were referring to her at the meeting. If you were Patricia, how would you handle the situation?



C6-1

What is conflict?



- It is a struggle or contest between people with opposing needs, ideas, beliefs, values, or goals.
- Conflict is inevitable
- We have to learn to manage conflicts



C6-2

Common Sources of Conflicts

Conflict Type	Description
Value Conflict	Incompatibility of preferences, principles, practices that people believe in such as religion, ethics, politics
Power Conflict	Occurs when each party wishes to maintain or maximize influence
Economic Conflict	Competing to attain scarce resources
Interpersonal Conflict	Incompatible needs, goals or approaches
Organizational Conflict	Inequalities in the organization and how employees report to one another or work with each other



C6-3

Root causes of Conflict

- **Poor or no communication**
- **Lack of problem solving skills**
- **Lack of clarity in purpose, goals, objectives, team and individual goals**
- **Uncertainty about or lack of resources and sources for help and support**
- **Poor time management**
- **Lack of skills and abilities**
- **Personality conflicts**
- **Personal Problems**



6 - 4

HANLDING CONFLICT SITUATIONS IN THE WORKPLACE

1. Be calm.
2. Let everyone speak.
3. Choose your battles.
4. Avoid Gossip
5. Use Business-like language
6. Do not personalize or internalize disagreements.
7. Repeat your opponent's words aloud
8. Be open to compromise
9. Find a Mediator
10. Expect Conflict

1. Be calm and review the situation
 - When a conflict emerges, try to keep yourself calm and sensibly filter and process as opposed to reacting right away.
 - When you are angry or upset you may say something that you could regret later.
 - Many of your co-workers will respect a calmer response. You will build a good reputation this way.
2. Let everyone speak.
 - Allowing everyone to speak will help you understand the issues they are facing.
 - Take time to listen and try to learn something from the situation
 - Let the other person clarify his/her view and opinion on the issue
 - Apply a time-limit to the discussion. This will allow everyone to focus on the issue. This will mean a more matter-of-fact problem solving as opposed to an emotionally charged discussion
3. Choose your battles
 - Pick the issues that you simply cannot settle on and let other things slide
 - Being generous in compromises with your co-worker will make it easier to win on the issues you really care about.
 - To co-exist peacefully, try to approach interaction with co-worker OBJECTIVELY, rather than building a sense of hostility or defensiveness beforehand.
4. Avoid Gossip.
 - Professional relationships are highly important to productivity.
 - Workers who communicate at a personal level develop more trust with their peers.
 - It is inappropriate to turn from friendly conversation into gossip and rumor.
 - Gossips and rumor often poison entire offices.
 - When other employees try to share gossip with you, politely change the subject or remove yourself from the conversation
5. Use Business-like language
 - Emotions can easily deepen emotions in both parties. Therefore, use formal and professional language.
 - If you feel strongly about an issue and get passionate or emotional during a conversation, you may leave the meeting and return to the topic late

¹⁶ Op.cit Life Skills Curriculum page 152

Notes 6 -1 continued

6. Do not personalize disagreements.

- Do not take it personally.
- Be open to constructive criticism and keep in mind that turning conflict into a learning situation may greatly benefit your career.
- However, if the other party is clearly making personal attacks on you, it is best to walk away from the situation.

7. Repeat your opponent's words aloud

- When you are actively engaged in a conflict, you want the other person to hear you out and understand your point of view.
- It is easy to forget that the other side wants the same things – for you to listen and really hear what they have to say.
- Carefully and thoughtfully rephrase their ideas aloud so that they know you hear what they say.
- Not only will the other person appreciate your attention but by repeating their words you may very well gain a better understanding of his/her position

8. Be open to compromise

- Do not be rigid with your opinions.
- Show that you are flexible on certain aspects of a disagreement.
- Your willingness to compromise demonstrates that you are not letting negative emotions influence your behaviour or professional objectivity.
- A situation where the maximum people are benefitted is the best way to conduct oneself.

9. Find a mediator.

- If you find yourself in a fight with one person, it would be best to bring in a mediator.

10. Expect conflict

- It is not possible to avoid conflict entirely. Expect conflict as a part of the work. It is essential to learn how to deal with conflicts in a positive and productive way.



6 – 5

TO SUCCESSFULLY MANAGE A CONFLICT:

1. Identify the problem
2. Resolve the issue
 - Set ground rules
 - Listen
 - Give the other person time to speak
 - Ensure that you are hearing each other.
 - Describe your perspective
 - Acknowledge where you disagree and where you agree
 - Discuss the matter on which you disagree. Not the nature of the person
 - Brainstorm on possible solutions to the problem
 - Discuss proposed solutions
 - Reach an agreement
 - Thank the person.

Managing Conflict¹⁷

Conflict management involves implementing strategies to limit the negative aspects of conflict and to increase the positive aspects of conflict at a level equal to or higher than where the conflict is taking place.

To successfully manage conflict:

1. Identify the problem. – identify what is happening in order to find a good solution.
 - What exactly is the issue and how did it occur? Was everyone aware of the ground rules from the very beginning and which ones were broken?
 - Who is involved? Are there specific individuals who started the problem, and do they have a history of instigating conflict?
 - Are there any underlying causes or issues? Could there be a social, culture, ethnic or other misunderstanding?
 - What are the good options for conflict resolution?
 - How will these options influence every single party involved?
 - After considering everyone's viewpoint, which option to the best one to take?
2. Resolve the Issue
 - Set ground rules – agree to work together and set rules such as no-name calling, blaming, yelling or interrupting.
 - Listen – let each person describe their point of view without interruption. The point is to understand what a person wants and why they want it.
 - Give the other person time to speak – do not interrupt the person or judge what he/she is saying.
 - Ensure that you are hearing each other. When the other person is done speaking, ask the person to let you rephrase (uninterrupted) what you are hearing to ensure you are hearing it correctly. To understand the person more, ask open-ended questions (avoid "why" questions – those questions often make people feel defensive).
 - Describe your perspective – Use "I" not "you". Talk in terms of the present as much as possible. Quickly mention your feelings.
 - Acknowledge where you disagree and where you agree, - one of the most powerful means to resolve conflict is to mention where you both agree. Establish facts and issues that everyone can agree on and determine what is important to each person.
 - Discuss the matter on which you disagree, not the nature of the other person. – Ask, "What can we do to fix the problem". The person might begin to complain again. Then ask the same question. Focus on actions you both can do. Ask the other person if they will support the action (s). If the person will not, then ask for a "cooling off period".

¹⁷ Ibid. page 154

- Brainstorm possible solutions to the problem – list all options without judging them or feeling that they must be carried out. Try to think of solutions where everyone gains something
- Discuss the proposed solutions - negotiate and try to reach a compromise that is acceptable to everyone involved.
- Reach an agreement – Each person should state his/her interpretation of the agreement.
- Thank the person – It takes patience for a person to engage in a meaningful conversation during conflict. Acknowledge and thank the other person.



SESSION 7

GOAL SETTING

1.5 hours 

OBJECTIVES



By the end of this session, trainees will be able to

- Discuss the meaning, elements and classification of goals.
- Explain the steps in setting goals
- Demonstrate how to set their goals in life
- Create a plan for attaining a goal that is important to them

TRAINING MATERIALS



- ◆ Flip chart and markers
- ◆ Flip chart 7 – 1
- ◆ Flip chart 7 – 2
- ◆ Flip chart 7- 3
- ◆ Flip chart 7 – 4
- ◆ Flip chart 7 -5
- ◆ Flip chart 7 – 6
- ◆ Handout 7 - 1

Guidance

Trainer needs to provide guidance to the trainees in the completion of their “Personal Goals Inventory Form.

Overview

This session is divided into three parts:

Part one: the trainees discuss the meaning of goals and identify the elements to be considered in the definition of goals and the classification of goals. Goals need to be SMART: specific, measurable, achievable, realistic and time bound.

Part two: the trainees have a chance to gain practise, by defining individually a “mini goal” that can be achieved in 10 minutes in the classroom. Trainees are given the time to implement their goals. During the exercise, some obstacles arise which prevent some trainees from accomplishing their goals. Other trainees, perhaps, cannot achieve their goals because their goals are not SMART. From this experience, trainees appreciate the need to: define “SMART” objectives, become aware; operate with goals of different time frame, and assess the need to identify future obstacles to one’s goals and ways to surmount them.

Part three: the trainees are given the chance to set and write down their short, medium and long-term goals by filling out the Personal Goals Inventory Form.

Session Guide

1. Introduction
 - Introduce the session and its objectives.
 - Ask trainees. Give examples of goals. Write answers on the flip chart.
 - Introduce what is a goal. Flip Chart 7 - 1
2. Discussion on Goal
 - a. Tell trainees. There are many different kinds of goals. Flip Chart 7 – 2. Explain each kind of goal.
 - b. Tell trainees. For each kind of goal, we have a different time frame. Flip chart 7 – 3 (Time frame of goals). Explain.
 - c. Tell trainees. Goals should be S.M.A.R.T. (Flip chart 7 – 4). Explain and give example. (Refer to Note 7 – 1 for example).
 - d. Ask participants to give one goal. As a class develop the goal into a SMART goal.
3. Mini-goal setting exercise
 - a. Introduce the mini-goal setting exercise. Read instructions for the exercise. Show Flip Chart 7 – 5
 - b. Divide the class into 4 groups (A, B, C and D). Groups A and B will agree on a group goal that can be accomplished in 5 minutes. Group C will observe Group A, and Group D will observe Group B while they are accomplishing their goal. Allow each group to discuss their mini group goals for 10 minutes.
 - c. After the first two groups have finished accomplishing their goals, reverse the process. Groups C and Group D will this time make their own mini-goals and Groups A and B will observe.
 - d. After all the groups have performed their goals, process the activity. Ask the following questions:

- What did you consider when setting your mini-goal?
 - Was it difficult? Why?
 - Why could you accomplish your goal? Why could you not accomplish your goal?
 - What did you do to surmount the obstacles?
 - Did you foresee the obstacles you experienced in reaching your goal?
 - What did you learn from this experience in setting your goals?
- e. Point out. As a result of this experience, you became aware of: the difficulties in setting and achieving goals; the necessity to identify personal obstacles (e.g. lack of competencies or skills, being afraid to take risks) and other obstacles (e.g. social, legal, technological, financial, etc.) that can prevent the achievement of goals and foresee ways to surmount them; and the need to operate with goals of different time frame.
4. Goal Setting Exercise.
- a. Discuss the process of setting goals. Show Flip chart 7 – 6
 - b. Give handout 7 – 1 (Personal Goals Inventory Form).
 - c. Ask trainees to answer Question 1. (Write their short, medium and long-term goals). Allow 15 minutes.
 - d. Then ask trainees to Answer Question 2.1. Explain. When everyone is finished, go to the next question. Ask them to answer Question 2.1.a; then 2.1.b.; 2.1.c; and 2.1.d. Explain each question; give examples as required.
 - e. Process the activity. Ask the trainees. What did you learn from this experience of setting your goals? Was it easy or difficult? Why do you think it is important for us to set our goals?
 - f. Tell trainees. To accomplish the rest of their Personal Inventory Form as an assignment.
5. End the session. Summarize the important points in the session and emphasize the need to set SMART goals.



7 - 1

What is a Goal?

A goal is something you intend to do, something you want to achieve—the end that you strive for.





7-2

Goal Areas

- Attitudes
- Family
- Career
- Education
- Financial
- Health
- Pleasure
- Public Service
- Business

Types of Goals

- Short – term (less than 1 year)
- Medium – term (1 -3 years)
- Long – term – more than 3 years



7-3



7-4

SMART GOALS ARE:

- **S**pecific
- **M**easurable
- **A**ction-oriented
- **R**ealistic
- **T**imely

SMART OBJECTIVE SETTING

SPECIFIC

State exactly what you are aiming at knowing that it is within your ability. Goals are not vague or confusing.

Example: My goal is to have a bigger storage place for my charcoal business

MEASUREABLE

It is important to measure your progress; state what and when you want it.

Example: My goal is to have a bigger storage place for my charcoal business 6 months from now.

ACTION ORIENTED

Spell out exactly how you will achieve the goal; what will you do?

Example: My goal is to have a bigger storage place for my charcoal business 6 months from now. I will set aside \$5 every day for the facility.

REALISTIC

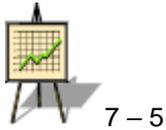
Realistic goals are possible; they may be hard, but they are not just a dream.

Example: My goal is to have a bigger storage place for my charcoal business 6 months from now. I will set aside \$5 every day from my net income of \$25/day.

TIMELY

Give yourself enough time to achieve your goal but not so much that you lose sight of your goal.

Example: My goal is to have a bigger storage place for my charcoal business 6 months from now. I will set aside \$5 every day from my net income of \$25/day. The cost of the facility is \$500. Since I sell charcoal 20 days a month, in 5 months will have the money.



7-5

Mini Goal Setting

Instructions:

1. After 10 minutes of discussion, write on a flip chart your mini group goal that fulfils the following conditions:

Specific

Measurable

Action Oriented

Realistic

Time bound

2. Accomplish this mini goal inside the classroom in 5 minutes
3. Wait for the go-signal to start accomplishing your goal.



How to Set Goals

1. Write your goals
2. Set the time frame of your goals. Set deadline.
 - Short – term
 - Medium – term
 - Long - term
3. Prioritize your goals from the most important to the least important. Decide what is important to you.
4. Specify the tasks or activities that you must perform to accomplish your goal.
5. Indicate how you will monitor your progress in meeting your goals.
6. Identify possible problems and obstacles that may prevent you from attaining your goal.
7. Identify ways to solve the problems and remove the obstacles in attaining your goal.
8. Break medium and long-term goal into short-term goals.



MY PERSONAL GOALS

Name _____ Date _____

1. Indicate in the spaces below as many goals as you would like (use extra sheet of paper if necessary)

1.1. Short-term goals (less than 1 year) what are my short-term goals?

1.2. Medium-term goals (1-3 years). What would I like to do or accomplish in the next three years?

1.3. Long-term goals (more than 3 years) - What would I like to accomplish in the long-term?

2. Prioritize your goals

2.1. My most important short-term goal

2.1a . How will this goal contribute to what you want to achieve in life?

21.b. How will you achieve your goal?

Activities	Resources Required	Time Frame

21.c. How will you measure or monitor your progress?

21.d. What problems/obstacles do you anticipate? Identify possible solutions.

Problems or Obstacles	Possible Solutions

2.2. My most important medium—term goal (1 -3 years)

22a. . How will this goal contribute to what you want to achieve in life?

22b. How will you achieve your goal?

Activities	Resources Required	Time Frame

22c How will you measure or monitor your progress?

22d What problems/obstacles do you anticipate? Identify possible solutions.

Problems or Obstacles	Possible Solutions

2.3. My most important long-term goal (more than 3 years)

23a . How will this goal contribute to what you want to achieve in life?

23b How will you achieve your goal?

Activities	Resources Required	Time Frame

23c How will you measure or monitor your progress?

23.d. What problems/obstacles do you anticipate? Identify possible solutions.

Problems or Obstacles	Possible Solutions

This exercise is for your reference. You may update it as you move along your path toward accomplishing your goals.

SESSION 8

EFFECTIVE TIME MANAGEMENT

1.5 hours 

OBJECTIVES

By the end of this session, participants will be able to

- Explain the importance of time management
- State the foundation of efficiency of time management
- Identify and discuss ways to avoid time wasters
- Prepare their “To do list” applying principles of good time management

TRAINING MATERIALS

- ◆ Flip chart and markers
- ◆ Flip chart 8 – 1
- ◆ Flip chart 8 - 2
- ◆ Flip chart 8 – 3
- ◆ Flip chart 8 – 4
- ◆ Flip chart 8 – 7
- ◆ Flip chart 8 – 8

Guidance

Trainer guides trainees through the main issues of time management and in filling out the forms for time wasters and action plan.

Overview

Time management is a complementary exercise for goal setting. The importance of time management and foundations of efficiency of management are discussed. Then the trainees are asked to identify their goals for the day and classify them according to importance.

In processing, the trainer guides the trainees through the main issues of time management: the need to set priorities, the link between goals and strategies. Tips for good time management and techniques to avoid time wasters are also discussed.

Trainees prepare their own personal plan of action to improve time management after identifying, discussing and listing their time wasters, possible causes and possible solutions.

Session Guide

1. Introduction

- a. Trainer introduces the session and its objectives. Introduce the exercise as a follow-up of the goal setting session.
- b. Brainstorm with the trainees what is time management? Write their answers on a flip chart.
- c. Show flip chart 8 – 1 (What is time management) refer to it with their earlier answers.
- d. Discuss the importance of balancing one's life with time management. Show flip chart 8-2.
- e. Brainstorm with the trainees the importance of time management. Write their answers on a flip chart. Complement their answers. Show flip chart 8 – 3

2. Group Work

- a. Tell participants. Achieving a balance in our daily life is important to make us more effective persons thus we need to manage our time properly. Introduce the foundations of efficiency of time management. (Flip chart 8 – 4). Explain each item.
- b. Discuss Time Wasters. What are they? Flip Chart 8 – 5
- c. Tell trainees to choose a partner. Give handout 8-1. Let each pair identify and analyse ways they waste their time and identify possible solutions to avoid the time wasters. Allow 15 minutes for the discussion.
- d. Gather all the trainees to a plenary. Ask each pair to give one time waster and possible solution. Write answers on a flip chart following the same format as the handout.
- e. Complement their answers on other time wasters and discuss possible solutions. Flip Chart 8 – 6
- f. Show tips on how to avoid time-wasters. Flip chart 8 - 7

3. Individual Work

- a. Tell participants. Using a combination of the techniques to avoid time-wasters, I want you to write “List of things you want to do or accomplish in the next 3 days”. Set your deadlines”. Allow 10 minutes.
 - b. After 10 minutes, ask them to rate the things they want to do according to priority. A = for most important; B = medium importance; C = least important
 - c. Processing. Ask trainees.
 - Do all daily activities really mean accomplishing the A’s?
 - Look at your list of things to do. Are the other, less important and easy-to-accomplish tasks consuming most of the time?
 - What can you do to ensure that you are using the best of your time?
 - What did you learn from the exercises we had today?
4. End the session.
- a. Tell participants. Make it a habit to write down the list of things you want to accomplish daily or within the week. Start with the most important tasks and always ask yourself if you are using the best of your time.



8 - 1

What is time management?

Is being able to allocate time as a resource so that one is able to :

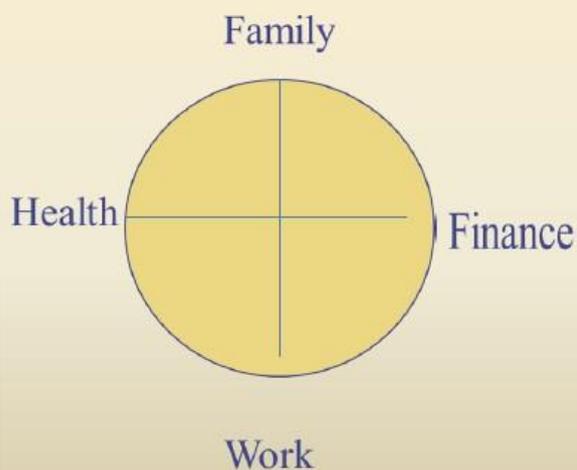
- **To get most output within given resources**
- **Get time for important issues in life**
- **Have right balance in wheel of life**
- **Feel securely satisfied, secure and on top of things**
- **Achieve one's goal**



8 - 2



Balance your life



- Balance in Life is important
- Recognize each aspect of life
- I am not getting enough time for family/personal life because of Work
- 80% of day is spent at work



8 - 3

Importance of time management

- Time is limited.
- Time is scarce.
- You need time to get what you want out of life.
- You can accomplish more.



8 - 4

Foundations of Efficiency in Time Management

- Make a record of how you use your time
- Observe your record for at least two weeks
- Identify your worst time wasters
- Cut back on time wasters which are generally unproductive demands on your time
- Introduce time savers (using an action plan)
- Monitor your performance until time saving becomes a habit



8 - 5

TIME WASTERS

Activities that do not contribute to accomplishing
your goals or the tasks that you set for yourself

Be conscious of them



8 - 1

List of time wasters

MY TIME WASTERS	POSSIBLE SOLUTIONS



8-6

POSSIBLE TIME WASTERS

- ◆ Unnecessary phone calls and text messages
- ◆ Disorganized filing system; disorganized desks
- ◆ Chatting and gossiping
- ◆ Watching too much TV
- ◆ Playing computer games too long
- ◆ Too long in Facebook
- ◆ Helping out everyone
- ◆ Dealing with everything as in a crisis
- ◆ Stack of papers and materials to read
- ◆ Too many visitors and social calls
- ◆ Too many breaks
- ◆ Too many meetings
- ◆ Doing many things at the same time
- ◆ Postponing work that should be done right away



8-7

Techniques to Avoid Time Wasters

The “Single Notebook” technique:

Consolidate all your notes to yourself in one single notebook; do not depend on small sheets of paper which are loosely scattered everywhere.

The “Divide and Conquer” technique:

Chop large jobs into small tasks which are manageable. Divide your available time into small segments to finish each task in small stages until the whole task is completed.

The “Must do; Good to do; Nice to do” technique:

Have a way of prioritizing your list of “things to do” according to the consequences which will occur IF YOU DON’T DO THEM.

The “Batching” technique:

Do what can be done in batches so that you avoid repetition, especially if you have to travel far to accomplish the tasks.

Organize your files

SESSION 9

PLANNING AND DECISION MAKING

2 hours 

OBJECTIVES

By the end of this session, participants will be able to:

- List the basic considerations for effective planning and decision making.
- Explain the factors that influence decision making
- Make and execute a simple plan

TRAINING MATERIALS

- ◆ Flip chart and markers
- ◆ Flip chart 9 – 1
- ◆ Flip chart 9 – 2
- ◆ Flip chart 9 – 3
- ◆ Handout 9 – 1
- ◆ Waste Bin
- ◆ Plastic balls
- ◆ Masking tape

Guidance

The trainers should prepare in advance all the materials needed for the exercise. A trainer and assistant trainer are needed to facilitate the exercise.

Overview

This session on planning and decision making will use of the simulated learning activity, the “Ball Toss Game” version 2. The trainees will form companies and compete with each other in the Ball Toss Market. The exercise is done with real money investment stimulating different market conditions. The “companies” will start with preparing their plan to compete in the Ball Toss Market. During the game, the trainees will have the opportunity to execute their plan and assess the impact of their decision vis-à-vis their goals.

Session Guide

1. Introduction
 - a. Trainer introduces the session and its objectives.
 - b. Ask the trainees. What do you understand by the word “Planning”? Write the answers on a flip chart. Agree on the group’s definition of Planning.
 - c. Ask trainees. What are the characteristics of an effective plan? Write the answers on a flip chart. Allow some discussions among the trainees. Complement their answers. Show Flip chart 9 – 1 (Characteristics of an Effective Plan).

2. Group Activity – Ball Toss Market

Preparatory Phase

- a. Tell trainees. We are going to have a group activity where you will practice some of the entrepreneurial qualities including systematic planning and decision making.
- b. Form four groups.
- c. Explain the rules of the game. Show Flip chart 9 – 2

Planning Phase

- a. Trainer monitors and observes how each group conducts their planning sessions. Take note of the strategies that they are trying to employ, the participation of all the group members in the planning, who is leading the discussion and others.
- b. Allow at least 20 minutes for the planning session

Action Phase

- a. Gather all the groups. Ask each company how much they will invest in the business. Write their investments and the number of balls in a flip chart. Fill in the first three columns of Flip Chart 9 – 3
- b. Give handout 9-1 (Company’s performance chart) to a member of each group to record the performance.
- c. Companies execute their respective actions. The trainer conducts the exercise and invites the three players of the first group to throw.
- d. The scores obtained by each player are announced.
- e. After the round of the first company, the trainer invites the second group and so on.
- f. When all the companies have played, tally the earnings. Fill in the last two columns of flip chart 9 – 3.
- g. Give the awards earned.

3. Processing of the Activity

- a. Trainer asks the following questions company:
 - What factors did you consider during your planning session in terms of the investments you will make; the players, the distances and how much you want to earn?
 - How do you feel about your company’s performance?

- What strategies did you apply to achieve your performance? Which one of the strategies was most effective? Did you change strategy along the game? Why?
- What lessons do we learn from this experience in terms of planning and decision making?

4. Conclusion. Trainer recaps the main points learned during the exercise.



9 – 1

Characteristics of an Effective Plan

- The plan is stated clearly in terms of desired results
- It is put into writing
- The people who will be responsible for its implementation have drafted it
- It has been communicated to all those who will be involved for comments.
- One person is ultimately accountable for its implementation.
- A specific data is established for its completion.
- Criteria for success of the plan and how to apply those criteria are determined
- Intermediate review steps for GO/NO GO decisions or revisions of the plan are possible through the implementation period
- Potential problems that may arise during implementation are identified and anticipated with preventive action



9 – 2

RULES OF THE BALL TOSS GAME

- The Ring Toss Market is very competitive. As in real market, companies have to invest to enter the market.
- Each group is a company. Choose the name of your company.
- Set your goals (how much you want to earn as a company) and make a plan on how to achieve this goal.
- Each member decides on how much to contribute toward the company's investment funds into the business.
- Decide on how to divide the earnings and losses, if any.
- Each company will record their own transactions

THE BALL TOSS MARKET

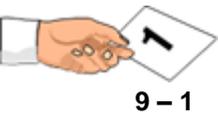
- Each ball costs \$ ____ (decide on the price of each ball considering the financial capacity of the trainees)
- Minimum starting point is Position No. 4
- Each ball scored at Point 4 has a return of \$ ____ (two times the cost of the ball) increasing by the same amount for each higher position.
- The company will choose **ONLY THREE** of its members to toss the balls purchased.



9-3

**COMPANY INVESTMENT AND PERFORMANCE
IN THE BALL TOSS MARKET**

Name of the Company	No. of Balls	Total Investment	Total Earned	Income or Loss



COMPANY'S SCORING SHEET

COMPANY'S SCORING SHEET													
	First Throw				Second Throw				3rd Throw				
	Distance	Yes	No	Earnings	Distance	Yes	No	Earnings	Distance	Yes	No	Earnings	Total Earnings
Company A													
Player A													
Player B													
Player C													
Total Earned													
Company B													
Player A													
Player B													
Player C													
Total Earned													
Company C													
Player A													
Player B													
Player C													
Total Earned													
Company D													
Player A													
Player B													
Player C													
Total Earned													

SESSION 10

SOCIAL SKILLS

2.5hours 

OBJECTIVES

By the end of this session, participants will be able to

- Explain social activities, social skills and social interactions
- Explain the importance of different social skills
- Identify different social skills required in everyday life and in the working environment

TRAINING MATERIALS

- ◆ Flip chart and markers
- ◆ Flip chart 10 - 1
- ◆ Flip chart 10 – 2
- ◆ Flip chart 10 – 3
- ◆ Flip chart 10 – 4
- ◆ Flip chart 10 - 5
- ◆ Flip Chart 10 – 6
- ◆ Flip Chart 10 – 7
- ◆ Flip Chart 10 – 8
- ◆ Flip Chart 10 – 9
- ◆ Flip Chart 10 – 10
- ◆ Flip Chart 10 – 11
- ◆ Note 10 – 1
- ◆ Note 10 – 2
- ◆ Handout 10 - 1

Guidance

Social skills are important in day-to-day life. It is the way a person behaves in different social situations and interacts well with others. Well-developed social skills can help build a strong and positive peer and family relationship as well as better interaction at the work-place and with customers and suppliers.

Introduction to the session will start with a role play. See Note 1 for the role plays. Choose the actors/actresses among the trainees. Give them the roles they will do prior to the session.

Overview

This session will touch on different social skills. The session will start with role-plays showing some social skills that need to be developed or improved. This is followed with discussion on common social skills that tend to be taken for granted. Discussions on social skills using the telephone and SMS will also be discussed. The trainer is encouraged to interject other social skills within the context of the cultural environment.

Session Guide

1. Introduction
 - a. Introduce the session. Tell the trainees. In this session, we will discuss social skills.
 - b. Show flip chart 10-1. Tell trainees. A person with social skills knows how to behave in different social situations, and interacts well with others. This is demonstrated through manners, etiquette and body language as well as what you say and do not say. We are not born with these skills. It is a process that begins at birth and continuous throughout life.¹⁸
 - c. Tell trainees. When we speak about social skills, we relate them also to social activities and social situations. Show flip chart 10-2. Give examples. Tell trainees. In these social activities and where we are around people we interact. This is what we call social interaction. Show flip chart 10-3.
 - d. Tell trainees. Since we are around people every day, we need to hone our social skills since having good social skills will ultimately contribute to one's success. Introduce the next activities. Tell trainees. Let us go through some of these important social skills.
2. Conduct the four activities on social skills. (Refer to Note 10 – 1 for instructions). When the trainees finish the activity, immediately process.
3. Tell trainees. Now we will discuss and remind ourselves about other important social skills.
4. **The Magic Words**
 - a. Tell trainees. There are four important words that we should always practice to say. Show Flip chart 10-4
 - b. Discuss each magic word. Refer to Note 10-2
5. **Telephone Etiquette and SMS Etiquette**
 - a. Tell trainees. Telephone and Cell phones have become a part of our everyday life. To maintain good communication and personal interactions, let us discuss the proper etiquette in using these devices.
 - b. Tell trainees. Let us brainstorm on the proper etiquette when receiving or making a phone call. Write the answers on the board.
 - c. Complement their answers. Show Flip chart 10-5. Allow time for discussions.

¹⁸ Ibid page 138

- d. Present flip chart 10-6 tips on how to make calls (outgoing) and flip chart 10 -7 how to receive calls (incoming). Tell trainees these are very useful tips in the work and business environment.
 - e. Tell trainees. Now let us talk about SMS. This means short messaging service. What are the norms or things that we should consider when composing or receiving an SMS? Write answers on a flip chart.
 - f. Complement their answers. Show flip chart 10-8.
6. **Attending Social Gatherings such as weddings, dinners, official functions, office parties and other social gatherings**
- a. Tell trainees. Attending social gatherings such as parties and official functions are part of our social and cultural obligations as well as good for our own relaxation.
 - b. Ask trainees. What benefits do you get from attending a party (of friends/relatives; office party; party of customers or suppliers). Write answers on the flip chart. Allow for time for discussions among the trainees.
 - c. Ask trainees. What things should not be done at a party? How should one behave in a party? Write answers on the flip chart. Allow time for discussions and sharing of experiences among the trainees. Interject common some none-acceptable practices such as: taking too much food and not eating them; hiding food to take home; taking food home without the knowledge of the host/hostess; drinking too much alcohol/beer; taking along other people to the party without informing the host/hostess; etc.
 - d. End the discussion by summarizing the key points to consider in attending social gatherings.
7. Tell trainees. Here are other social skills that we need to be aware of. Show Flip Chart 10-9 (General Social Skills) Go through each one. Explain as required and discuss. Ask inputs from other trainees.
8. Show Flip chart 10-10(Social skills for cooperative work and learning). Explain and discuss. Give examples. Ask inputs from other trainees.
9. Show Flip chart 10-11 (Social skills in a work environment). Explain and discuss. Give examples. Ask inputs from other trainees.
10. End the session.
- a. Give the trainees handout 10-1. Tell trainees. Now that we have discussed social skills, rate how you are doing with your social interaction. Explain the instruction. Allow 15 minutes for this activity. Discuss interpretation of the scores. Tell trainees to answer the questions as an assignment.
 - b. End the session. Emphasize that they should consciously improve on their social skills as this will contribute to the attainment of their goals and success in life.



10 – 1

SOCIAL SKILLS¹⁹

These are skills that you need when interacting with others.

These are competencies that allow us to:

- Initiate and maintain positive and social relationships with people of different ages, backgrounds, beliefs and cultures
- Cope effectively with the larger social environment
- Adjust in an the work or learning environment by making friends and resisting negative peer pressure



10 – 3

SOCIAL ACTIVITIES

These activities are based on doing things with others. It is an important key to well-being of a person.

They include:

- Spending time with friends
- Attending parties
- Being involved in team sports
- Attending religious services
- Phoning a friend, family member or customers



10 – 3

SOCIAL INTERACTION

- Interaction is where you are around other people.
- These could be family, friends, teachers, customers, suppliers, co-workers or just people in the community.

¹⁹ Ibid.

- Anytime you are around people you interact.

Note 10 – 1

ACTIVITIES FOR SOCIAL SKILLS²⁰

I. Listening Skills Activity

Objective: The purpose of this activity is to increase listening skills and social interaction

Instruction:

1. Choose 8 volunteers from the trainees to participate in the activity.
2. Cut out each question and put in a box. (The questions are illustrative. Trainer can make different questions appropriate to the trainees)
3. Let the 8 volunteers form a line. The other trainees watch and observe.
4. The first person pulls out a question and reads it aloud and answers it.
5. The second person must repeat the first person's answer to prove he or she was listening before picking a question.
6. The second person picks the next question.



If you could be anywhere today, where would you go and why?
Who do you look up to most and why?
What is (was) your favourite subject in school and why?
What are you afraid most?
Who are you? Describe yourself.
What animal would you be if you could be anyone and why?
What color best describes you and why?
What do you dream most about often?
What is your favourite month of the year and why?
What do you want to be in the future?

²⁰ Building Social Skills through activities, Danny Wayne Petry II; www. DannyPetry.com and <http://www.sagepub.com/upm-data/24590> Chapter 7

7. Processing the activity – Ask the trainees the following questions:

- What did this activity require you to do?
- How do you feel when someone does not listen to you?
- Why is it important to listen?
- How do you feel when others interrupt you?
- Why is it important to wait until your turn before speaking?
- Why is listening an important social skill that we should have?

II. Being observant (Choose 1 activity)

Activity 1 - What went missing?

Put different objects on a tray or on a table. Ask all the trainees to have a look at the table for 2 minutes. Cover the tray or table. Ask the trainees to close their eyes. Remove one or two objects from the table/tray. Ask them to identify which are missing.

Activity 2 – What is new?

Ask a trainee to leave the room. Tell her to change something of her appearance in some way. She comes back to the room. The other trainees identify what has been changed.

Activity 3 – Who is the leader?

Ask two trainees to leave the room while the rest of the trainees choose a group leader. The leader starts an action and the other follow. The leader changes the action periodically and the persons who went out guesses who the leader is.

Processing: (for any of the above activities)

Ask the trainees:

- Why is being observant an important social skill to develop?

III. DEVELOPING FRIENDS

Activity 1 – Role Play Joining a Group Discussion

Ask three volunteers. Two of the trainees start a conversation and the third one tries to join the group conversation. The two try to block the other person who wants to join the conversation.

Processing: Ask the trainees. How does it feel to be excluded? Allow discussions. Ask trainees to identify ways of joining the discussions. Tell trainees. Being able to join discussions is also a social skill in developing friends (in school, at the workplace or social gatherings)

Activity 2 – Positive Feedback

Write the name of each trainee three times. Cut them out and put in a box. Mix the names. Give each trainee three ½ sheet of bond paper. Then ask each trainee to pick three papers in the box. Instruction: Give a positive feedback to each name you have picked then give it to her/him.

Processing: Ask the trainees how they felt when they got the positive feedbacks. Write answers on a flip chart. End the activity. State that giving positive feedback reinforces friendship and social ties. Hence, be generous with your positive feedbacks.

IV. SOCIAL INTERACTION AND COOPERATION

Objective: The purpose of this activity is learning to work together and make agreements

Activity: The ship is SINKING

Tell trainees. You are in a ship that is about to sink. Think of three items you have with you that you would like to save.

After writing what the trainees want to save, divide the trainees into five groups. Tell trainees. As a group you will be taking the lifeboat. You will only be aloud as a group to take with you 8 items. Allow 15 minutes for the discussion.

Processing: Ask the trainees:

- What was the purpose of this activity?
- How did you work with your team?
- How did your team make agreements and decisions?
- Do you feel that your views were considered by the group?
- Can you think of situations (either at work, business, family, etc.) where you have to cooperate and make agreements?
- What did you learn in this exercise on how to negotiate and work with a team?



10-4

The MAGIC WORDS

- PLEASE
- THANK YOU and YOU ARE WELCOME
- EXCUSE ME
- I AM SORRY





10 -5

TELEPHONE ETIQUETTE²¹

For carrying out business transaction, telephone is the most important tool. Telephone is now a part of us and it is with us. It is necessary to speak about telephone etiquette.

Here are some useful tips

- Greet the opposite party
- Speak clearly and precisely
- Speak in a pleasant tone
- Don't shout over the phone
- Don't speak very fast. The other party may not be able to understand what you are saying
- Don't attend calls when you are eating or chewing a gum.
- Even if they do not see your facial expression, smile while speaking over the telephone.
- Don't interrupt while other person is speaking.
- During the conversation use the person's name
- Have notepad near the telephone, so that you can note down things during the conversation.



²¹ <http://www.citehr.com/163458-telephonic-etiquette-skill-gaps.html#ixzz2isPiNsvd>



10 – 6

TIPS FOR MAKING BUSINESS OR OFFICIAL CALLS²² (OUTBOUND CALLS)

- Dial carefully and slowly. You may have a chance to dial a wrong number when you dial in a hurry.
- Let the phone ring a reasonable time. (3 to 4 times)
- If it is a wrong number, apologize and promptly hang-up.
- Start with a greeting.
- Introduce yourself with your name and company name
- Start the purpose of calling with “This is regarding...”
- Ask whether it is preferable time to call them or not. If yes, continue. If not, ask for their preferable time when you can call back. Make your call in their preferred time, not yours.
- Prepare the issues or matter you wish to talk about before calling.
- Listen to the other party’s conversation carefully.
- Wind up the call saying “Thank you and good-bye”



10 – 7

TIPS FOR RECEIVING INCOMING BUSINESS OR OFFICIAL CALLS

- Answer the phone promptly. Do not allow the phone to ring a long time.
- When answering the phone, introduce yourself and if applicable the name of the company/business. Example: Good morning, this is Mattar Business Center; Isaac speaking.
- If you are not person they called for or the why they called for, pass the phone to the appropriate person. Cover the phone receiver with your hands when you are calling for that particular person.
- If that particular person is not available, then say politely that the person is not available and if they want to leave a message. Take note of the message and convey the message promptly.
- Close the call with a pleasing thank you.

²² Ibid.



10 – 8



SMS ETTIQUETTE²³

- Common courtesy rules. Composing an SMS while you're in a face-to-face conversation with someone is just about as rude as taking a voice call.
- Remember that SMS is informal. SMS shouldn't be used for formal invitations
- Do not get upset if you don't get a reply. Before you text someone and get frustrated at the lack of a response, be sure that they are familiar with how to use the service, and that their carrier will accept messages from yours.
- Be aware of your tone and what you write. What seems to you to be a completely harmless message may be grossly misinterpreted by the recipient, causing certain discomfort if not irreparable harm.
- Don't SMS while you're driving. Talking on the phone is bad enough.
- Do not use slang language. Don't expect your superiors at work to be familiar with the SMS lingo of the streets.
- Be conscientious of others' schedules. Don't assume that because you are awake, working, or not busy that the person you're texting is as well.
- If it is immediate, make a voice call. If you can't get through and your text message is ignored, there's probably a good reason. There are still some times when people don't even have a thumb free to respond.
- Remember that your phone does have an off button. There are very, very few things in the world that absolutely cannot wait.

²³Top 10 List of SMS Etiquette <http://www.wirelessdevnet.com/newswire-less/thefeature04.html>



10-9

GENERAL SOCIAL SKILLS WE SHOULD CONSIDER²⁴

- Being on time
- Using appropriate loudness and tone of voice
- Encouraging everyone to participate
- Learning and using peoples' names
- Looking at the person who is speaking
- Making eye contact with others when speaking
- Checking one's own understanding and asking appropriate questions
- Describing one's own feelings when appropriate
- Keeping remarks to an appropriate length
- Building on others' comments and ideas
- Supporting others, both verbally and nonverbally
- Asking for direction or assistance
- Participating appropriately in small talk
- Initiating and responding to humor

²⁴ Teaching Social Skills, Christine D. Bemer and John Smith, NCSET Publication, October 2004



10 – 10

SOCIAL SKILLS NEEDED FOR COOPERATIVE WORK AND LEARNING²⁵

- Moving into work groups without disturbing others
- Staying with one's own group
- Respecting time limits
- Setting and abiding with group norms
- Staying on the topic
- Offering to explain or clarify
- Criticizing ideas, not people
- Including everyone



10 – 11

ADDITIONAL SOCIAL SKILLS REQUIRED IN A WORKING ENVIRONMENT

- Giving and responding to instructions
- Greeting customers
- Responding to criticism
- Greeting superiors and co-workers

²⁵ Ibid.

THE MAGIC WORDS²⁶

PLEASE

Using “please” expresses both respect and consideration to those with whom we are interacting because it changes a command into a request. It sets the tone for whatever follows and is one of the most important universal manners.

THANK YOU AND YOU ARE WELCOME

Most people know to express their thanks for gifts, favors, awards and the like. But we sometimes fail to recognize and show appreciation for the everyday courtesies that come our way, such as when someone holds a door or lets us go ahead in line. Expressing thanks for these little services is a sign of civility.

When someone says “Thank you” the best response is “You’re welcome”. Don’t be shy. Accept the credit for kindness. It is subtle, but an “It was nothing” is actually saying that you place no value on what you did. By accepting thanks graciously you can also encourage the “thank you” habit.

EXCUSE ME

“Excuse me” expresses your awareness that you have inconvenienced someone else. Make it a habit to excuse yourself whenever you do the following:

- Make a necessary interruption. Example: “Excuse me, but you have a phone call.”
- Make a request. Example: “Excuse me, but this is the non-smoking section”.
- Acknowledge an error. Example: “Excuse me, but I did not realize that you were already waiting in line”.
- Leave a conversation. Example: “Excuse me, I wish I could chat longer, but I have to leave now”.
- Get up from the table. Example: “Please excuse me”

I’M SORRY

Making and accepting apologies gracefully are acts of courtesy and maturity and they are important for matters both big and small. Sincere apologies can defuse volatile situations. It is hard for most people to remain angry with someone who takes responsibility for his own actions. I’m sorry is also one of the simplest and often kindest ways to express sympathy or regret. A job loss, an illness or a death in the family are all times when you may say sorry.

²⁶ Life Skills Curriculum. Op cit. 138

**SOCIAL INTERACTION CHECKLIST**

Instructions. Answer the following questions. Place a checkmark in the column to identify your answer.

Social Activities	Always	Sometimes	Never
1. I get together with friends			
2. I attend meetings/classes			
3. I join clubs or organizations			
4. I do volunteer work			
5. I spend time with family			
6. I talk on the phone or write emails/letters/text			
7. I attend religious services			
8. I spend time with friends/colleagues			
9. I join sports teams			
10. I go to parties			

Social Skills	Always	Sometimes	Never
11. I am friendly			
12. I say nice things about people			
13. I smile			
14. I listen well			
15. I wait until my turn before speaking			
16. I let people know I love/care for them			
17. I am honest			
18. I get well along with others			
19. I share and take turns with others			
20. I think about how others might feel			

Benefits of social interaction	Always	Sometimes	Never
21. There are people who will help me			
22. I have friends to interact with			
23. I feel good about myself			
24. I feel I belong			
25. I trust my friends			
26. I feel confident about myself			
27. I feel my family cares about me			
28. I feel healthy			
29. I take care of myself			
30. I receive compliments			

Scoring: Score 2 points for always, score 1 point for sometimes and score 0 for never

MY TOTAL SCORE: _____

INTERPRETATION OF SCORES

Under 12	Major need for social interaction
12 - 23	Below balance in social interaction
24 - 35	Balanced level of social interaction
36 - 47	Above balanced level of social interaction
48 - 60	Highest level of social interaction

- Which one did you have more “always” checked?
 - Social activities
 - Social Skills
 - Benefits of social interaction

- What did you learn about yourself from this activity?

SESSION 11

ENTERING THE PROFESSIONAL WORLD

1.5 hours 

OBJECTIVES

By the end of this session, participants will be able to

- Explain the meaning of paid employment, self-employment and entrepreneurship and discuss the advantages and challenges of each one
- Identify the skills and competencies required in paid employment and self-employment/entrepreneurship
- Enumerate the contributions of businesses
- Explain the link between being entrepreneurial with life skills

TRAINING MATERIALS

- ◆ Flip chart and markers

Guidance

This session summarizes all the learning of the Entrepreneurial Awareness, Work and Life Skills Module. The message that this session will put across is the importance of developing entrepreneurial characteristics as part of work and life skills to achieve success whether through employment or self-employment. This also serves as an introduction to the module on Setting Up and Managing a Business.

Overview

This session will discuss the following:

- Concept of paid employment, self-employment and entrepreneurship
- Advantages and challenges of paid employment and self-employment/entrepreneurship
- Work and Life Skills required in paid employment and self-employment/entrepreneurship
- Contributions of businesses to society
- Link between life skills and entrepreneurial competencies
- Tips on how to become more entrepreneurial

Session Guide

1. Introduction

- a. Tell trainees. This is the last session of the module. In this session, we will see the link between entrepreneurial competencies and life skills and the need to develop entrepreneurial competencies to be successful at work or in business.
- b. Ask trainees. What is paid employment? Write the answers on a flip chart. Agree on a consensus on the meaning of paid employment.
- c. Ask trainees. What is self-employment? Write answers on a flip chart. Agree on a consensus on the meaning of self-employment.
- d. Ask trainees. What is entrepreneurship? Write answers on a flip chart. Agree on a consensus on the meaning of self-employment.
- e. Discuss the difference between self-employed and entrepreneurship or being an entrepreneur. (Self-employed people work for themselves and responsible for generating their source of income by establishing a business or selling their services. An entrepreneur is also self-employed, but starts new things and introduces them into the market place. The basic distinction between entrepreneurship and self-employment revolves on the existence of an innovative business idea or concept.)

2. Group Work 1

- a. Divide the class into 4 groups. Ask each group to discuss the following:
Group 1. Benefits and advantages of paid employment
Group 2. Challenges of paid employment
Group 3. Benefits and advantages of self-employment/entrepreneurship
Group 4. Challenges of self-employment/entrepreneurship
- b. Allow 15 minutes for the group discussion.
- c. Plenary. Each group presents the results of the group work. Allow discussions.
- d. When all groups have presented, compliment their presentations. Show Flip Chart 11-1 and 11-2. Refer to the group answers as needed.
- e. Tell trainees. While we see that being self-employed or being an entrepreneur has a lot of challenges, they also provide an enormous contribution to the economic development of the country. Show flip chart 11-3

3. Group Work 2

- a. Tell participants. What we have been discussing throughout the module is entrepreneurial awareness, work and life skills. Show flip chart 11-4, followed by 11-5 and 11-6.
- b. Tell trainees. Get together with your earlier group. Ask the groups to discuss and answer the question:
 - Groups 1 and 2 – Based on what you have learned and in your own experience, what are the life skills and competencies required of an employee?
 - Groups 3 and 4 - Based on what you have learned and in your own experience, what are the life skills and competencies required of a self-employed person/entrepreneur?
- c. Allow 20 minutes for the discussion.

- d. Plenary.
 - Groups 1 and 2 will present. Identify similarities and consolidate the answers as one.
 - Groups 3 and 4 will present. Identify similarities and consolidate the answers as one.
 - Ask the trainees. Compare the two answers. Are there any similarities? Which one are they. What do we deduce from this exercise?
 - Tell trainees. As we have seen from your group work, whether a person is employed or self-employed or an entrepreneur, the life skills required are the same.
 - e. End the discussion. Show flip chart 11 -7.
4. Review of the entrepreneurial qualities that need to be developed. (How to be pro-active)
 - a. Tell trainees. Before we end the session and the module, let us review how we can best develop entrepreneurial qualities, which are part of life skills.
 - b. Give handout 11-1 (How to be more proactive). Ask a trainee to read each one aloud. After reading one item, ask if there are any clarifications. Discuss.
 5. End the session.
 - a. Tell trainees. Remember that life skills development is a life-long process. Continue to develop your life skills as this will lead to your employability and success in one's business.
 - b. Thank all the trainees for their active participation during the module.
 - c. Tell trainees. The next training module will teach you how to set up and manage a business.



11 – 1

Benefits of Paid Employment	Challenges of Paid Employment
Specific (or fixed) responsibilities	Follows orders
Steady income	Set income
Fringe benefits	Limited responsibility
Fixed hours of work	Difficult to implement ideas
More certain future	Dependent on the employer.
Set span of control	
Minimal risks	



11 - 2

Benefits of Self – Employment	Challenges of Self – Employment
Leads rather than follow	Long irregular hours of work
Can be creative	Broad responsibilities
Potential income unlimited	Income not stable or guaranteed
Independence	No fringe benefits
Can take initiative	Always involved in business finances
Controls work environment	No time to do personal work
Give orders	Uncertain future
	Learning never ends
	Hard to delegate work
	Too much paper work
	Dependent on employees



11-3

THE SELF-EMPLOYED OR ENTREPRENEUR THROUGH THE BUSINESS

- Provide the goods and services which members in the community or group need but cannot provide themselves.
- Earn profits that help the economy grow.
- Provide jobs.
- Help other entrepreneurs succeed and grow
- Create and produce in the economy, which make the country depends less on imports, or goods that come from other countries.
- Help develop small towns and cities and thus stem the migration of rural people into the big cities.



11-4

Life Skills and Entrepreneurial Competencies

Definition by World Health Organization

“the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”



11 – 5

Core life Skills (UNICEF, UNESCO, WHO)

- Problem solving
- Critical thinking
- Effective communication skills
- Decision making
- Creative thinking
- Interpersonal relationship skills
- Self awareness building skills
- Empathy
- Coping with stress and emotions



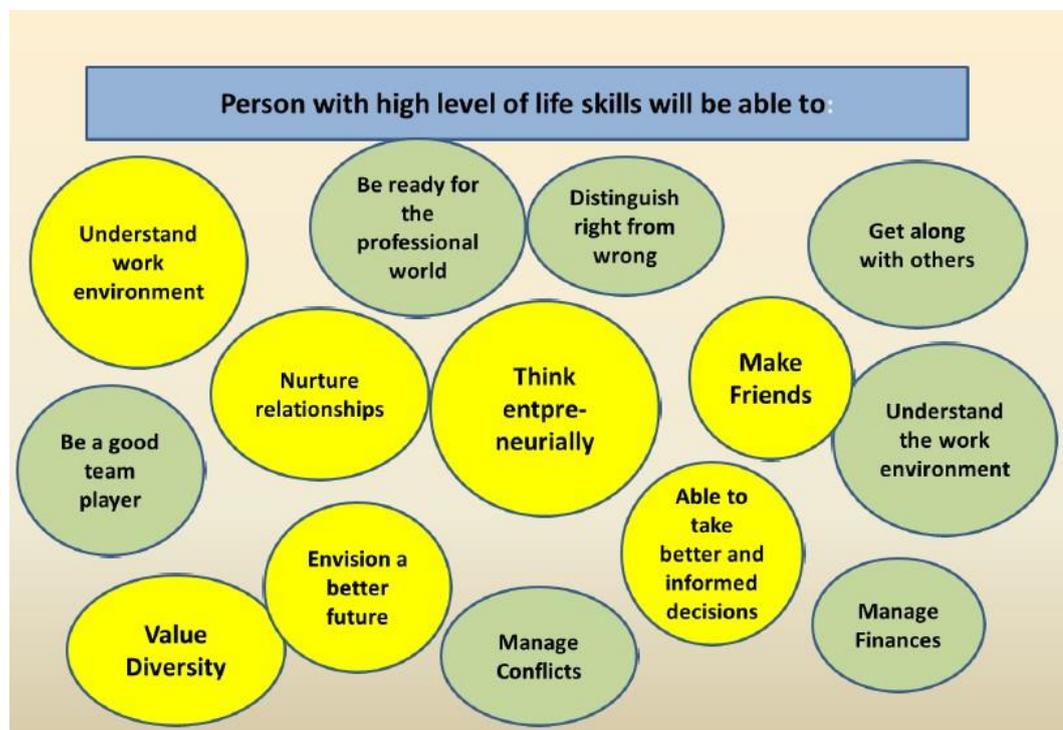
11-6

Categories of Life Skills

- **Personal Skills** – skills for analyzing and using personal choices, take effective decisions, manage oneself
- **Social Skills** – skills that allow us to communicate, persuade, interact with others without undue conflict or disharmony
- **Professional Skills** – promote entrepreneurial thinking, career advancement and growth



11-7





11-1

Tips: What I can do to be more pro-active

INITIATIVE

- Actively find solutions to problems of your own and others
- Take charge and take on challenging tasks
- Take immediate action to solve problems
- Foresee and prepare for future needs, problems and opportunities

Opportunity Seeking

- In times of need, share responsibilities and burdens
- Identify opportunities, benefiting from unusual occasions and not giving up
- Identify and spot opportunities for the development and benefit of others

Information Seeking

- Continuously collection information to achieve one's goal
- Question people for ideas and information
- Take out and process information, communicate your views to others
- Contact and seek advice from technical experts
- Learn through trial and error; exchange information with your co-workers
- Seek new tools, methods, opportunities, technologies for the benefit of people and inform others on time

Demand for Efficiency and Quality

- Find ways to complete the work in the shortest time period with less resources and minimum costs; balance expenses and benefits
- Maintain standards or improve performance by using information and new techniques
- Aim for better, faster work that sets examples for others

Enhanced Work Standards and Passion

- Complete the work within deadlines and help others
- Use substitute or alternative ways and find solutions without waiting for others

Risk Taking

- Take calculated risks and search for alternatives
- Carry out risk management and take steps to tackle possible losses
- Include yourself in challenging and risky situations
- Foresee possible pitfalls
- Stay persistent and take definite steps

GOAL SETTING

- Set meaningful and challenging goals and targets for yourself
- Explain and describe long-term targets in detail
- Set short-term and limited targets.

SYSTEMATIC PLANNING

- Systematically plan and execute to achieve goals
- Manage your time effectively
- Look ahead and modify your work according to time demands
- Learn from past experiences and anticipate possibilities

PROBLEM SOLVING

- Find new ways to reach goals
- Find more than one way to solve problems
- Find innovative solutions to different problems

PERSISTENCE

- Try repeatedly to remove obstacles for your goal path
- Do not give up when things seems difficult
- Do not regret anything
- Control your anger and remain principled
- Keep an eye on goals and results and stay determined
- Do not let anything distract you

COMMITMENT TO WORK CONTRACT

- Complete the job as per contract with full energy and veracity
- Take responsibility for any problems that might come up and rectify accordingly
- Strive to achieve a collective goal by giving up personal gain
- Be willing to work hard to achieve your goal
- Work overtime if your work requires

SELF-CONFIDENCE

- Discover and free yourself physically, mentally and socially from other's control and manipulation
- Be confident in completing your tasks and accepting challenges
- Live-up to your full potential by honestly striving to achieve your goal
- Do not let anything discourage you

PERSUASION AND NETWORKING

- Convince and persuade others to help your purpose and enlist their help
- Use different modes of communication to achieve your targets and collaborate with appropriate people
- Do your research on people and their interests so that you may be able to convince them about your cause

Remember

LIFE SKILLS DEVELOPMENT IS A LIFE-LONG PROCESS.



**EMPOWERMENT
ENTREPRENEURSHIP
EMPLOYABILITY**

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