

Work Readiness Soft Skills Program



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Preface

Welcome to Education For Employment! Education For Employment (EFE) is an affiliated network of locally-run non-profit organizations that provides young people in the Middle East and North Africa **with the tools to start a job, build their futures and give back to their communities.** EFE's mission is to create economic opportunity for unemployed youth in the Middle East and North Africa (MENA) by providing world-class professional and technical training that leads directly to jobs and entrepreneurship support.

Locally-run, non-profit EFE affiliates are based in Egypt, Jordan, Palestine, Morocco, Tunisia, Yemen and Saudi Arabia. EFE-Global offices in the United States (Washington, DC and New York City), Europe (Madrid) and the UAE (Dubai) provide capacity building and technical assistance to the MENA region EFE affiliates, including support in business development, communications, compliance, program and grants management, monitoring and evaluation and educational innovation. EFE and its local affiliates offer a strong record of accomplishment made possible through local knowledge paired with an international team of youth workforce development experts.

The EFE approach focuses on market demands, targeting high growth sectors, and private sector partnership development that informs world class training, all leading to graduates linked to jobs, as **well as entrepreneurship financing and coaching opportunities.** For the past 10 years, EFE's demand-driven youth employment training and job placement services have connected over 40,000 youth to world of work.

The following is EFE's work readiness training program manual. This manual is meant to be used by the Affiliates and their instructors for the delivery of EFE's training programs. The manual includes information on EFE's pedagogical approach, additional resources for instructors, along with detailed program schedules and accompanying resources. We thank you for your interest and dedication to the work of EFE!

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Pedagogical Approach of EFE

Central to EFE's pedagogical approach is the motivation to deliver programs that will provide the maximum value to youth in preparing them for successful entry into the workforce. As such, EFE's pedagogical approach focuses on three key principles: (1) Demand Driven Inclusion (2) Youth Centered Delivery (3) Innovative Learning.

Demand Driven Inclusion

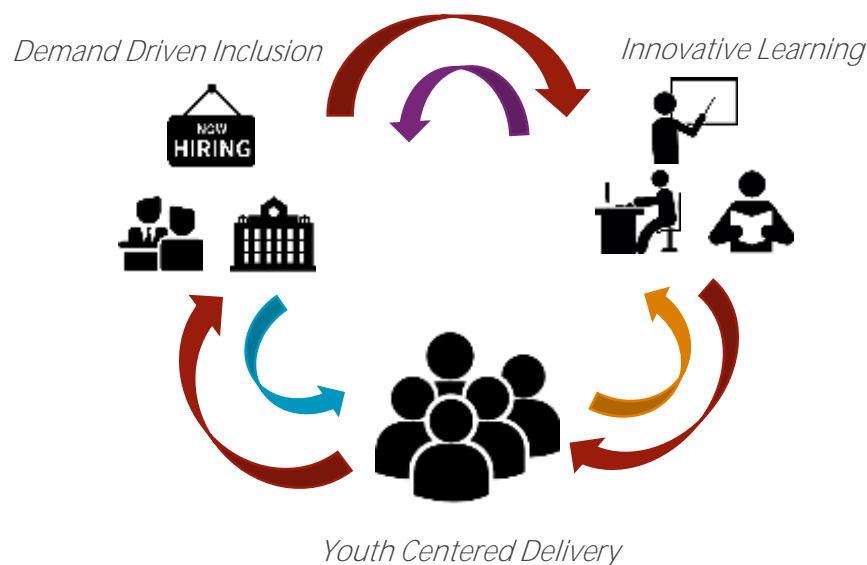
EFE's training offerings are designed to directly reflect the market environments and demands within each of the country's where EFE works. As such, training content is inclusive of the realities of the job markets youth are entering, and provide youth an opportunity to practice the skills that are requested by employers. In the end the youth should both understand and place value of their position and potential growth in the market and with a specific employer.

Youth Centered Delivery

Derived from the concept of the student-centered approach, a youth centered delivery promotes our beneficiaries at the center of learning. Therefore youth participating in EFE trainings are not merely downloading content, directed at them by one instructor, rather they are working alongside with the instructor to discover the key concepts and information of a training. This also allows youth to experience positive enforcement of what will be expected of them as an active member in the workforce and in their communities.

Innovative Learning

Innovative learning for EFE is not only about being active and applying experiential learning (learning by doing), but as infrastructure allows, draws on the use of e-learning content. Instructors are expected to guide youth in explaining concepts and producing content, as to minimize the amount of lecture. Participants are expected to engage in discussions and activities and practice being self-directed through e-learning studies. The combination of the in-person and e-learning experiences are designed to support the youth centered delivery and demand driven inclusion principles.

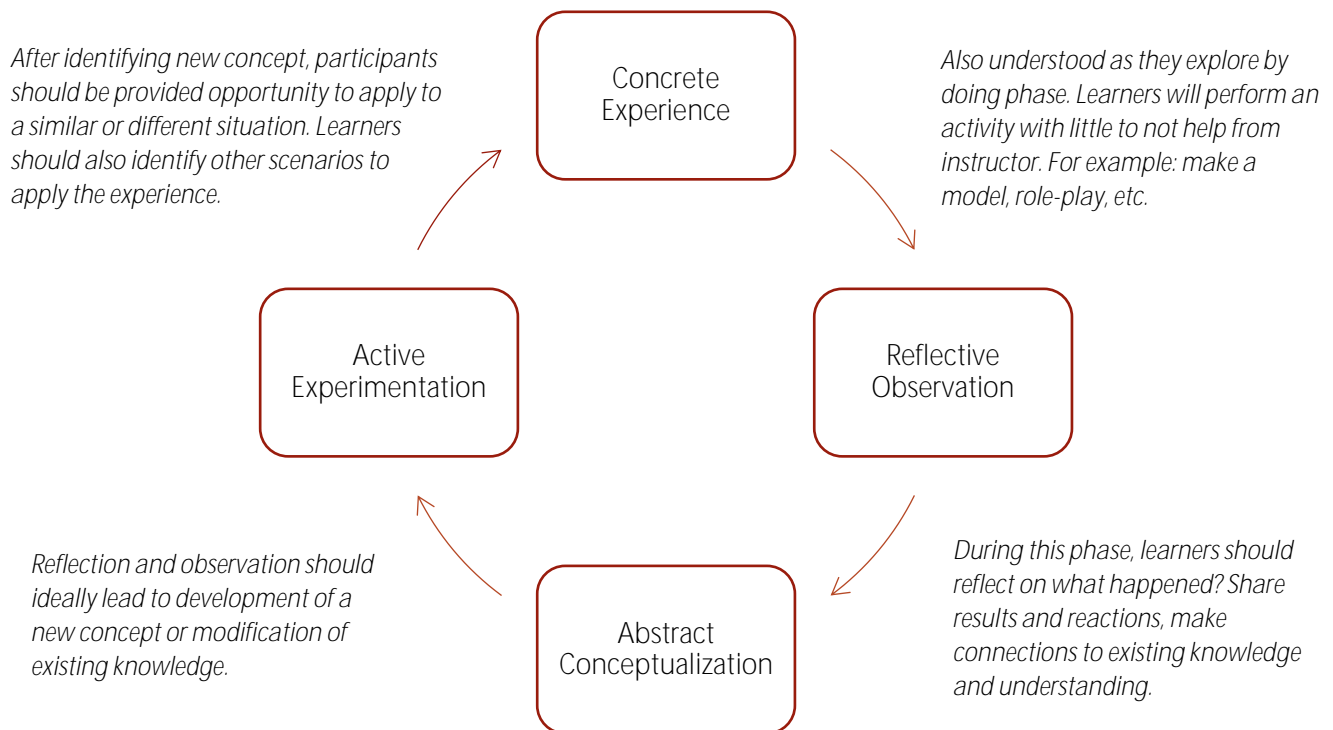


Background on Experiential Learning Theory

Overview

The concept of experiential learning has evolved over time and aspects of its core meaning have been reflected in different educational designs over the centuries. However, its formal emergence as a theory in the mid-19th century led to its streamlined use and application within the American school system. It **was the American education leader, John Dewey, in 1938, who emphasized that “there is an intimate and necessary relation between the processes of actual experience and education,” and as such we can not only focus on content, but rather foster opportunities for learners to reflect and naturally grapple with the concepts they are learning.** Since this time, the notion has been further expanded its modern day notion, as outlined by David Kolb, in which experiential learning occurs in four phases (outlined below).

Kolb’s Model of Experiential Learning

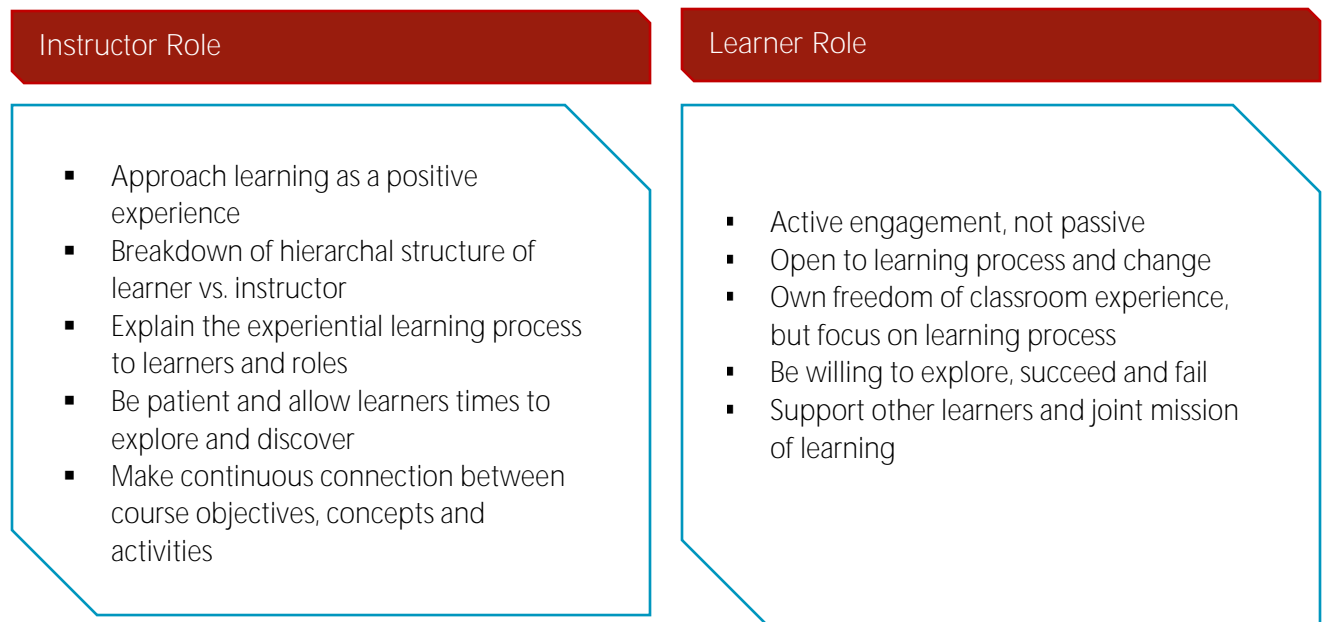


Key Principles

From these four phases we can extract key principles of experiential learning, as well as the roles and responsibilities between the instructor and learner.

- 1.) Throughout all stages students should be engaged in questioning, exploring, experimenting and solving problems. Through an active role, learners will make decisions and take responsibility for results.
- 2.) Learners may experience failure and take risks, but also success and adventure, and learn naturally from these experiences, thus reflecting real world experience. The instructor has to be attentive to learners and recognize and encourage opportunities to learn, and ensure a secure environment, set boundaries and also pose problems.
- 3.) The process creates a personal attachment to the information learned and influences future learning, while also cultivating and promoting relationship development that connects to the self, as well as others.

Roles and Responsibilities



Sources

- "Experiential Learning (Kolb)" Learning Theories, <https://www.learning-theories.com/experiential-learning-kolb.html>.
- "Experiential Learning Defined." The University of Texas at Austin, Faculty Innovative Center, <https://facultyinnovate.utexas.edu/teaching/engagement/experiential-learning/defined>.
- "History" Experiential Learning University of California, Davis, <http://www.experientiallearning.ucdavis.edu/tlbx-links.shtml>.
- Lewis, L.H., & Williams, C.J. "Experiential Learning: Past and Present", *News Directions for Adult and Continuing Education* 62, Summer, 1994. PDF format.
- Northern Illinois University. *Experiential Learning*, http://www.niu.edu/facdev/resources/guide/strategies/experiential_learning.pdf, PDF file.

Resource Guide on Participatory and Active Training

Overview

Asking and answering questions is critical to learning for both the instructor and learner. Instructors can use questions and answers to understand learners existing knowledge, comprehension of concepts and to enhance interest, while learners can use questions and answers to build confidence, explore concepts and maintain engagement and self-direction of their learning. Instructors should plan and carefully consider forming and using questions, and in the process model the art of asking questions for learners. The following document outlines types of questions and provides guidelines to forming questions, which in turn will promote experiential learning, and in turn create classrooms that are interactive and participatory.

Creating the Correct Environment

When conducting training that is participatory and active, the environment is critical to the success of the training. A safe environment allows participants the best chance for success in learning from the beginning of the training until the end. The environment is not merely the physical space, but also refers to the learners and how they relate to each other and the instructor. In order to create a safe environment, instructors are encouraged to spend time before jumping into course material to co-establish with participants:

Expectations on the learning outcomes to create learner buy-in

Rules for engaging in the training (highlight that it will not be a typical learning experience)

Positive relationship between participants and instructors (encourage participants to ask questions)

Obtaining Participation

Obtaining participation from learners is critical to successfully delivering participatory and active training, and there are a variety of methods an instructor can utilize to obtain participation. The following provides a quick list of possibilities for promoting participation.

- Open discussion; instructor asks questions (See Resource: The Art of Asking Questions)
- Response cards or post-it note based activities
- Polling, true or false activities (combine with questions to promote debate as appropriate)
- Pair Shares (partners) which can then reported to whole group
- Subgroup discussions
- Role plays and simulations

Facilitating Discussion

The level of difficulty of facilitating discussions can vary based on the participants. Again, this is why creating a safe environment from the beginning of a training is critical. Additionally, instructors should keep the following in mind for facilitating discussions:

1. Utilize active listening skills, such as paraphrasing to check understanding and clarify what participants have said
2. Apply appropriate humor or playful disagreement to encourage other participants to weigh in on the discussion

3. Allow enough response time after posing a question and be cautious about calling on the first participants to raise their hands to speak, so to ensure other learners have a fair chance to participate

Active Lecturing

Each time an instructor moves to make **a point or lecture, he or she should ask themselves, "Is the lecture necessary?"** Followed by, **"What other way could this concept or idea be presented?"** As much as possible, instructors should strive to decrease their talk time, and maintain the attention of participants by avoiding speaking for more than 10 minutes at a time. There may be moments where an instructor will lecture, and in those instances, he or she should consider the question: How can I keep this interesting? An instructor may want to tell a story, use an analogy.

Managing Time

It is important to remember that participatory and active training can take time, and as such instructors should ensure they are thoroughly prepared to deliver their training. This preparation should reflect organization on the part of the instructor, and also his or her careful consideration of the following:

1. Respect for time; start the training on time, but also sticking to the time of activities in module outlines, and being able to adapt and change time as needed
2. Providing clear instructions on activities; anticipate where participants might have challenges
3. Preparing questions and visuals before training
4. Monitor discussion times; there may be times where the participants are enjoying time, but the instructor needs to monitor and encourage further conversations following the training

Sources

- Vella, Jane. 2002. *Learning to Listen, Learning to Teach*. Revised Edition. John Wiley & Sons, San Francisco, California.
- Chambers, Robert. 2011. *Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities*. Earthscan, Sterling, Virginia.
- Silberman, Mel. 2005. *101 Ways to Make Training Active*, 2nd. Edition. Pfeiffer, San Francisco, California.

The Art of Asking Questions

Types of Questions

	Open	Closed	Funnel
Definition	Different types, tend to be longer, offer variety of possible answers Types: leading, recall and process, rhetorical	Short focused answer, usually one that is either right or wrong Can require a choice from a list of possible options Identify information from limited set of answers	Using a series of questions, starting broadly and narrowing in on information or concept; usually combine closed and open questions Often associated with detectives and journalists
Examples	What do you think about this wonderful new book? What is the process for creating a resume? Who would not want to have a job? Tell me about your experience interning?	Did you like the activity? Would you like tea or coffee? What is your name?	What did you do for dinner? Did you go to a restaurant or take it home? Did you get a sandwich or a salad? Was the food good? Would you recommend it?
Advantages	Promotes discussion Allows for exploration of a topic Provides a more clear and richer picture of one's understanding and knowledge	Easy to answer Useful for establishing facts Good for collecting lots of information (survey)	To co-explore concepts or information, thus building confidence Increase interest of individual responding
Disadvantages	Leading questions can make participants feel they have to answer a certain way More time intensive	Limit discussion If conducting research, must have clear understanding of topic to form appropriate questions	Can lead to feeling "interrogated" if not done strategically or too rapidly

Key Principles

1. Ask questions so that all participants are involved (be cognitive of types of learners).
2. Balance the types of questions asked (closed vs. open).
3. Consider what is the purpose of your question? What are you hoping to achieve?
4. Allow sufficient time for participants to respond to questions.
5. Demonstrate active listening skills when participants are responding
6. Encourage deeper responses through follow-up questions to individuals and collective group.
7. Be exact and coherent in your question.
8. Encourage participant questions, but do not necessarily answer it yourself, without first inquiring with the rest of the class first.
9. **Be aware of the use of “Why?” questions and impact on participants responses and confidence.**
10. Balance time; discussions and debriefs can become quite rich, consider strategies to encourage further discussion, while being able to move on with lesson

Sources

- “Comparing Closed-Ended and Open-Ended Questions”, Fluid Surveys University, <http://fluidsurveys.com/university/comparing-closed-ended-and-open-ended-questions/>.
- Lewis, K.G. “Developing Questioning Skills”, *Teachers and Students – Sourcebook*. PDF File.
- “Questioning Techniques” MindTools, https://www.mindtools.com/pages/article/newTMC_88.htm.
- “Types of Questions”, Skills You Need, <http://www.skillsyouneed.com/ips/question-types.html>.
- USIP Training of Instructors Presentation, 2015, PhD Alison Milofsky.

Types of Learning: Blended vs. In-Person

The following provides a quick overview of the differences between the learning types. This course uses a blended methodology, with the option to be complete online activities in-person, if it is not possible to access internet or computers or tablets. It is important to note that each learning types have advantages and disadvantages.

In-Person

The training is provided fact to face through an instructor and participant(s) interaction. There is no online learning occurring. The instructor is facilitating the course materials.

Advantages

- Human interaction and ability to conduct practical applications of concepts through simulations and discussions
- Networking and building of relationships with peers

Disadvantages

- Can be more time consuming; certain concepts can be covered in less time through e-learning
- Does not promote digital literacy skills, which are in high demand for the workforce

Online

The training is provided virtually and can be done asynchronously or synchronously. There is no face-to-face interactions. There is an instructor or administrator that is facilitating the course materials, and there can be individual and group work conducted, but everything is conducted virtually.

Advantages

- It allows participants to control and pace their learning
- Participants can learn more information in a short period of time

Disadvantages

- Ensuring that content is interactive and that learners are motivated to be self-directed
- Ability to track accountability of all learners
- Access to internet connection or the correct electronic devices
- Cost to implement and develop engaging content

Blended

There is both in-person and online learning occurring. The instructor and participants can interact in-person or through a virtual platform. The instructor is facilitating the course materials, and the online portion can occur in the classroom, or at home. Blended learning is often seen as ideal because it provides the benefits of both in-person and online learning combined. Blended learning also allows companies and organizations to be environmentally friendly, by eliminating the need to print materials, if participants use a learning management system.

Education For Employment Blended Methodology

EFE, based on its pedagogical approach, has identified the need to include eLearning into its curricula offerings. As noted, the eLearning is offered alongside face-to-face training, thus creating a blended learning style. In the EFE curricula there are four types of eLearning interventions that can be used. The important point to remember for all instructors is that the eLearning interventions are meant to be **flexible and meet the needs of the learners while following EFE's pedagogical approach of being demand driven, youth centered, and applying innovative learning.**

Use of Platform to Access Activities and Key Concepts

Each participant of EFE programs will be able to access course content through a student platform. On this platform participants will find activities, documents on key concepts, and links to launch multimedia programs. Instructors can direct participants to the platform to download and engage with the content material by completing the exercises, are reporting responses through role plays and presentations.

Option to Include Videos

In specific modules, **under the "Tips for Success" we have included suggestions of using videos to illustrate certain concepts and to generate discussion and interest.** EFE has not selected videos to use, but encourages instructors to identify the videos that would be most culturally appropriate and in-line with the job market for the specific country.

Multimedia eLearning Modules

There are a certain number of modules that have multimedia eLearning files. Each of these modules has a blended learning guide sheet in the appendix of the specific module. These files can be used to introduce content, reinforce ideas, generate discussion, and have been designed to allow instructors flexibility in their use, based on the learner and environment context. The modules can also be accessed outside of the classroom.

Discussion Board on Platform

In addition to accessing information through the student platform, instructors can promote discussion outside of class by posting questions and having participants within the same class respond online.

Strategies and Tips for Applying Blended Learning

The following is a list of key strategies and tips instructors should consider when utilizing the eLearning content in a blended setting.

First Day

- Use the first day to orient the participants with how to use the platform
- Provide clear instructions and expectations around use of the platform

Plan and Anticipate

- Identify the context and participant needs to determine how you will apply blended learning
- Have a "Plan B"; anticipate challenges and solutions when using blended

Provide Structure

- When introducing or switching from face-to-face to elearning give participants clear guidelines and instructions
- Preview how, when and what you will use the platform for during the course

Be Flexible

- The elearning interventions can be used in a variety of ways; be flexible and apply variety to ensure its effectiveness and impact

Patience and Empathy

- For some, this may be the first time using elearning, manage your emotions as a trainer and remain patient and apply empathy

Maximize the Opportunity

- Don't avoid using the platform or elearning; its use should be seen as a value add and interesting for the participants

Design of Curricula

The curricula has been designed on a course and modular concept. The courses are recommended groupings, but in reality, each module can be delivered independently and in combination with other modules with slight modifications. The purpose of this approach is to provide more customization and freedom for our private and public sector partners. Each EFE Affiliate will be able to work with each of their partners to provide recommendation based on our experience and knowledge of the markets. Below is the full list of the courses and modules, along with suggested groupings to be provided to partners.

Course A – Keys to Personal and Professional Development (20 Hours)

- A1. – Personal Goal Setting (3 HRs)
- A2. – Professional Development (6.5 HRs)
- A3. – Personal Development Intro to Concepts (5 HRs)
- A4. – Life Skills Assignment & Practicum (5.5 HRs)

Course B – Communicating as a Professional (17.5 Hours)

- B1. – Communication Process and Styles (4 HRs)
- B2. – Communication Skills in the Workplace (4 HRs)
- B3. – Nonverbal and Verbal Communication (4 HRs)
- B4. – Non-Violent Communication Skills (3.5 HRs)

Course C – Customer Service, Business and Me (26 Hours)

- C1. – Professionalism (3 HRs)
- C2. – Interpersonal Skills (3.5 HRs)
- C3. – Customer Service Skills (6.5 HRs)
- C4. – Business Communication (8 HRs)
- C5. – Customer Service and Communication Skills Assignment & Practicum (5 HRs)

Course D – Succeeding in the Workplace (23 Hours)

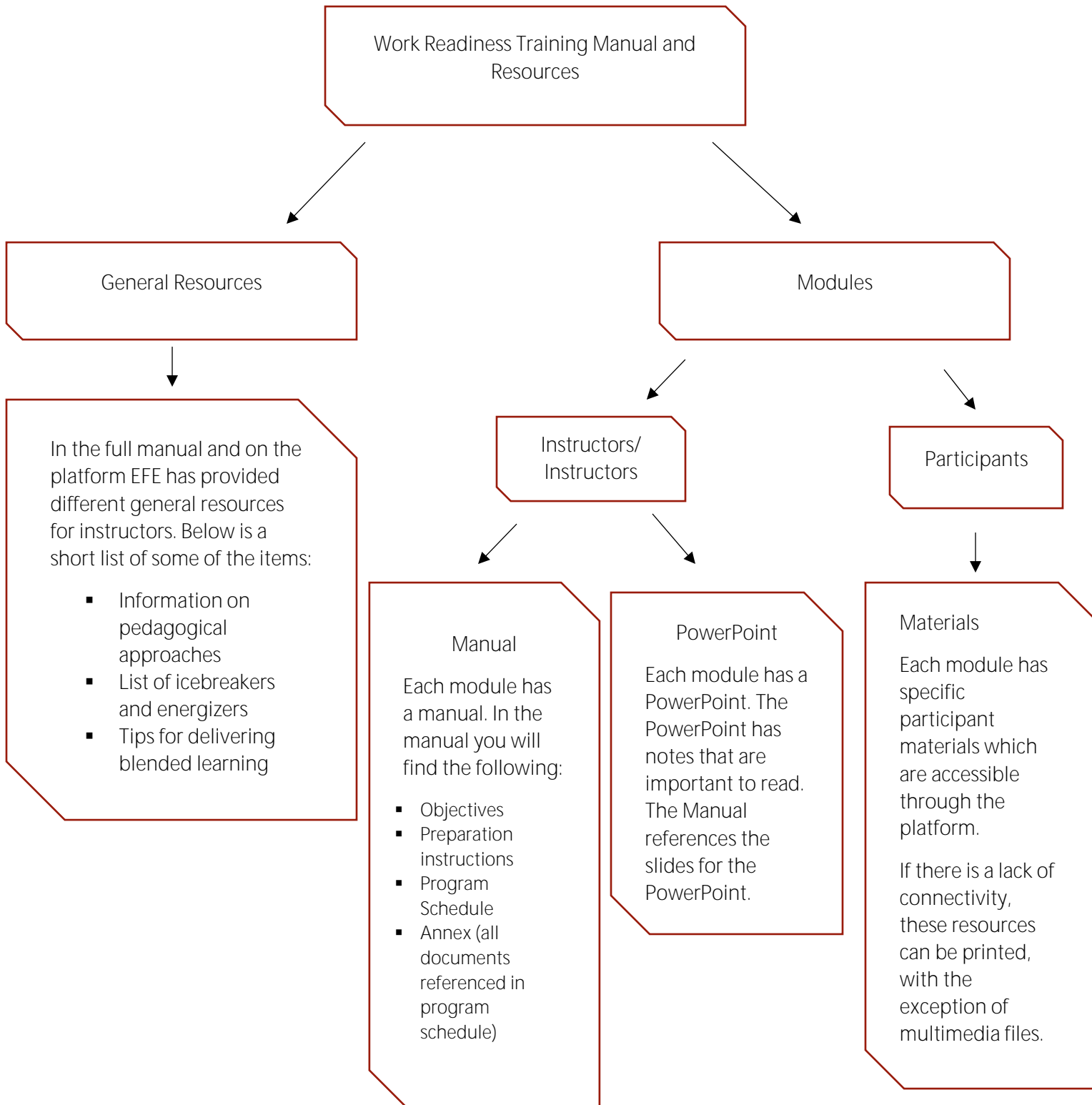
- D1. – Teamwork (4 HRs)
- D2. – Conflict Resolution (4 HRs)
- D3. – Negotiations (4 HRs)
- D4. – Workplace Leadership (5 HRs)
- D5. – Workplace Skills & Practicum (6 HRs)

Course E – Finding a Job is a Job (to be released Q3 of 2017)

- E1 – Finding Your Career Path
- E2 – Job Searching
- E3 – Resume/CV Writing
- E4 – Interviewing for a Job
- E5 – Job Retention

How to Navigate the Instructor Manual and Resources

This course is full of resources and information. In order to better assist instructors and network staff in using the manual and resources to its fullest extent, the following outlines the overall structure and materials included. It is important, given the richness of the content, for instructors to review all materials thoroughly.



Additional Tips for Navigating Resources

- Please remember while using the resources, that all items that are provided to the participants are available at the end of the manual of each module (in the appendix).
- Each multimedia file has its own blended guidance worksheet provided at the end of the manual of each module (in the appendix).
- The PowerPoint presentations are meant to serve as guides; they have purposefully been **made so that there is limited text, thus promoting EFE's pedagogical approach**

Expectations of EFE Instructors

Each country must have clear roles and responsibilities for their instructors and professional codes of conduct that are signed by all instructors, and are consistent with their contracts. While roles and responsibilities and contracts will vary from country to country, the following is Education For Employment's proposed code of conduct that ensures the protection of the youth, instructors and EFE.

Icebreakers and Energizers

The following document provides a list of potential introduction and icebreaker activities to be used during the delivery of work readiness trainings. It is important that introduction and icebreaker activities engage the participants in an active and energizing in order to promote student centered learning. At the same time, such activities should be tied back to the learning objectives of given module as much as possible.

Simple Introductions

Name and Adjective

Group Size: 10 or more participants

Each participant seeks an adjective that starts with the same letter as their name (or first name). This adjective can describe his/her character or his/her current mood. One participant starts and this, for example: "My name is Claude and I am curious." A second continues: "His name is Claude, and he and curious. My name is Geraldine and I'm great." Etc. ... until all participants have presented themselves.

Speed Circle

Group Size: 10 to 15 participants (if you have more split into multiple circles)

Have participants stand in a circle and provide them with a chance to provide very quick introductions (10-20 seconds) with their name, and an answer to an additional question (For example: What are they studying? What is their desired profession?). After each person shares their name, explain that participants we will go in a circle and you will introduce the person next to you, just their name. The objective is to go as quickly as possible saying each person's name. Be sure to go both clockwise and counter clockwise.

Copy the movements

Group Size: 10 or more participants

In a circle, each person gives his/her name and then selects a movement for themselves. After everyone has introduced themselves and their movement, the instructor will select someone to begin and they **will have to say another person's name and do their movement. The person who they select then goes** next and selects a new person and does their movement. The trick to this activity is to move quickly.

Ball Toss

Group Size: All sizes

Using a ball have participants introduce themselves. Toss the ball and the person holding it provides a quick introduction of themselves (10-20 seconds) and tosses it to another person. After all introductions, and time permitting, you can have participants toss the ball, but this time they have to say the name of the person they are tossing the ball to in order to ensure name recognition within the group.

Meet a Friend, Share a Friend

Group Size: 8 – 12 participants

Have participants introduce themselves to one another (2-3 minutes) and then have them introduce each other to the entire class. Instructor provides specific question prompts to guide the paired introductions based on the module.

Name Tag, One Word

Group Size: All Sizes

Have participants write their name on a name tag and ask them to write one word to describe themselves. Ask participants to circulate and introduce themselves and explain why they have chosen the word to describe themselves. Participants should only choose positive words.

Greetings

Group Size: 8 or less participants

Prepare copies of the phrases below and place in a hat. You will need to add to list if there are more than eight participants. Ask participants to take a piece of paper, to mix in the center of the room, then to greet giving their name and using the action described.

Greet the other person by embracing them and kissing them three times on the cheeks.
Greet the other person by embracing them and kissing them twice on the cheeks.
Greet the other person by embracing them and kissing them four times on the cheeks.
Greet the person, clasping her hands together in prayer position and bow.
Greet the other person by rubbing noses.
Greet the person warmly, grasping it in your arms.
Greet the person a strong, firm handshake.
Greet the person keep a distance of 50 cm and pressing his hand slightly.

Tips for instructors:

This is a very enjoyable activity to break the ice in a group of participants who do not know. We insist that it is in no case to reinforce stereotypes. A brief discussion followed about the participants' reactions should also be enough to counteract this trend and introduce the next activity. You can ask them:

- Can you guess which country each greeting comes from?
- To what extent are these stereotypes? Do all German's have a strong handshake?
- Which greetings were you comfortable with? Uncomfortable with?
- Have you ever felt embarrassed when, in another country, someone greeted you warmly by trying to kiss you three times and you're awkwardly move away before it has finished, because you do not know the social code?

Note: Participants will wonder about the origin of these customs. Invite them to guess, otherwise, here are some suggestions:

- Greet the person keep a distance of 50 cm and pressing his hand slightly. (England)

- Greet the other person by embracing them and kissing them three times on the cheeks. (Netherlands / Belgium)
- Greet the other person by embracing them and kissing them twice on the cheeks. (Portugal / Spain)
- Greet the person by embracing them and kissing them four times on the cheeks. (Parisians)
- Greet the person by placing your hands together in prayer position and bow. (Japan)
- Greet the person you mutually rubbing his nose. (Inuit)
- Greet the person warmly, grasping it in your arms. (Russia / Palestine)
- Greet the person a strong, firm handshake. (Germany)
- Greet the person by kissing TEN times on the cheeks. (Morocco)

Getting to Know You More

Ball of Questions

Group Size: 10 or more participants

In preparation, write questions on pieces of paper (approximately 20 questions). Then form a layered ball using the different questions. Have participants sit in a circle. Instructor will play music or clap their hands and participants will toss the ball around the circle. When the music stops the person with the ball will remove the outer layer of the ball and read the question aloud and respond. Activity continues until all the papers have been removed.

Example of questions:

- What is your favorite color?
- What is your name?
- What did you take for breakfast?
- What's your favorite animal?
- What is your favorite pastime?
- The quality you value in others?
- Your biggest wish?

Bicycle Chain

Group Size: 15 – 20 (larger groups can be formed into multiple chains)

Have participants form two lines facing each other. Ask participants to introduce themselves to the person opposite of them, and the other person can ask any question about the person, and then they should rotate to the next person. The movement should mimic a bicycle chain and allow participants to meet each other.

Mapping

Group Size: Depending on space; 10 – 15

Create a map on the floor and ask questions that allow participants to identify where on the map they would be located based on their answer. For example: Where were you born? Where do you like to vacation? Where is your family from? Where is a place you would like to visit?

Bingo

Group Size: At least 15 participants

Provide participants with Bingo Card that has been filled out. On the Bingo Card there should be items that the participants have done or know how to do. Participants will circulate and try to identify names for the boxes and achieve BINGO. For example, the boxes may say: Visited France; Play an Instrument;

Studied Engineering, and the participants would find someone to fit those items. The card can be adapted to be relevant to a particular modules learning objectives.

If you want to have a brief discussion about what participants found, first ask them if they enjoyed the exercise. Then, discuss the diversity of skills and interests within the group and cultural influences that emerge from the answers given.

2 Truths and a Lie

Group Size: 8 – 10 (if larger; split into different groups)

Provide participants with an index card and ask them to write two things that are true about themselves and one thing that is false. Then have them share the statements and have participants guess which statement is a lie. For variation, you can have the students write only two true statements and collect their cards. Then the instructor will shuffle the cards, re-distribute, and then ask the participants to guess which statements belong to which participants.

Stand Up, Sit Down

Group Size: At least 10 participants

Provide participants with different statements and ask them to stand-up for the statements that are true about them. After each statement have them sit down. The statements can be designed to help the instructor better understand who he/she has in the course, but it can also be used to measure abilities of the participants on a particular module subject.

Find Someone Who

Group Size: At least 10 –15 participants

Provide participants with handout that has different statements about items people have done or know how to do. Ask them to circulate and identify one (or depending on time two) person for each statement. Encourage participants to move quickly; instructor may even choose to provide incentives to those that finish more quickly. Example statements: find someone who has three or more siblings, or find someone who can speak more than three languages. The statements can also include those relevant to the module and learning objectives being covered.

Meaning Behind the Name

Group Size: 8 – 10 (larger numbers can be broken into smaller groups)

Have participants share what their name is and the meaning behind their name. If they are not sure what the meaning behind their name is, then they can explain what they like about their name.

Self-Reflection or Testing Content Knowledge

Spectrum

Group Size: 10 – 20 participants

Have participants stand up and explain that there is an imaginary line in front of them. Instructor will provide the participants with statements and ask the participants to stand along the line. The line represents a spectrum. Instructor should be clear on what each side of the spectrum stands for; for example: one end can be extremely comfortable, and the other side not comfortable at all, or, one end can be knowing how do something very well, and the other side could be not knowing something very well.

True or False

Group Size: 10 or more participants

Have participants stand up and designate one area of the training space as false and the other area as true. Read statements and ask participants to move to where they think the answer is (true or false). This

activity is very good to help pre-test participants as well as review concepts at the end of a training. This activity should also be used to encourage debate on topics.

Step Forward, Step Backward

Group Size: 10 or more participants

Have participants line up and the instructor will read a statement. If it applies to the participant they will step forward. After each statement the participants should step back. The activity is good to identify skills and knowledge participants may have generally speaking or specific to a topic being taught.

Energizers

I Bring a Letter For...

Group Size: 20 – 30 participants

Put enough chairs in the circle so that there is one person that is left standing. Ask all participants to sit down, except for one. The person without the chair will stand in the middle. Ask the person at the center to say: "I bring a letter ... to those who wear glasses (Other examples: took a shower this morning, wear pants, have a watch on their wrist). All those wearing glasses must change chairs, while the person in the middle tries to take the opportunity to sit down. Then ask the person who is at the center to repeat exercise. Stop the game after 5-10 minutes, when all participants had the opportunity to provide a letter and change places.

The Glance

Group Size: 5 –15 participants

Organize chairs in a circle, then divide the participants into two groups: one of them will include one more person. Ask the smallest group to sit (a chair will be empty). Then ask the members of the second group to stand behind each of the chairs (one of them will be behind the empty chair). Now explain that the person behind the empty chair has to try to "call" one of the participants seated by winking. If a person is winked at, they cannot ignore and must reach the empty chair, without the person behind it sitting down first. The person behind the next empty chair has to try to call someone else. Tips for the instructor: This activity is very fun if played quickly.

Statues participants

Group Size: 10 or more

Participants walk in the room. After a while, the instructor will say a word out loud. Everyone must immediately mimic a statue of the word without speaking. For example, the instructor can say "peace" and all participants take a certain pose that represents for them peace. Repeat several times with different words.

Promoting Teamwork

The Bridge

Group Size: 10 – 20 participants; for this activity an even number of participants

Divide participants into two groups with even numbers. Arrange the chairs in two rows facing each other, spaced one to two meters. Each row must have as many chairs as participants in the team, plus one. The rows should be the same length. Decide on a point in the room to be the finishing line, equal distance from the two rows of chairs. Ask each team to choose a row and tell each member stand on a chair. The last chair, the further away from the finish line, must stay empty. Then the person closest to the empty chair must take the chair and pass it to down the row until it reaches the end. Then the chair should be placed on the ground and everyone shift over one, so that there is a new empty chair at the end. The group will repeat exercise until the first team reaches the finish line with an empty chair. Players

must be all the time on the chairs. If one of them falls, he/she is eliminated and his/her team will have to pass two empty chairs.

Who Started?

Group Size: 10 – 20 participants

Ask for a volunteer to leave the room. Ask the rest of the group to gather into a circle. Designate a leader. Ask him/her to start doing something (scratch his/her belly, shake a hand, moving his/her head, pretending to play a musical instrument, etc.) and tell others to imitate. Ask the leader to change the action frequently and tell others to do the same. Call back the volunteer into the room and invite them to stand in the center of the circle to guess who the leader. He/she has three minutes and can make three assumptions. If he/she fails to guess, he/she will be fined, that is to say, must do something funny. If the person guesses correctly, the leader leaves the room and the group chooses a new leader. And so on until the end of the game. Since time is one pressure factor in this activity, it is important for you to exploit enhance group dynamics, saying: "One minute has already gone and our friend looks confused" "will they manage to guess?" etc.

Standing

Group Size: 10 or more participants

Ask participants to sit in a circle. Explain the rules of the game: there must always be four players standing simultaneously, but a player must not stand for more than 10 seconds at a time. There should be no attempts to communicate between players, but everyone has to watch what is happening and take responsibility to ensure that there are always four people standing, no more no less. Participants will take a few minutes to understand and apply the rules. This is a very exciting and gives a strong sense of group. Perhaps you'll want to ask participants how they knew when to stand up?

The Knot

Group Size: 10 participants

Place everyone in a circle, except one person. People in the circle will hold hands and they cannot let go until the end of the activity. The participants should then tangle themselves up to form a large human knot. The person outside the circle must untangle the knot without separating the hands of the participants. If the person responsible to untangle the knot cannot, the moderator / facilitator of the game can seek help to people who make up the knot.

Starting a Course

At the beginning of a course the following is an outline on what should occur. Each Affiliate will further adapt for their specific context and in coordination with their instructors.

Introduction to EFE

A brief and interactive presentation that provides participants on background information on EFE and also when relevant what partners and donors are contributing to their experience. This is an opportunity to ensure participants also understand what will happen during the training and after the training, particularly in terms of monitoring and evaluation practices and alumni activities.

Meet the Instructor

This is where the instructor should introduce themselves and provide some background information about their experience. This should be used as an opportunity to start building the instructor-participant relationship and point of relevance for the participants.

Meet Each Other

The instructor should facilitate an activity that allows participants to become familiar with each other. When possible these activities should have connections to the course subject matter. Overall, the objective of the participants meeting and getting to know each other, is to help facilitate future discussions and activities, particularly given the experiential nature of the training.

Set-Up of Course (expectations and objectives)

It is important for the instructor to take time to establish expectations and objectives of the course. The instructor should be sure to collect input from participants about what they are hoping to learn and take away from the course and ensure that all participants have realistic expectations and are engaged to begin learning.

Orientation for Platform and ELearning

Instructor should provide participants with an orientation for the platform and explain the structure and process that will be used during and after the course to engage with the platform and materials found on it.

Creation of Rules

In order for the courses to be successful, it is important for the participants and instructor to co-create rules that will guide the course. Suggested rules are provided below. The objective of creating rules is to ensure a safe and constructive learning environment, and to support reaching the course objectives.

Suggested Rules:

- Respect each other and the instructor. This includes listening and responding to each other in a professional way.
- Engage in the training content and with each other. Participate fully in all activities to get the most of the training
- Be Professional. This includes being on time and paying attention. No cell phones please!

Evaluation of Students

EFE Approach

At Education for Employment (EFE) our commitment to youth is driven by programming that bridges the gaps and makes connections between the job market, private sector and unemployed youth. As such, our vision of education and training involves challenging an assembly line approach to learning with the end goal of merely counting job placements.

Instead at EFE, and more specifically through our Education and Training Department, we strive to achieve maximum impact, by providing our beneficiaries with educational experiences that cultivate critical thinking (among other valuable skills needed for the job market) and draw on experiential learning that is engaging, while simultaneously empowering youth by putting them at the center of learning.

In order to both establish and maintain these standards the following document provides our guidelines and policy on quality assurance protocols and practices around student knowledge retention.

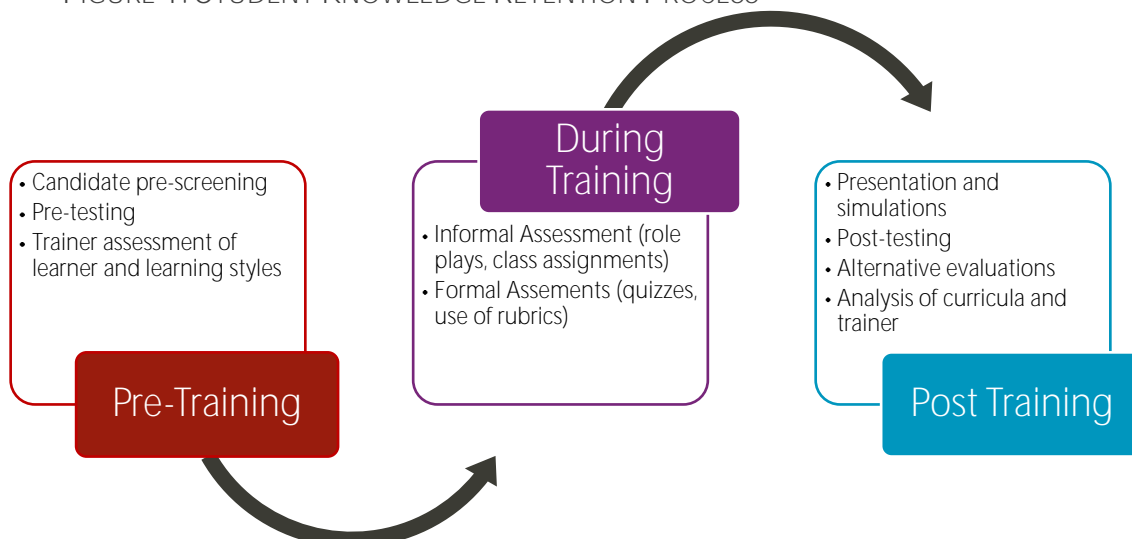
When we speak of student knowledge retention (SKR), we, at EFE define this as an *ongoing process to ensure that beneficiaries are able to demonstrate understanding and application of knowledge, skills and attitudes which align with the learning objectives outlined in a given training.*

In alignment with this definition, our tracking of SKR is informed by three key principles, which are also reflected in the subsequent graphic below (Figure 1):

1. SKR is NOT a one time and/or standalone activity, but in fact evaluating SKR occurs at all stages of a given training, before, during, and after
2. SKR is NOT merely a set of formal evaluations and/or assessments, but a combination of different strategies that also align with the experiential learning experience EFE promotes through its trainings
3. **SKR is also a useful strategy that can be used to inform EFE's curricula as well as the effectiveness of instructors**

Definition: Student knowledge retention is an ongoing process to ensure that beneficiaries are able to demonstrate understanding and application of knowledge, skills and attitudes which align with the learning objectives outlined in a given training.

FIGURE 1. STUDENT KNOWLEDGE RETENTION PROCESS



Assessment and Evaluation Policy

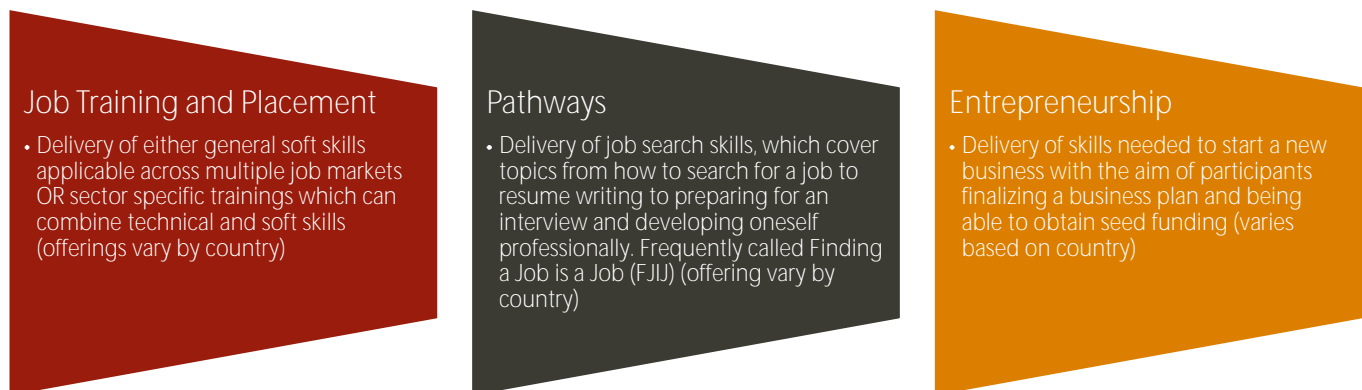
As noted in the previous section, at EFE, our quality assurance of Student Knowledge Retention (SKR) **represents an ongoing process that occurs at all stages of EFE's training delivery process. Overall, when measuring SKR, EFE's aims to combine the use of assessments and evaluations, both informal and formal¹ with consideration for the type of training being offered, and the subsequent learning outcomes of a given training.**

Therefore, EFE's assessment and evaluation policy is designed to meet three goals, which are also in alignment with our key principles and definition around SKR:

1. Understand what learners expect and whether we fulfill their expectation and our intended impact
2. Discover/establish baseline of knowledge and measure how much is learned at the end of the training in alignment with learning outcomes and associated skills, knowledge and attitudes
3. Utilize results to review effectiveness of curricula and/or instructors

Generally speaking, EFE's affiliates provide three core types of training programming: job training and placement, pathways, and entrepreneurship.

FIGURE 2. SUMMARY OF THREE CORE TRAINING TYPES



For each training type, the standard policy around assessments and evaluations is outlined below (see Figure 3 for additional graphic illustration):

1. At the time of sourcing (identifying candidates), youth will be provided with an initial questionnaire, customized to the type of training programs. The questionnaire broadly speaking allows potential participants to self-assess and note their abilities as it relates to conducting job search and confidence in different soft skills. After the training is completed, participants will receive a similar follow-up questionnaire. The questionnaires represent formal assessments providing indirect measures.

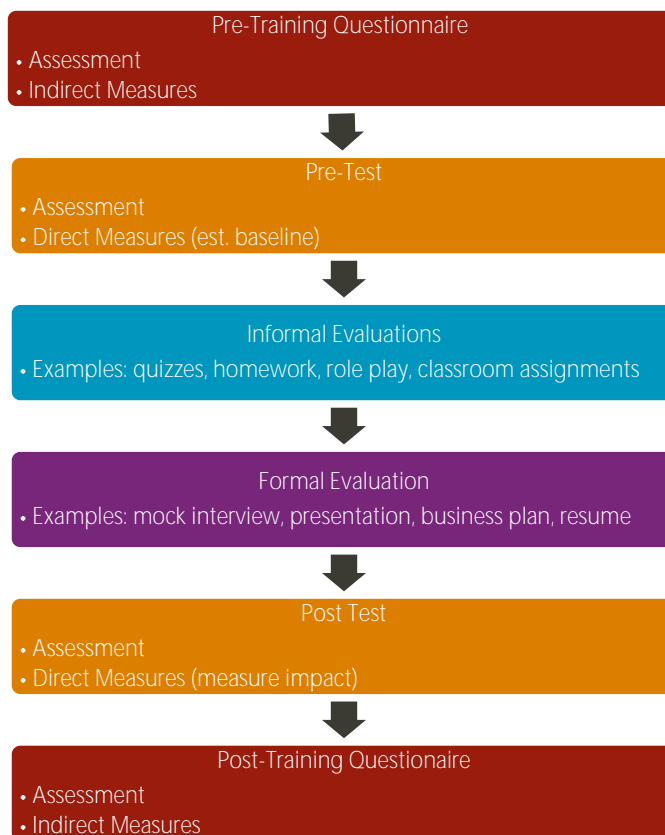
¹ See definitions in Key Terms on Page 3 for how EFE defines evaluations, assessment, indirect, direct measures. Definitions Adapted from: 1.) Angelo, T and Cross, K.P. 1993. Classroom assessment techniques a handbook for college teachers. Jossey-Bass A Wiley Imprint, San Francisco, CA., 427. 2.) Assessment of Student Learning in STEM disciplines. A Duke University 'Teaching IDEAS workshop' presented by Ed Neal, Ph.D. Director of Faculty Development, Center for Teaching and Learning, University of North Carolina. 3.) [Vanderbilt University Assessment. Best Practices for Assessment.](#)

2. On the first day/last day of a training, each participant will be provided with a pre-test/post-test that assesses a student in relation to the learning objectives of the training. Tests developed will undergo a process of validation and should be sensitive to time and clarity for the reader. The pre-test/post-tests represent a formal assessment providing direct measures.²

3. During the course of a training, the curricula will have built in informal assessments and evaluations. These items can include: quizzes, role plays, simulations, and/or homework assignments. These tools are to be used as a way for an instructor to gage the pace of which the participants are learning, and/or comprehension of a specific topic/issue.

4. At the end of a training, depending on the training, there may be an additional formal evaluation provided. These evaluations may include for example, a mock interview, providing a pitch for a business, other formal presentation, and/or a completed resume. The selected activity should include a means to assess the evaluation, thereby making it formal (for example, a rubric).

FIGURE 3: STEPS FOR ASSESSMENT AND EVALUATION POLICY



² Please note that these pre and post tests are to be developed after the validation of new curricula has been completed.

Key Terms

Assessment: Designed to improve learning and understand how learning is going in a continual way (formative, process-oriented)

Evaluation: Designed to establish what has been learned and measure the quality, normally resulting in a final score/grade (summative, product-oriented)

Formal vs. Informal: Formal assessments and/or evaluations refer to any process taken that is reported and tracked, while informal assessments and/or evaluations occur, and are important for tracking SKR, but are not formally recorded and tracked

Indirect measures: Participants are provided forum by which to report their attitudes and perceptions (Example: Self-assessment; more qualitative)

Direct measures: Participants actual behavior is observed and measured (preferable and quantitative)

Course A – Keys to Personal and Professional Development

Module A1 – Personal Goal Setting

Time: 3 Hours

Objectives

- Understand and explain the difference between values and objectives
- Understand and develop personal goals based on SMART approach

Preparation

- Set-up discussion board for SMART goals on the Learning Management System
- Optional: Print necessary documents and worksheets

Schedule Outline

Type	Title (minutes)	Description	Materials
Activity	Activity A1.1 Spectrum (0:30)	<p>If this is the first day, please conduct proper EFE Orientation module (see manual); including setting expectations, rules, and conducting icebreaker.</p> <p>If this is not the first day of training, please proceed with greeting learners, and review objectives of the session.</p> <p><i>Purpose:</i></p> <ul style="list-style-type: none"> • Instructor learn more about participants • Introduce and explore ideas of values and objectives <p><i>Instructions:</i></p> <ol style="list-style-type: none"> 1. Participants stand and imagine a spectrum in front of them (left = very important to them, right = not very important). See Spectrum Activity 2. Instructor reads goal and value statements and students move along the spectrum (i.e., Having a job in my field). 3. Instructor may ask follow-up questions as appropriate. 4. Conduct debrief (see <i>Tips for Success</i>) <p><i>Tips for Success:</i> After the activity, take time to debrief and make a distinction between values and objectives. Define the difference and note it on flip-chart paper. See Values and objectives definitions.</p>	PPT 2, Spectrum Activity Suggested Phrases, Values and objectives definitions
Activity	Activity A1.2 Evaluate Your Values (0:40)	<p><i>Purpose:</i></p> <ul style="list-style-type: none"> • Participants will take time to evaluate their values. <p><i>Instructions:</i></p> <ol style="list-style-type: none"> 1. Instructor will direct participants to complete an evaluation of their values. The Values Worksheet provides step by step instructions. 2. Conduct debrief with participants and ask for volunteers to share their reflections on the activity. 	No PPT, Values Worksheet
Lecture	Personal Goal Setting (0:30)	<p>Instructor introduces personal goal setting. Ask participants why it is important to set personal development goals? See Quick Notes in Appendix for possible answers and key points.</p> <p>Participants must consider what they want to achieve, and then commit. Instructor will talk about setting SMART (specific, measurable, attainable, relevant and time-bound) goals that</p>	PPT 3 – 5 , Quick Notes, SMART approach document

		<p>motivate you and how writing down your goals will make them feel tangible. Instruction on how to write goals. Also to plan the steps to realize goals.</p> <p>Provide an example to illustrate the SMART approach, similar to one provided on SMART Goal Worksheet. It is recommended that the instructor takes the participants through each step and example one by one (this approach may vary based on participant levels).</p>	
Activity	Activity A1.3 Daily Assignment: Setting SMART goals(1:00)	<p><i>Purpose:</i></p> <ul style="list-style-type: none"> Participants apply knowledge of SMART approach to write their own goals <p><i>Instructions:</i></p> <ol style="list-style-type: none"> Ask participants to use the SMART Goal Worksheet to formalize their goals and how they plan to achieve them. <p><i>Tips for Success:</i> Participants can download, or instructor can provide a copy. Ask participants to complete the SMART goals worksheet and post one they are comfortable to share through the discussion board on the learning management system. Provide feedback to the participants online and also ask them to consider what they learned from the activity.</p>	PPT 6, SMART Goal worksheet

Resources and Worksheets

Spectrum Activity Statements on Values and Goals

The instructor will ask participants to stand-up and imagine a spectrum in front of them (identify a place in the classroom so it is clear), and one end of the spectrum, represents items that are very important to them, and the other end of the spectrum, represents items that are not very important to them.

The instructor will read six to eight statements (not necessarily in the order they are written below), and participants will move to the different parts of the line.

Depending on time, instructor may ask participants follow-up questions, drawing in the previous activity to have participants reflect on what has influenced their choice.

Example: Finding a job in my field.

Value Statements:

1. Spending time with my family and friends.
2. Respecting my professors and supervisors.
3. Earning a large salary.
4. Doing a job I love and enjoy.
5. Maintaining a healthy balance of life and work.
6. Being honest to earn the trust of others.

Goal Statements:

1. Advance in my profession in the next two years.
2. Learn a different language.
3. **Obtain a master's degree.**
4. Finish my studies and start any job to gain experience.
5. Be a leader and gain management experience.
6. Become a business owner or self-employed.

Value and Objectives Definitions

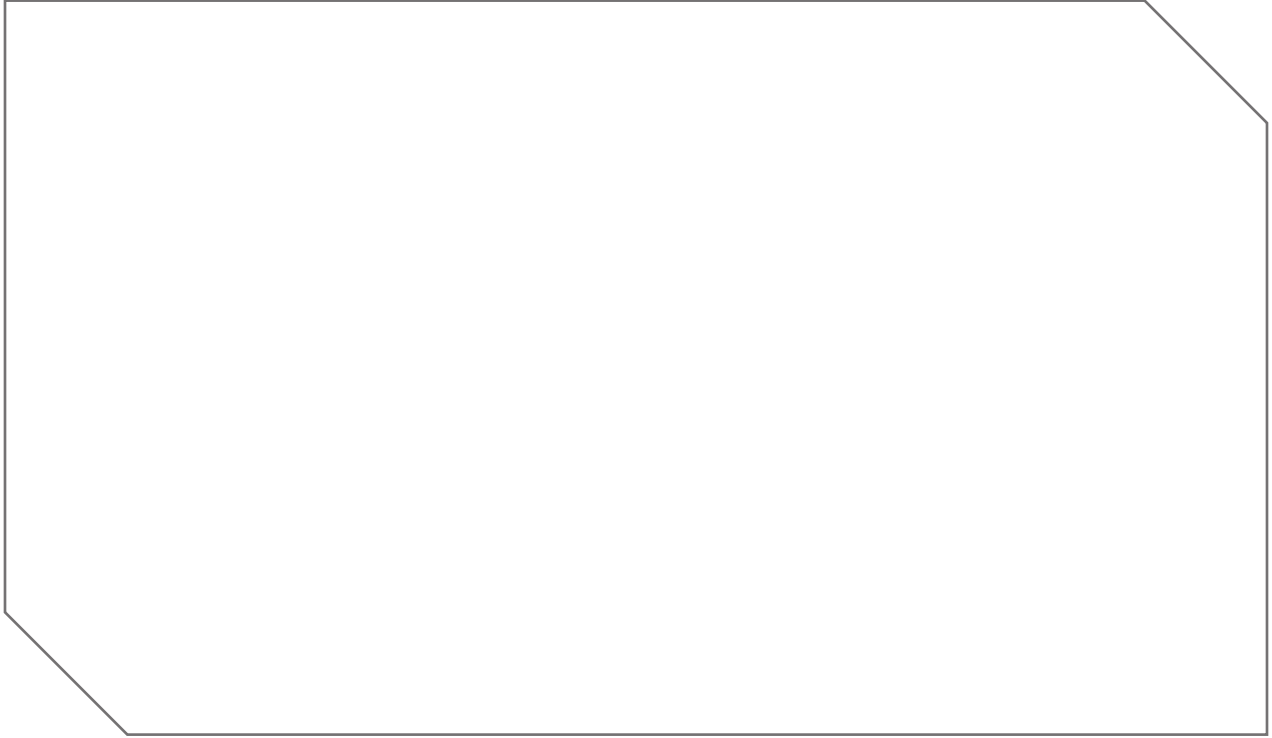
Value:
A set of principles; judgements on what is important in life

Objective:
A desired result or a specific goal that is measurable, can be realized and has a specific timeframe

Values Worksheet

Part I: Visioning

1. You have one minute to create in an image or symbol that represents you and your perspective of the world.



2. Share your symbol in pairs and explain why you have chosen this.

Part II. What values are important to you?

1. Consider the above exercise along with the previous activities of the training and examine the list below. Check all the values that are important to you.

Achievement	Creating information	Improving or perfecting something	Repairing or fixing something
Advancement	Decision-making	Independence	Respect
Adventure	Entrepreneurship	Integrity	Risk-taking
Autonomy	Equality	Knowledge	Safety
Balance	Excitement/risk	Leadership	Security
Belonging to a group	Fame	Learning/growing	Self-expression
Building something	Family happiness	Leisure	Spirituality
Challenge	Financial security	Listening	Stability
Compassion	Friendships	Mastering a technique/field	Status
Competition	Fun	Personal development	Teamwork
Creativity	Happiness	Physical activity	Tenacity
Creating something new	Harmony	Receiving recognition/impressing people	Visioning
Creating beauty	Health		Wealth
Creating change (e.g. social change)	Helping others/serving people		
	Influencing people		

2. Now review all that you have checked and classify them according to the table below. You may not record all of the values you selected above.

Most Important
(Select Max 3)

Very Important
(Select 6 Max)

Important
(Select 12 Max.)

Part III. Reflection

Consider and discuss the following questions.

1. Do you observe any connection between the image you selected in part one and the values that are most important to you? If so, what? If not, why might that be?
2. How would values influence your goals in life?

Quick Notes

Slide 3:

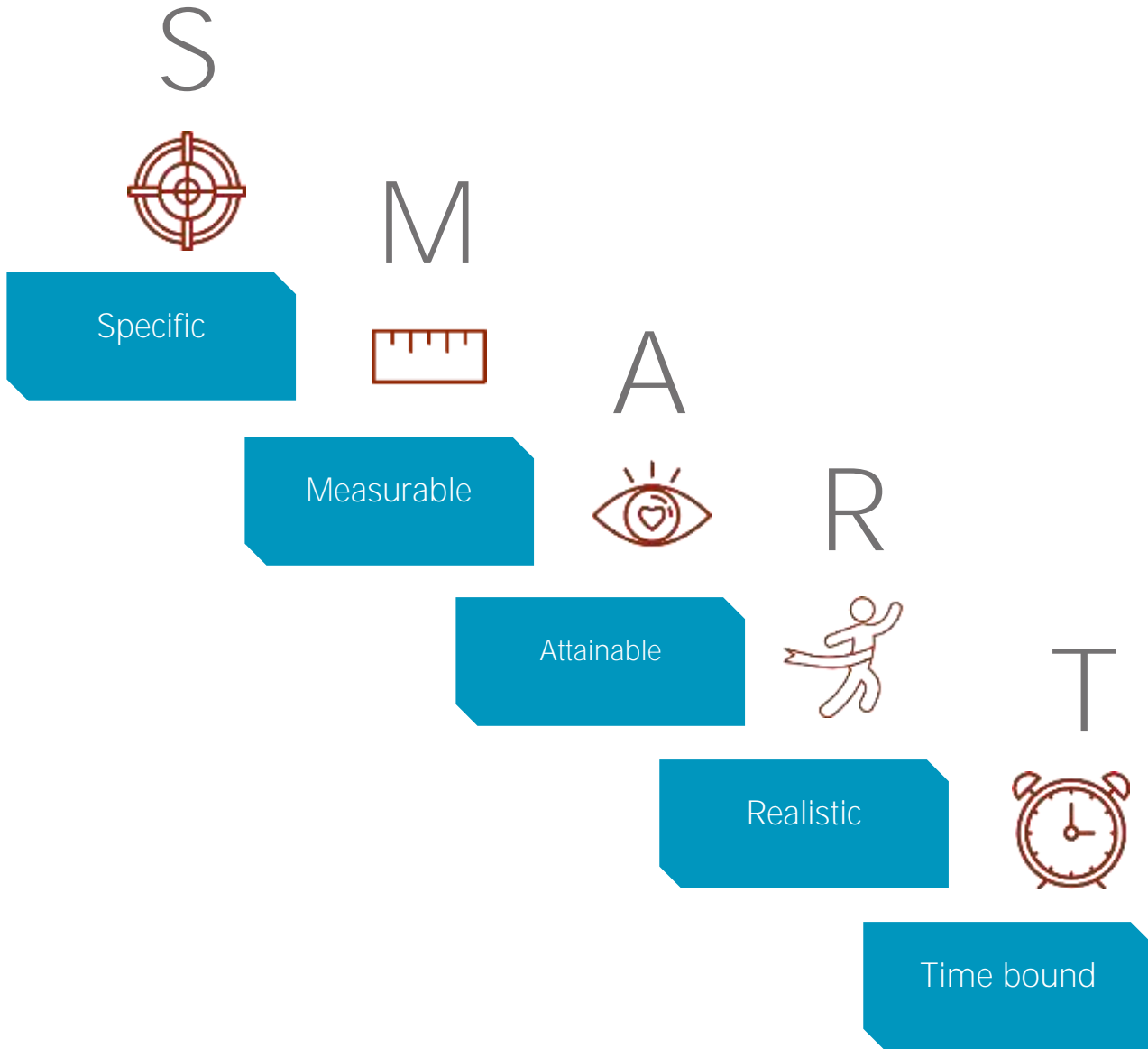
The following are possible answers and key concepts to review while discussing the importance of setting personal goals.

- Possible Answers:
 - Setting goals is the best way to actually achieve them, instead of just dreaming about them.
 - The right goals can keep you focused on what matters most.
 - It can help you make decisions in life. For example, if I do this, will it help me achieve my goals?
 - Setting goals will help you figure out exactly what you want out of life and help you get there.
 - Setting goals helps drive you forward towards the goals.
 - Setting goals makes you accountable to yourself.
 - Setting goals helps you be the best version of yourself that you can be.
 - Goals create a road map to your successful future.
 - Goals provide you with a starting point and a destination to reach.
 - Setting goals provides concrete actions to take.
 - Goals help you set priorities and keep you focused.
 - Goals can help break down big tasks into smaller easier to manage portions.
 - Setting and achieving small goals helps build self-confidence.
 - Setting goals can help you avoid procrastination.
- Key concepts:
 - **Many people work hard in life but don't feel like they really get anywhere. These people haven't spent enough time thinking about what they want from life, and they haven't set goals for themselves.**
 - Goal setting makes you think about your future and motivates you to reach that future.
 - Setting goals helps you choose your path in life. By knowing what you want, you can concentrate on what you need to do to get there.
 - The best goals align with your personal values (for example, if you value spending time with your friends and family, you wouldn't want a goal that takes you away from friends and family).

Slide 5:

- Definitions for SMART
 - S – Specific: The more specific, or detailed, you can make your goal, the easier it is to meet it and measure it. A general action would be, "Research jobs." But a specific action would be, "Research jobs in the retail industry in Amman."
 - M – Measurable: You need to measure your progress to help you stay on track and reach your target dates. To figure out if your goal is measurable ask yourself "How will I know when this step is complete?" Keep in mind that a "specific" goal is much easier to measure.
 - A – Attainable: Your goals should be challenging, but still within reach. Know your own limits and other factors you can't control when you set your goal. Don't push yourself to take actions you feel are impossible.
 - R – Realistic: A realistic goal is one you're willing and able to work towards. For example, if you love sports, is it realistic to think you'll become a pro athlete tomorrow? You may be attracted to jobs that pay high wages, but you need to decide if they would be realistic for you to go after. For example, do you have the time, money, and discipline to get a Doctorate degree?
 - T – Timely: A goal is timely when it's tied to a specific timeframe. Planning to meet deadlines really helps you meet your goals. But make sure you are realistic with your timeframes, don't plan to do something in a day that really takes two.

SMART Approach Document



Setting SMART Goals

This also downloadable from Learning Management System

Goal setting is a powerful tool you can use to provide focus and direction in your life. The ability to set and achieve goals not only provides self-advancement, but it is a skill desired by employers of their employees.

Before creating a goal, it's important to reflect on your values. Use those values to define broad goals, and then develop those broad goals into SMART goals.

Answer the questions on the following pages to start setting your SMART goals. Type your answers in the designated boxes; they will expand as you type.

What do you value in life? What is important to you?

Select any of the values from the list below, or type your own in the space provided.

List of Values

- | | | |
|---|--|---|
| <input type="checkbox"/> Achievement | <input type="checkbox"/> Fame | <input type="checkbox"/> Listening |
| <input type="checkbox"/> Advancement | <input type="checkbox"/> Family happiness | <input type="checkbox"/> Mastering a technique/field |
| <input type="checkbox"/> Adventure | <input type="checkbox"/> Financial security | <input type="checkbox"/> Personal development |
| <input type="checkbox"/> Autonomy | <input type="checkbox"/> Friendships | <input type="checkbox"/> Physical activity |
| <input type="checkbox"/> Balance | <input type="checkbox"/> Fun | <input type="checkbox"/> Receiving recognition/ impressing people |
| <input type="checkbox"/> Belonging to a group | <input type="checkbox"/> Happiness | <input type="checkbox"/> Repairing or fixing something |
| <input type="checkbox"/> Building something | <input type="checkbox"/> Harmony | <input type="checkbox"/> Respect |
| <input type="checkbox"/> Challenge | <input type="checkbox"/> Health | <input type="checkbox"/> Risk-taking |
| <input type="checkbox"/> Compassion | <input type="checkbox"/> Helping others/ serving people | <input type="checkbox"/> Safety |
| <input type="checkbox"/> Competition | <input type="checkbox"/> Influencing people | <input type="checkbox"/> Security |
| <input type="checkbox"/> Creativity | <input type="checkbox"/> Improving or perfecting something | <input type="checkbox"/> Self-expression |
| <input type="checkbox"/> Creating something new | <input type="checkbox"/> Independence | <input type="checkbox"/> Spirituality |
| <input type="checkbox"/> Creating beauty | <input type="checkbox"/> Integrity | <input type="checkbox"/> Stability |
| <input type="checkbox"/> Creating change (e.g. social change) | <input type="checkbox"/> Knowledge | <input type="checkbox"/> Status |
| <input type="checkbox"/> Creating information | <input type="checkbox"/> Leadership | <input type="checkbox"/> Teamwork |
| <input type="checkbox"/> Decision-making | <input type="checkbox"/> Learning/growing | <input type="checkbox"/> Tenacity |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Leisure | <input type="checkbox"/> Visioning |
| <input type="checkbox"/> Equality | | <input type="checkbox"/> Wealth |

Think about 5 years into the future. Where do you want to be? What would success be for you?

Type one goal that will help you realize your dream.
(For example: I want to run my own business.)

Think about the goal you just created and complete the following to help make your goal SMART. This can be a personal or professional goal.

Specific: What do you specifically want to accomplish? How will you achieve it?

Example: I want to own a shop and sell one of a kind jewelry to tourists.

Your Turn:

Measurable: How will you know your goal has been achieved? How much will you earn? How many people will you reach?

Example: I would like to earn \$15,000 per month by selling to 100 tourists a month.

Your Turn:

Attainable: Is this goal achievable given who you are and your commitment? What resources will you need?

Example: It is realistic, particularly if I have the support of the community and other small shop owners in the area, and also work with a microcredit association.

Your Turn:

Realistic: Is your goal realistic for your abilities, who you are, and your personal vision?

Example: I would like to be self-employed and pursue my passion of making beautiful jewelry that will be viewed all over the world.

Your Turn:

Timely: When will you achieve the goal? How long will it take?

Example: Within three years, I will plan and start my shop, and start earning profits.

Your Turn:

Type your SMART goal in full using the information you added to the previous table.

For example: In the next three years, I will work with local business owners and a microcredit institution to establish a new one of a kind jewelry shop for tourists and earn \$15,000 per month, thereby becoming self-employed.



Module A2 – Professional Development

Time: 6.5 hours

Objectives

- Understand the value of and be able to conduct performance evaluations
- Use performance evaluations to create SMART professional goals
- Understand the value and be able to effectively give and receive feedback

Preparation

- Cut role plays for “Handling Feedback” Role Play
- If applying online component be sure to have all logistics of computers and internet connection completed before class starts to ensure smooth transition between types of learning
- Optional: Print necessary documents and worksheets

Schedule Outline

Type	Title (minutes)	Description	Materials
Activity	Activity A2.1 Three stories (0:10)	<p><i>Purpose:</i> Introduces the stories to class, and how they’ll be used to reflect on the topics throughout their learning. These stories showcase characters’ desired jobs and the barriers they are facing (touches on professional goal setting, continuing education, using the internet to enhance skills and knowledge, and handling constructive feedback).</p> <p><i>Instructions:</i></p> <p>1. Share with participants the following three stories (also noted in PPT). Instructor may change the name of the participants to match local context.</p> <p><i>Fatima recently got a job working in communications. During her first performance her boss said that he is going to be assigning her to write more company communications. Fatima was nervous that her business writing skills weren’t strong enough and so she signed up for an intensive business writing certificate offered by her local university. She has also partnered with a coach at her office, to whom she can go for advice.</i></p> <p><i>Yasin shows up to his job every day and gets his work done. But he’s starting to feel bored with his current work so he’s thinking of finding new work in a new field. He’s had several jobs in the last two years as he tries to find what direction to take. He knows he enjoys helping people and hopes to get a job doing that.</i></p> <p><i>Adam works at a book store and would like to one day become a manager. Adam has started reading management related books, and has subscribed to a popular management YouTube channel. He’s also volunteered to run book clubs and charity events for the store.</i></p> <p>2. Ask participants: Who do you think will be most successful in their career. Why? Use answers to introduce the concepts of this module.</p>	PPT 2
Discussion	Personal needs identification (0:30)	<p><i>Purpose:</i> Group discussion focused on the importance of professional development.</p> <p><i>Instructions:</i></p>	PPT 3-4

		<p>1. Start by establishing common definition for professional development. Write down phrase on flip-chart and brainstorm responses from participants.</p> <p>2. Then ask participants in groups to develop responses to questions: Why is professional development important?</p> <p><i>Possible Answers:</i> By pursuing professional development, you as an individual worker will benefit, so will your employer, and the clients you serve.</p> <ul style="list-style-type: none"> • Keep pace with current skills and standards in your field • You'll understand how your field is changing • It keeps you interested in what you do and helps you find/have a job that you enjoy • It can help you move into other positions and be successful • It gives you a stronger resume and increases your chances of employability • You are more knowledgeable about the work you do, offering better services and products to your clients • Other people will have more confidence in your abilities <p>3. After participants report back, lead through discussion on "Professional Development Plan". Make connections to characters in the three stories. Explain: A professional development plan is a tool that you can use to help you get to where you want to be in your career.</p> <p>4. Ask the class what they think should be included in a Professional Development Plan.</p> <p><i>Answers:</i></p> <ul style="list-style-type: none"> • Evaluation of your current skills and abilities to identify gaps. • Create goals. These identify where you want to be. • A map for how you will gain the skills you need. What can you do to fill the gaps in your knowledge and skills? • Support and resources. What kind of resources will you use to fulfill your goals? • Timeframes. Give yourself deadlines. 	
Lecture &	Performance evaluation and setting goals (0:30)	Instructor introduces concept of evaluating performance using a SWOT analysis. Then discusses how to reflect on outcome of the analysis in order to create SMART goals (or enhance the goals they set the in previous module). The differences between "career" goals and "functional" goals are also discussed. Please review notes in PowerPoint slides 5-7	PPT 5-7
Activity	Activity A2.2 SWOT Analysis (1:00)	<p><i>Purpose:</i> Participants evaluate their own performance through SWOT analysis tool, which will enhance their ability to set SMART goals.</p> <p><i>Instructions:</i></p> <p>1. Read the scenario (on Slide 7)</p> <p>Amina sets up merchandise displays at a large department store. She's super creative and is really good at capturing moods in how she sets up her displays. The economy has been slow lately, and she hopes her displays are making a difference for the store. She likes to complete her work quickly, which means she creates stress for herself and puts pressure on her coworkers. She works well with all of the departments in the store and really learns about the products she uses in the displays she creates. She's excited that she'll be attending a design conference next month with her assistant who used to work as an interior designer and is related to the store manager. The lead merchandising manager from head office will also be attending the conference.</p>	PPT 5-7, SWOT Analysis Worksheet

		<p>2. Work through the scenario with the students so that they can try out using a SWOT analysis. Create quadrants on a flip chart and have the students categorize Ana's skills and abilities into either a strength, weakness, opportunity, or threat.</p> <p>3. Ask participants to complete their own SWOT analysis before moving to creating SMART goals.</p>	
Activity	Activity A2.3 Performance evaluations for personal needs identification (0:45)	Participants are asked questions to evaluate their own performance (Performance and Evaluation and Goal Setting Worksheet) for a personal needs identification. They are also asked to create one goal, and are provided with a template to help them formulate a SMART goal. If they have completed A1, then ask them to review and update their goals.	PPT 8 - 11, Performance and Evaluation and Goal Setting Worksheet
Discussion	Setting professional goals (0:20)	<p>Class reviews the self-study activity. Instructor asks for some examples, and offers a chance to work through any difficulties together.</p> <p><i>Tips for Success:</i> If conducting the activity in a classroom, be sure to circulate and provide guidance as they are completing activity. Before taking responses, ask participants to share in pairs. It may not be possible for everyone to share to the entire class, and so it is important they can share with each other.</p>	PPT 12
Activity	Activity A2.4 Professional Development Plan (0:45)	<p><i>Purpose:</i> Review the purpose of professional development plan. Depending on time, complete plan in class or start and ask participants to complete at home.</p> <p><i>Instructions:</i></p> <ol style="list-style-type: none"> 1. Explain to the class that by evaluating their skills and setting some goals, that they have essentially started a career development plan for themselves. What they need to do next is figure out what options are available for them to fulfill their goals. 2. Ask the class to give some examples of the things they can do to advance professionally and reach their goals. Write down the answers on a flip chart. <i>Answers could include:</i> <ul style="list-style-type: none"> • Mentoring or coaching • Going back to school • Taking courses or workshops (online or offline) • Researching information online • Reading books or articles • On-the-job training • Watching videos • Practicing, trial and error • Talking to people • Asking questions • Observing experts • Getting feedback 3. Ask participants to complete their professional development plan worksheet. 4. Conduct debrief. 	PPT 13, Professional Development Plan Worksheet
Lecture	Handling feedback (0:40)	<p>Instructor introduces concept of handling feedback, when to give it and when not to, along with examples of inviting and receiving feedback.</p> <p><i>Tips for Success:</i> Bring the subject of handling feedback alive. Conduct with a volunteer, or have participants conduct the role play on "Handling Feedback" to generate feedback for the rules for giving and receiving feedback, and transition participants into groups for next activity.</p>	PPT 14, Role Play on "Handling Feedback"

Activity	Activity A2.5 Rules for giving feedback (0:45)	<p><i>Purpose:</i> To get learners thinking about appropriate methods, reasons, and times to give feedback and to receive feedback.</p> <p><i>Instructions:</i> Participants will break into groups to come up with a list of rules for giving feedback and a list of rules for receiving feedback. Group's present lists.</p> <p><i>Tips for Success:</i> To save time you may want to have groups post their rules on flip-chart paper and ask participants to observe similarities and differences, rather than having each group present.</p>	PPT 15
Lecture	Giving feedback (0:10)	<p>Use the previous activity and review with class rules for giving and receiving feedback. Ask participants to make comparisons to the lists they have made, and whether they agree or disagree with the rules presented. Use this debate to clarify any missing points with the participants. Explain clearly the rules concerning giving and receiving feedback.</p> <p><i>Tips for Success:</i> Instructor may choose to explain sandwich technique of feedback (positive, area for improvement, positive).</p>	PPT 16 – 21, Rules for Giving and Receiving Feedback
Activity	Activity A2.6 Give & receive feedback (0:30)	<p>Participants will break into pairs. In round one, partner A describes an object that partner B must draw. No feedback is given during the drawing. At the end, they provide each other with feedback. Round two is the same, but partner A is now drawing. PLUS, feedback can be given at any point throughout round two. See Quick Notes for more details.</p>	PPT 22, Quick Notes
Discussion	Give & receive feedback (0:15)	<p>Group discussion to review the give and receive feedback activity.</p> <p><i>Tips for Success:</i> Instructor may use this opportunity to draw conclusions on the difference between fact, opinion and judgements.</p>	PPT 23, Quick Notes
Activity	Activity A2.7 Daily Learning Journal (0:15)	<p>Participants write in their daily learning journal about what they learned and their professional goals. Participants analyze their areas for improvement.</p> <p><i>Tips for Success:</i> If there is not internet access, participants can complete worksheet offline.</p>	PPT 24, Daily Learning Journal Handout

Resources and Worksheets

SWOT Analysis Worksheet

Instructions

A SWOT analysis allows is frequently used by organizations, but can also be used to assess an individual. SWOT stands for Strengths, Weaknesses, Opportunities, or Threats, and the exercise allows one to reflect on the areas as to inform what steps one can take in the future. The first two (strengths and weaknesses) are factors internal to the individual, while the latter two are external.

Strengths (Internal)	Weakness (Internal)
Opportunity (External)	Threat (External)

Performance and Evaluation and Goal Setting Worksheet

Instructions:

Consider your SWOT analysis and identify a new goal or update the goal you created during a previous session (if applicable). Encourage participants to consider a long term, mid-term and short-term goals. Focus on a professional goal.

Specific: What do you specifically want to accomplish? How will you achieve it?

Measurable: How will you know your goal has been achieved? How much will you earn? How many people will you reach?

Attainable: Is this goal achievable given who you are and your commitment? What resources will you need?

Realistic: Is your goal realistic for your abilities, who you are, and your personal vision?

Timely: When will you achieve the goal? How long will it take?

Type your SMART goals in full using the information you added to the previous table.

A large, empty, rounded rectangular box with a thin black border, intended for writing SMART goals. The box is oriented horizontally and has slightly beveled corners on the top-right and bottom-left sides.

Professional Development Plan Worksheet

Instructions

Ask participants to consider the goals they have identified to complete the worksheet. The worksheet will help them plan next steps.

Objective (s)

Write your long and short term professional (career) objectives below.

Long Term:

Short Term:

Action Steps

Consider your goals above and what it would take to achieve them. Consider specific steps.

Action Step	Specific Details	Date Realized

Role Play on “Handling Feedback”

Instructions

Provide participants all with the following scenario. Ask participants to form groups and provide them with their individual instructions (Note: Must cut these out prior to the session). Please note that the instructor may elect to alter or adapt the scenario as desired to make it contextualized for participants (for example: change the names, change the environment or sector).

Scenario

Ilham, Mohammed and Sophie work together. Ilham is the supervisor, while Mohammed and Sophie are peers. Mohammed and Sophie are friends. Ilham has tasked Mohammed and Sophie will putting together a presentation for a new client. Start the role play with Ilham providing the assignment to Mohammed and Sophie.

Secret Instructions

Sophie

Sophie is excited about the opportunity, but is worried, because sometimes when they have group assignments, Sophie does more of the work. Sophie wants to make sure that Mohammed helps her more.

Mohammed

Mohammed finds the opportunity interesting, but is concerned, because Sophie tends to take control and ignores some of his more creative ideas. Mohammed would like Sophie to listen more.

Ilham

Ilham knows Mohammed and Sophie are friends. She also identified that for another client presentation, Sophie did most of the work, although the client did give feedback that they wanted more creative ideas. Ilham wants to encourage Sophie and Mohammed to work better together and discuss what worked well and not well the last time.

Debrief Questions

- What happened during your role play?
- How did Mohammed and Sophie give feedback to each other?
- How did Ilham give feedback?
- How did each person receive the feedback?
- What does this role play tell us about giving and receiving feedback?

Rules for Giving and Receiving Feedback

Giving Feedback

1. Offer feedback on observed behavior, not on perceived attitudes.
2. Offer a description of what you saw and how you felt, rather than a judgement.
3. Focus on behavior which can be changed.
4. Choose those aspects which are most important and limit yourself to those.
5. Ask questions rather than make statements.
6. Set the ground rules in advance.
7. Comment on the things that the individual did well, as well as reasons for improvement.
8. Relate all your feedback to specific items of behavior. Do not waffle about general feelings or impressions.
9. Observe everyone's personal limits.
10. Before offering any feedback, consider its value for the receiver. If there is none, keep quiet.

Receiving Feedback

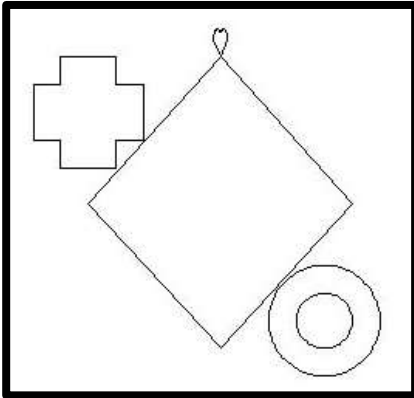
1. Listen
2. Assume good intentions
3. Don't get defensive
4. Don't take it personally
5. See constructive feedback as help
6. Don't be too hard on yourself
7. Say thank you

Quick Notes:

Slide 22:

Break participants into pairs.

This activity can be done in one or two rounds depending on time. One participant is assigned the letter A, the other is assigned the letter B.

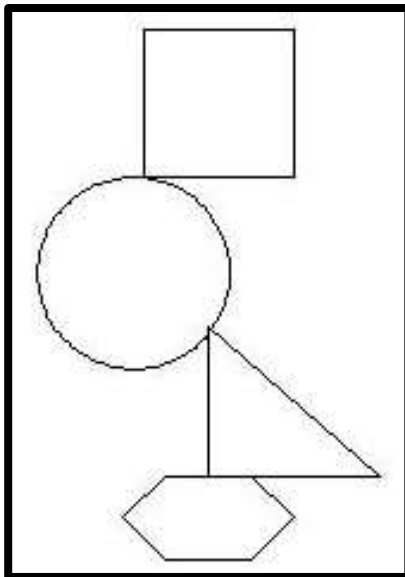


In the first round. All the 'A's in this training game are given pieces of paper that have a drawing with several interconnected geometric shapes on it (2 examples are shown beside the slide frame). They are to not share this image with their partner.

The 'B's are given a blank sheet of paper and a pen or a pencil.

The 'A's are communicate to 'B' the figure in their hands so that the 'B's are able to draw a replica.

In this round a feedback constraint is introduced. The 'B's are told not to speak while playing this round of the training game. They have just to listen and draw according to the instructions by 'A'.



After everybody has finished, the 'B's share their version of the figure with the 'A's (rarely does anybody get the figure right). Have the As and Bs ask for and **give feedback**; For example, A's can give feedback on B's ability to follow instructions for example, and Bs could offer feedback on As ability to communicate.

In the second round. Flip the tasks so that **'B's have an image that they need to communicate**, and the 'A's are to draw a replica.

In this round there is no feedback constraint. The 'A's and 'B's can provide immediate feedback as they work together.

After everybody has finished, the 'A's share their version of the figure with the 'B's. Have the As and Bs ask for and give feedback.

Slide 23: Group discussion to review the results from the previous activity and discuss their findings. You can prompt with any of the following questions.

- What did you find difficult?
- Did you find emotion coming into it, did you experience any frustration?
- Were you comfortable asking for feedback?
- Were you comfortable giving feedback?
- How did you feel when receiving feedback?
- How did you feel not being able to ask questions during when you were following instructions? Did you notice a difference when you were able to ask questions while drawing? Did the end result improve? Did the experience improve?
- What kind of feedback did you find most helpful?
- Overall, what did you learn?

At the end of the discussion remind the class:

Hearing negative feedback can be hard. **But if you accept it as part of your development plan, you'll start seeing feedback as an opportunity for improvement.** There is increasing support for the idea of embracing our failures **rather than shrinking from them, or making excuses for them.** **As you learn and try new things, it's inevitable that you will fail from time to time.** So why not take those failures and that feedback and accept them as opportunities to improve and grow.

Daily Learning Journal Handout

Instructions

Take some time now to reflect on what you learned during the day and how it contributes to your personal learning goals. Type your answers in the designated boxes. Click on the boxes to type and expand.

What areas of professional development do you find the most interesting? Explain why.



What areas some skills you would like to work on for your own professional development?



Describe what steps you will take to improve your performance for the items you listed in the previous question.



How will you measure your success in each of the areas you've identified?



Module A3 – Personal Development Intro to Concepts

Time: 5 Hours (6 Hours with Optional 5S Technology)

Objectives

- Understand stress in terms of definition, how it is caused, what is the impact and how to manage it in your personal and professional life
- Understand and identify the value of proper hygiene and safety in the workplace
- Obtain introductory level understanding of personal social responsibility and identify how it can enhance your professional performance
- Understand and identify value of social skills and strategies on how to use social skills for personal development

Preparation

- If applying online component be sure to have all logistics of computers and internet connection completed before class starts to ensure smooth transition between types of learning
- Video or image for 5S Technology, or on the job site visit
- Optional: Print necessary documents and worksheets

Schedule Outline

Type	Title (minutes)	Description	Materials
Activity	Activity A3.1 Three stories (0:15)	<p><i>Purpose:</i></p> <ul style="list-style-type: none"> • Use stories to reflect on the topics for today's session <p><i>Instructions:</i></p> <p>1. Introduces stories to class. Instructor may change names or modify stories to match cultural context.</p> <p><i>Nasri is looking forward to starting his own business one day. He always tries to look his best and tends to wear a suit and tie most days. He feels strongly about how people present themselves and is sometimes very vocal about how he feels.</i></p> <p><i>Dahma is very shy and quiet, she is looking forward to taking the training course she's signed up for, but really isn't sure what she wants to do yet. She's worried about keeping up with the class work and is feeling stressed already.</i></p> <p><i>Uday is pretty easy going. He likes to dress casual and is looking forward to a career that will allow him to continue dressing that way. Uday is often running late, but doesn't let it stress him out.</i></p> <p>2. Ask participants: Who do you think will be the most successful in their future careers? Why?</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • Nasri seems to have some goals set. He knows where he wants to go, and is dressing the way he thinks he will get to where he wants to go. • Dahma does not seem to have any goals set. It's great she is taking some classes, but she needs to think about her goals before she can make solid plans to achieve them. • Uday is very likable, but he'll have to become more serious in his efforts if he wants to become a success. He'll need to improve his time 	PPT 2

		<p>management skills if he expects to be able to keep a job in the future, even one where he can dress casually.</p> <p>3. Use responses to explain how they'll be used to reflect on the topics for the session.</p>	
Lecture	Time, Lifestyle, and Stress Management (0:10)	<p>Transition from three stories to introduce the topics of today's session: Time, Lifestyle, and Stress Management. Various methods and techniques will be mentioned. Stress management is all about taking charge: of your lifestyle, thoughts, emotions, and the way you handle difficult situations.</p> <p><i>Tips for Success:</i> Instead of providing definition for stress management. Ask participants what they think "Stress Management" means? And record answers on flip-chart.</p> <p>This particular lecture should be brief to allow for a quick transition to use the eLearning content.</p>	No PPT
Online Activity OR Discussion	<p>Activity A3.2a Time, Lifestyle, and Stress Management (1:00)</p> <p>Activity A3.2b Time, Lifestyle, and Stress Management (1:00)</p>	<p><i>Purpose:</i></p> <ul style="list-style-type: none"> Participants independently or in group review concepts related to time, lifestyle and stress management to facilitate discussion to their own personal development <p><i>Option 1 Instructions:</i></p> <ol style="list-style-type: none"> Direct participants to the online module about time, lifestyle, and stress management. Quizzes and interactions will validate immediate understanding and provide immediate feedback. Instructor should use Blended Learning Guidance Worksheet for additional ideas on how to use online module. <p><i>Tips for Success:</i> If there is limited internet or access to tablets, instructor can pull up the module ahead of time and walk through the blended learning tips worksheet as a class. If there is internet and tablets, instructor should set these up before class starts, and instructor can walk through the module and have participants work individually.</p> <p><i>Option 2 Instructions:</i> If there is no internet connectivity, proceed with the following:</p> <ol style="list-style-type: none"> Ask participant to complete the following sentence. Depending on group, you may ask that they share answers on post-it notes then post on flip-chart paper (keep their names anonymous) or they can write down on paper individually. <p>"In my life, I experience stress ..." (What stress do they experience?)</p> <ol style="list-style-type: none"> Then ask them to complete the sentence: <p>"When I have stress, I ..." (What do they do? How do they feel?).</p> <ol style="list-style-type: none"> If possible and appropriate ask them to share responses. Then, ask the class how they would define stress. What is stress? Get a few answers before proceeding. Provide definition on PPT. Explain that: <ul style="list-style-type: none"> Everyone experiences stress at some point in their life. Stress isn't always bad. Small amounts of stress can help motivate you to perform under pressure. 	<p>PPT 3, Blended Learning Guidance Worksheet</p> <p>OR</p> <p>PPT 4 – 8, Signs of Stress Document, Causes of Stress Document, Quick Notes I</p>

		<ul style="list-style-type: none"> No one can handle always being under stress. Our minds and bodies can only handle so much. <p>5. Draw a table with four columns. Label the columns, physical, emotional, mental, and social/behavioral. Ask participants to consider what are examples of signs of stress for each column. Complete the chart. Direct participants to chart in participant manuals or download from platform. See Signs of Stress Document</p> <p>6. Ask participants, “What Causes Stress?” Explain stressors and types. Ask participants to provide examples under each of stressors. Share Slide 6. See appendix for Causes of Stress Document.</p> <p>7. Discuss Managing Stress. Use the Quick Notes I document in Appendix for more details.</p> <p><i>Tips for Success:</i> Consider how to present managing stress, such that the participants provide the answers. Consider pulling examples from three stories at the start of module, or that the participants share. For the Priority Grid, be sure to draw it out and use examples to explain to ensure participants understand.</p>	
Discussion	Personal Hygiene (0:15)	<p>Instructor introduces the basics of hygiene and safety, both in terms of personal appearance and behavior as well as the working environment (basics of dressing and grooming, hygiene do’s and don’ts, importance of grooming in the workplace).</p> <p>1. Ask participants before providing definitions. “What is hygiene?” Make a list of what is proper hygiene in the workplace.</p> <ul style="list-style-type: none"> The term “hygiene” refers to the things you do to maintain good health and prevent disease. The big factor involved with hygiene is cleanliness. Good hygiene involves keeping your own body clean as well as your surrounding environment. <p>2. Then ask participants, “What is safety and why is it important in the workplace?” Again make a list. Proceed with additional slides featured for this topic.</p> <ul style="list-style-type: none"> The term “safety” refers to being out of the way of danger, or at least having a minimized risk of danger or injury. Both hygiene and safety are important considerations both in life and in the workplace. In the workplace it is vital that all employees and customers are safe and happy, and protected from disease and potential danger. While bad hygiene does not always pose a risk for disease, it can still be a real deterrent to customers. <p>3. Share with participants story and picture on PPT 10:</p> <ul style="list-style-type: none"> This is Yasir. He has arrived at work looking neat and tidy and ready to impress customers. Since he looks good, he must have acceptable <i>personal hygiene</i>, correct? Allow participants to discuss. Answer: By looking at him, you would say yes, but if you got closer to him and could smell him, you would say NO. Yasir jogged to work in his workout clothes. When he got to work, he washed his face, combed his hair, and changed into clean clothes. But it is not enough to look acceptable, you need to actually be clean! You want customers and co-workers to feel comfortable being around you and part of that is having acceptable personal hygiene. Here are a few pointers: 	PPT 9 - 10

		<ul style="list-style-type: none"> • Bathe regularly • Wear clean clothing. That means no soils and no odors. You could even consider keeping spare clothing at work in case you spill something on yourself at lunch. • Avoid strong perfumes or colognes. In fact, some workplaces have “no scent policies” since many people have allergies or are just simply do not like strong odors. • Keep your fingernails clean and well-groomed. • Men should be well groomed or maintain tidy facial hair. • Keep your hair clean and styled appropriately for the workplace. <p>If possible, find a video that illustrates hygiene and safety within your country context.</p>	
Discussion	Germs in the Environment (0:15)	<p>Ask participants: Whenever you come into contact with people, whether at work, at home, or on the bus, you will also be coming into contact with germs! What precautions could you take to stop the spread of germs?</p> <p>Record answers.</p> <p>Review Possible Answers:</p> <ul style="list-style-type: none"> • The single most important thing you can do to stop the spread of germs is to <i>wash your hands</i>, and to do it properly. That means using water AND soap, lathering up for 15 seconds, and rinsing. Next time you wash your hands, count to make sure you are lathering up for the full 15 seconds it takes to get your hands clean. Wash your hands often, like after using the washroom, before and after eating, after blowing your nose, after touching garbage, and when your hands are visibly dirty. • Consider using a tissue to touch public door handles. • If you need to sneeze or cough, cover your mouth with a tissue and then throw the tissue in the garbage. If you don't have a tissue available, use your upper sleeve or elbow. • Get into the habit of not touching your eyes, nose, and mouth during the day. • While it is tempting to eat lunch at your desk or even at the store check-out, the best place to eat is an assigned lunch area. This might be a cafeteria or a table in the employee lounge. Designated lunch areas are more likely to get properly cleaned and disinfected than a desk. • If you're sick, you may be contagious so seriously consider whether you should be going to work. Abide by your company guidelines on sick leave and consult your doctor if you need advice. 	PPT 11
Discussion	Keeping a Clean Work Area (0:20)	<p>Ask participants to look at the pictures: What is your impression of the people these work areas belong to?</p> <p>Record and review answers.</p> <ul style="list-style-type: none"> • Some possible answers for untidy: <ul style="list-style-type: none"> • They are not in control • They aren't focused • They can't find things • They are probably always late • I wouldn't want to hand over important papers to them • Some possible answers for tidy: <ul style="list-style-type: none"> • They are in control • They are focused 	PPT 12

		<ul style="list-style-type: none"> • They know where everything is • They pay attention to detail • They are confident • I'd trust them with important papers <p>Make point: In life, and especially on the job you always want to make a good impression, so you'll need to try to keep your work area organized. Not only will it make a good impression on others, it'll help you find things easier. Making a little effort will have a big impact on how others see you.</p>	
Activity	Activity A3.3 Staying Safe (0:30)	<p><i>Purpose:</i></p> <ul style="list-style-type: none"> • Review the importance of safety in workplace, along with summarizing the entire "Hygiene and Safety" section and discussions. <p>1. Provide participants with the following scenario:</p> <ul style="list-style-type: none"> • <i>You arrive at work and a heavy box is sitting in the middle of the store, blocking the main aisle.</i> • Explain that the problem is you're the only sales associate working and the store is opening in half an hour. You shouldn't leave the box there since it will get in the way of customers. You know the box is very heavy and you could potentially hurt yourself. <p>2. Ask participants: What should you do?</p> <p>Answer:</p> <ul style="list-style-type: none"> • Even though it is not ideal to leave the box in the middle of the store, it is imperative that you are SAFE in how you move it. That means you should wait until another employee arrives so that you can work together to move the box. Or perhaps, you could move the box safely with a piece of equipment such as a dolly. • The important thing is to know and follow your company's safety policies. In this scenario, it would be much worse for you to hurt your back or drop the box on your foot than it would for you to leave the box where it is and have customers walk around it. <p>3. Provide a few more tips for staying safe at work include:</p> <ul style="list-style-type: none"> • If you spot something unsafe, like a spill on the floor, correct the problem or report it to the appropriate person. • If you're not sure of how to do a task safely, ask for training before you launch into the task. • Encourage others to abide by safety policies. • If you or someone else gets hurt, get first aid help immediately and report the incident to a supervisor. <p>4. Summarize the "Hygiene and Safety" section by recapping:</p> <ul style="list-style-type: none"> • Hygiene and Safety need to be taken seriously in order to maintain a safe and appealing workplace. • Do your part by reviewing your workplace policies on hygiene and safety and abide by the guidelines. 	PPT 13
Activity & Discussion	<i>Optional:</i> 5S Technology (Work Environment) (0:45)	<p>**This particular discussion may be relevant for trainings the industrial-based sectors. **</p> <p>If possible, participants should conduct an observation in a manufacturing or factory site or the instructor may provide a video, or image. The participants should be asked to observe the working environment: Is it clean or organized? How?</p>	No PPT, 5S Technology Handout

		<p>Based on observations, lead participants in a discussion about 5S Technology (see 5S Technology Handout for more details). The discussion should focus on asking participants why this theory is important.</p> <p><i>Tips for Success:</i> If the private sector company uses another policy or strategy, please use that in place of the 5S Technology theory.</p>	
Discussion	Social Responsibility and Personal Ethics (0:20)	<p>Group discussion to reveal different thoughts on Social Responsibility and Personal Ethics.</p> <ol style="list-style-type: none"> 1. Ask if anyone knows the meaning of “Social Responsibility”. Get the group talking about what they think Social Responsibility means. 2. Reveal a definition: Social responsibility means that every individual has an obligation to act for the benefit of the entire society. In other words, we should all try to make the world a better place. Think before doing – will an action you take in some way affect someone else negatively? 3. Follow the same structure to elicit definitions for “personal ethics” Definition: Personal ethics are your beliefs about what is right and wrong and what you consider to be good and bad behavior. Your personal ethics are based on your values and govern how you interact with others. Your personal ethics should positively impact the experience of those you interact with, and should not have a negative impact on others. The stronger your personal ethics, the more socially responsible you’ll be. 4. Ask: Why is social responsibility so important to an individual’s personal development? Possible Answers: <ul style="list-style-type: none"> • Being socially responsible means that you will think before you act. You will consider the consequences of your actions before taking them. For instance will this shortcut cause any issues for any other team member? If so the consequences should be carefully considered first, and potentially an alternate solution should be found. • Being socially responsible means you are responsible for your actions and comments. • Being socially responsible means you care about more than just yourself. You care about your community, and the other individuals around you. 	PPT 14
Lecture & Discussion & Activity	<p>Three Ethical Character Traits (0:40)</p> <p>Activity A.3.4 Initiative</p>	<ol style="list-style-type: none"> 1. Explain that there are 3 main ethical character traits. Make sure your lecture is active and you ask participants for answers as much as possible. Please see Quick Notes II for details on each character trait. 2. Discuss Interpersonal Skills (Slide 16): Ask: How important do you think interpersonal skills are for these jobs in the images? Possible answer: They are important for both, even though one uses them more than the other. Ask: What could happen in each situation if this person had poor interpersonal skills? Possible answer: In both cases they could potentially try to fix something that wasn’t broken. If they aren’t comfortable talking with others, they may not have asked the right questions. Or avoided asking questions when they weren’t sure. 	PPT 15-18, Quick Notes II

		<p>Ask: Would the education and training this person had in preparing for their career have helped them improve their interpersonal skills? Possible answer: Most likely a healthcare worker would have some interpersonal skills training involved in their education, but it's unlikely a mechanic would have any interpersonal training associated with his education.</p> <p>3. Discuss Initiative (Slide 17): Listen to Hamza's story, and be ready to answer some questions afterwards (or have participants do this as a role play).</p> <p>"You won't believe what happened today! My boss said he was going to fire me if I don't "shape up".</p> <p>What does he expect? I come to work on time, only take breaks when scheduled, and always leave at exactly the right time, not one minute more or less!</p> <p>I know I don't always go to the staff meetings, but what more do I need to know about pushing buttons on a cash register and giving the right change to the customers? I don't care about those silly incentive contests we have for Employee of the Month. I'm not going to act like Faizan. Did you hear he got promoted? It's not much more money anyway, and now he thinks he's better than everyone else. When it's not busy he's always doing extra things like stocking shelves and asking customers if they need help. I'm at the counter if someone's looking for help.</p> <p>The boss can fire me if he wants. There are others stores that would hire someone like me."</p> <p>Ask the class these questions:</p> <ul style="list-style-type: none"> • Do you think Hamza's boss had a reason to speak with Hamza? • Have you ever been served by someone with an attitude like Hamza? How did it make you feel? • Do you think Hamza deserves a good reference from his boss? • Why do you think the other employee, Faizan, was promoted? <p>4. Discuss Dependability (Slide 18): Ask the class to write down an answer for each of these questions.</p> <p>Write down an example of your recent dependability. (Small examples are good too, something like always arriving to class on time.)</p> <ul style="list-style-type: none"> • Who benefitted? • Can you continue this positive behavior? <p>Write down an example of your recent non-dependability. (A deadline missed, being late for an appointment)</p> <ul style="list-style-type: none"> • Who did your behavior impact? • How can you improve? 	
Lecture	Social Skills (0:20)	<p>Instructor introduces Social skills and explains they are the skills we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance.</p> <p>Note that: Social skills and interpersonal skills are similar, and most consider interpersonal skills to be a sub-set of social skills. The main difference is interpersonal skills are more concrete skills that we use to communicate, like the ability to listen and negotiate. Social skills are more vague, they include not</p>	PPT 19 – 22, Quick Notes III

		<p>just the ways to interact, but also things like behavior, manners, body language, and personal appearance.</p> <p>Ask: What are some advantages of having well developed social skills? Possible answers:</p> <ul style="list-style-type: none"> • More and better relationships • Better communication • Improve career prospects • Increased personal happiness • Ability to avoid difficult situations • Increased self-esteem and self-confidence <p>People who have developed their interpersonal skills are generally more effective at:</p> <ul style="list-style-type: none"> • Making people feel welcome and valued • Resolving conflicts • Working within a team • Being leaders • Persuading others • Negotiating • Requesting and receiving help from others • Turning down a request without hurting anyone's feelings • Getting their opinions heard and taken seriously <p>Ask the class: What are some common social skills? Record answers. See Quick Notes III or Possible Responses.</p> <p>Ask: What simple things can people can do to help improve their social skills? See Quick Notes III for Possible Responses.</p>	
Activity	Activity A.3.5 Game to Demonstrate Social Skills (0:45)	<p><i>Purpose:</i></p> <ul style="list-style-type: none"> • Group activity to see how different people use social skills in various situations. <p><i>Instructions:</i></p> <ol style="list-style-type: none"> 1. Instructor will provide three different scenarios and will ask participants to work in groups and determine how they would use their social skills to handle the situation. Instructor may use slides or direct participants to Social Skills Situation Document. 2. Group discussion to review the results from the previous activity and discuss some of the best ways people handled the situation using different social skills. 	PPT 23 – 26, Social Skills Situation Document
Activity	Activity A.3.6 Daily Learning Journal (0:15)	Participants complete Daily Learning Journal Handout about personal learning goals for this course. What they knew already and what they learned. Writes a description of what they want to learn; analysis of their strengths and weaknesses (areas for improvement). Anticipate what their biggest challenges will be.	PPT 27, Daily Learning Journal Handout

Resources and Worksheets

Blended Learning Guidance Worksheet – Managing Your Time

Topics Covered on this module

- Time Management Tools
- Setting Boundaries
- Scenarios
- Knowledge Check

Ways to use this module

- Promote independent study
- Generate class discussion
- Practice pair and group work
- Combine above methods

Promote independent Study

If participants are able to connect online and there are enough computers, ask participants to go through the module independently.

- It is important to circulate and ensure all participants are following the module
- Make yourself available to answer questions as they move through the module
- Consider determining stopping points and providing times for the sections

Welcome – 5 Minutes
 Get Started – 5 Minutes
 Use Tools – 5 Minutes
 Set Boundaries – 10 Minutes
 Scenario – 10 Minutes
 What Can You Do? – 5 Minutes
 Knowledge Check – 10 Minutes
 Summary – 5 Minutes

Generate Class Discussion

If you have internet connectivity, but there are no resources for the class, go through the module in a discussion and activity mode.

- Review the module prior to the class
- Preview content for participants with questions
- Ask for a volunteer(s) to be the person that clicks through module per direction of the class

Possible Discussion Questions

- What is time management?
- Why is time management important?
- What do you spend your time doing?
- What are tasks you feel you don't have time to do?
- What was a major take away from the module?

Practice Pair and Group Work

If you have internet connectivity and limited resources for the class, go through the module using a mixture of class discussion and pair work sharing resources.

- Review the module prior to the class
- Preview content for participants with questions
- Pause and have participants work in groups or pairs to explore the module

Opportunities for Teamwork

- Scenario
- What Can You Do?
- Knowledge Check

Signs of Stress Document



Physical

- Headaches
- Trembling
- Sweating
- Aches and pains
- Tightness in muscles
- Nausea, dizziness
- Chest pain
- Rapid heartbeat
- Loss of appetite
- Insomnia, dreams, nightmares
- Fatigue



Emotional

- Moodiness
- Easily upset
- Irritability or short temper
- Unable to relax or keep still
- Feeling overwhelmed
- Sense of loneliness and isolation
- Anxiety, depression or general unhappiness



Mental

- Trouble thinking clearly
- Memory problems
- Can't concentrate
- Low attention span
- Poor judgement
- Anxious or racing thoughts
- Constant worrying
- Avoiding decision-making



Social/Behavioral

- Eating more or less
- Sleeping too much or too little
- Isolating yourself from others
- Procrastinating or neglecting responsibilities
- Nervous habits (e.g. nail biting, pacing)

Causes of Stress Document

Change

All change causes stress. Even if the change is good it may still cause stress.

- Marriage
- divorce,
- death,
- birth
- moving to a new house
- Starting a new job
- Perform a new job function
- Travel
- Working under a new supervisor

Threats

- Threats of competition in the office or workplace
- The possibility of job loss
- An ultimatum by the Supervisor,
- Difficult family life,
- Notice of income tax,
- Fear of failure

Internal Factors

Internal stressors are stressors we can gain control over. Internal factors are self-generated. These stresses are caused by our own internal personal anxieties, things like:

- Inability to accept uncertainty
- Self-doubt
- Negative self-talk
- Unrealistic expectations
- Perfectionism
- Lack of assertiveness

Environmental Factors

Environmental factors are usually outside of our control. Environmental factors are your surrounding conditions, things like:

- The behavior of others around you,
- The temperature and moisture levels
- The levels of light or sound
- Dangerous working conditions (think of a fireman or policeman)

Often environmental stressors can't be changed, so you need to find ways to deal with them.

Quick Notes I

Slide 7:

Explain that managing stress is being able to cope effectively with daily pressures. The perfect solution is to find **a balance between life, work, relationships, relaxation, and fun. If you can do this you'll be better prepared to deal with daily stressors and be able to meet these challenges head on.** You need to gain a sense of control by finding a work-life balance.

Ask: What strategies can you use to reduce stress in your life?

Here are some examples of strategies to help reduce stress in your life:

- Practice relaxation techniques or meditation
- Eat a well-balanced, healthy diet
- Exercise regularly—aim for at least 30 minutes every day
- Get enough sleep—aim for around 8 hours every night
- **Try to worry less about things you can't control, and make plans for dealing with the things you can control**
- Set small, manageable and achievable goals
- Choose to have a positive attitude
- Think positively about yourself and your achievements
- Take time out to visualize a calm and peaceful place
- Plan and organize ahead to allow enough time to get tasks done
- Use 'to do' lists and set priorities to help you achieve your goals
- Be open and honest with people, rather than hiding your thoughts and feelings
- Seek guidance and support when you are feeling stressed
- Create a balanced lifestyle for yourself and allow time for recreation and relaxation
- Reward yourself when you reach your achievements and goals

Here are examples of Negative Stress Management Strategies that should be avoided:

- Substitution: **Don't try filling a void or disappointment with something else, like drinking too much coffee, spending, or turning to food. Many people turn to "comfort" food when they are upset. This isn't a good way to deal with stress, it often just causes more.**
- Ignoring the problem: Some people **think if they ignore a problem long enough it'll just go away. This is rarely the case, in fact, stress ignored often will continue to grow and become even harder to deal with.**
- Withdrawing: Some people tend to withdraw from friends, family, and activities when under stress. This type of behavior can turn to depression if not dealt with.
- Taking your stress out on others: Some people tend to lash out when they are under pressure. This usually causes more stress for those around them, increasing the pressure on themselves.

5S Technology Handout

SORT: Remove all items not needed; leave only items necessary

Importance: Managing resources (time, money, energy) effectively; reduces problems with work flow; improves communication; increases product quality; enhances productivity

SET IN ORDER: Arrange needed items so easy to use; label items so others can find and put them away

Importance: Eliminates waste (defective products, excess inventory, human energy, time)

SHINE: Keep everything, every day clean.

Importance: Creates a pleasant working environment that all employees can enjoy; keeps a condition that is always ready to be used

STANDARDIZE: Create a process that integrates, sort, set in order, and shine as a whole

Importance: Ensures that the first three Ss are implemented; prevents undesirable conditions and work areas, including clutter, extra tools, and unsafe conditions

SUSTAIN: Make it a habit and be disciplined in applying sort, set in order, shine and standardize

Importance: Without sustainability, it is easy for the work environment to become disorganized, reduce productivity, and create unsafe and hazardous working conditions, and contribute to low morale

Quick Notes II

Slide 15:

Good Interpersonal Skills

- The skills we use every day to interact with others.
- Examples include: Communication (verbal and non-verbal), Listening, Negotiation, Problem solving, Decision making, and Assertiveness
- It's easy to make fun of people who obviously **lack interpersonal skills, but it's important to examine the impression we make on others to better prepare ourselves for success in life as well as for a productive career.**
- Since interpersonal skills develop from childhood, they are not easy to change. The first step is to become aware of the habits and actions you may need to change.

Initiative

- The ability to act independently, taking the first step.
- Initiative is a very important characteristic especially in jobs with little or no direct supervision.
- Without initiative, procrastination and missed opportunities can become a real problem. Sometimes poor performance results which can lead to loss of a job.
- Consider a small business owner who works out of their home. If this person does not exercise initiative, **there won't be a business for long.**

Dependability

- To be reliable and honest; always doing what you say you will.
- Being dependable is one of the most highly sought after traits by employers. Being dependable means being honesty, reliability, and always being on time. People who are not dependable can be expensive for employers to keep around because of the wasted time and resources their behavior causes.
- Think of the business that could be lost if an employee is late to open up a store – customers will go somewhere else.

Quick Notes III

Slide 20:

What are some common social skills?

Possible answers:

1. Eye contact
2. Use proper body language
3. Be assertive, not aggressive or passive
 - Assertive people state their opinions, while being respectful to others.
 - Aggressive people attack or ignore others opinions in favor of their own.
 - **Passive people don't state their opinions at all.**
4. Use effective communication channels. (For example: Don't start a long email when a quick phone call will be more effective.)
5. Flexibility
6. Cooperation
7. Accept criticism without being defensive
8. Remain positive at all times
9. Be teachable and be a good student
10. Show respect for others
11. Be yourself
12. Listen to others
13. Follow the rules
14. Ignore distractions
15. Ask for help
16. Take turns when you talk
17. Get along with others
18. Stay calm with others
19. Be responsible for your behavior
20. Do nice things for others

Slide 21:

Ask: What simple things can people can do to help improve their social skills?

Possible answers:

- **Even if you're not in the mood** – fake it. Science has proven that by putting a smile on your face, you will **actually feel like smiling**. And **smiles, like yawns, are contagious**. Try it next time you're in a crowded room, start smiling and see how many people start to smile back.
- Introduce yourself. It sounds simple, but it works. Almost everyone feels uncomfortable when surrounded by strangers (think about yourself this morning, before you started talking to your classmates). Have a look around, there are probably others feeling as awkward as you – start with them, **they'll probably appreciate the gesture**.
- Join in. Make the extra effort to join in conversations, games, activities, etc.
- Spend more time listening. Listening is not the same as hearing.

Note:

- A lot of people when listening, start to think about what they are going to say to add to the conversation. As soon as this happens, you are no longer really listening.
- **Most people describe their “true” friends as the ones who really “know” them. It’s the ones who listen best, that know them best.**
- Think before you speak. Choose your words carefully to avoid being misunderstood. Ask questions if needed to make sure you were correctly understood.
- Think about who you are speaking to. You may approach things differently if you are talking to a child or a supervisor.
- **Respect other’s opinions. Try to see things from other points of view. (Remember – you are not always right, and there can be many ways to accomplish the same thing, not just your way).**
- Make a point of being nice. Give someone a compliment – **it’ll make them smile and make you feel good too.**
- **Remember to say “Thank you”. It doesn’t need to be formal note. A call, email, or text can do the same thing, but a note does show that put in some extra effort. Just think about how you feel when you get an unexpected “Thank you” – it can make your day!**
- Relax. Try to relax and be yourself. Nervous people tend to speak too quickly or quietly, and are therefore not always understood.

Social Skills Situation Document

Situation 1:

- Nada and Sabah are talking about their plans for the evening when Amira joins them.
- **Nada says: So come over around 6 and we'll start studying.**
- Sabah answers: Sounds good. Should I bring some food?
- **Nada says: Sure, why don't you bring some cheese?**
- Amira asks: Bring cheese where?
- **Nada answers: Sabah's coming over to study at my house tonight.**
- **Amira says: Oh...**

Discussion Questions:

1. Think about how the situation made Amira feel?
2. What other ways could Nada have handled the situation?

Situation 2:

- Kadira is considering her career options and asks Saad for advice.
- **Kadira says: I can't decide between a career in healthcare or hospitality.**
- Saad says: The both sound like appropriate careers for a woman.
- Kadira says: Okay. Thanks. I better get going.
- Saad asks: Okay, good bye.

Discussion Questions:

1. Think about how the situation made Kadira feel?
2. What other ways could Saad have handled the situation?

Situation 3:

- Yasmin and Sherif were taking a refresher safety exam for work.
- **Yasmin says: Sherif, what's the answer for #4?.**
- **Sherif says: Shh. I'm working.**
- Yasmin says: Come on Sherif, I know you know the answer.
- Sherif says: Okay. The answer is 20 kg.
- **Yasim says: Thanks Sherif, you're the best.**

Discussion Questions:

1. Think about how the situation made Sherif feel?
2. What other ways could Sherif have handled the situation?

Daily Learning Journal

Instructions

Personal development is good for both you and others around you. Your self-confidence will improve and so will your relationships with your family, friends, co-workers, and supervisors. Personal development is the first step to your success, whatever success means to you.

At the end of each day during this course, you'll be asked to write a learning journal. Take this time to reflect on what you learned during the day and how it contributes to your personal learning goals.

Type your answers in the designated boxes. Click on the box to type and expand.

1. What do you want to learn in this course?

2. What did you learn today?

3. What areas of personal development do you already feel confident about?

4. What areas of personal development do you think you need to practice or learn more about?

Module A4 – Life Skills Assignment & Practicum

Time: 5.5 Hours

Objectives

- Review concepts learned from Module A1-A3 by utilizing them to develop individual presentations
- Apply introductory concepts of public speaking to promote personal development through providing individual presentations

Preparation

- This module can only be provided if participants have completed Module A1-A3 or have otherwise demonstrated knowledge of content in Module A1-A3.
- Optional: Print necessary documents and worksheets

Schedule Outline

Type	Title (minutes)	Description	Materials
Lecture	Welcome & Review of Key Concepts & Capacity Building (0:30)	<p>Instructor welcomes participants to the classroom and ask participants to recap what concepts have been reviewed the in the first three modules of the course. Key concepts covered in module A1, A2 and A3, include (See Study Guide Resource):</p> <ul style="list-style-type: none"> • Values vs. goals • Managing stress • Hygiene and Safety • Social Responsibility • Social Skills • Performance Evaluation • Giving and Receiving Feedback <p><i>Tips for Success:</i> Use study guide resource for guidance. This study guide resources provides review of the key concepts. It is important for the instructor to develop engaging and interesting ways to present and review this information.</p>	PPT 1 , Study Guide Resource
Lecture	Practicum Prep and Q&A (0:15) Optional Presentation Activity (0:45)	<p><i>Purpose:</i> Review lessons from A1-A3 and apply public speaking skills to articulate SMART goals.</p> <p><i>Instructions:</i></p> <ol style="list-style-type: none"> 1. Instructor shares details about upcoming practicum. Opportunity for Q&A as well as any parking lot issues that haven't been addressed, or topics that could use more time. 2. Explain that the final Life Skills Assignment is to complete their professional and personal goals and action plans that they have been working on as part of their daily assignment for the last three days. Explain they will be given 45 minutes to complete their goals and action plans and prepare a brief (about 3 minutes) presentation to share one or two of their goals along with the action plans to the meet the goal(s). <p>Ask if anyone has any questions prior to starting the assignment.</p> <p>If anyone feels the goals and plans they worked on during the week are already complete, they can add new goals and update their action plans.</p> <p><i>Tips for Success:</i> In order to encourage strong presentations, share materials on public speaking, as identified in Presentation Success Handout. It is important to</p>	PPT 2-3, Presentation Success Handout

		provide some guidelines on the presentations and expectations of those listening.	
Activity	Activity A4.1 Life Skills Assignment: Finalizing personal goals and the action plan to accomplish them (0:45)	Participants are given time to finalize their personal and professional goals and the action plan that will allow them to succeed in accomplishing them. Everyone should spend time practicing their presentation. Suggest the learners work in pairs, or small groups, and practice in front of each other to prepare for their presentation. <i>Tips for Success:</i> If internet access does not exist, provide activity as a handout to be completed. As the participants have been working on SMART goals in A1 and A2, instructor may shorten the time provided here, and allow more time for presentations.	PPT 4, Personal Goals and Action Plan Worksheet
Practicum	Activity A4.2 Participant presentations (1:30)	Each learner is to make a brief 3-minute presentation to outline one or two personal goals as well as the action plan to make them happen. They should use Presentation Self-Evaluation to track their progress.	PPT 5, Presentation Self- Evaluation
Discussion	Instructor Feedback (0:45)	Instructor will provide general feedback to the group and time permitting will be able to address any individual concerns with any goals or plans that may be unrealistic.	PPT 6
Stories	Three stories (0:10)	Share stories that shows characters having some successes/personal wins. <i>Sahl is constantly rushing, and often arrives late. This is causing stress for Sahl as well as for others around him. Sahl has set a goal "to never be late again." His action plan is to purchase a new watch with an alarm clock, so he can set an alarm for all his important engagements.</i> <i>Leem is usually fairly confident when in small groups, but as soon as she is around too many new people, particularly other cultures and men, she becomes shy and has trouble speaking up. She has decided to work on increasing her confidence. She has set a goal "To be more assertive. When I am in a situation with new people, I will introduce myself to at least one new person. I will practice in the mirror before attending the event."</i> <i>Dakan has never had any trouble communicating, but has recently discovered, he's not a very good listener, as he tends to get distracted easily. Dakan has decided he should improve his active listening skills. His goal is to: "When listening I will remove distractions (put away papers, turn off the computer screen, put away my phone). I will clarify to check for understanding, and summarize what the speaker has said to ensure I have understood the meaning of their words."</i>	PPT 7
Discussion	Story review and review (0:20)	The group discusses the stories, possible next steps for the characters. Ask the following question to generate a discussion about personal development: Who do you think has set SMART goals for themselves. Why? The class also reviews the day's experience, as well as the experiences of the past week. This is an open question and answer period where the instructor answers any final questions.	PPT 7
Discussion	Group Question & Answer Session (0:15)	Participants can share experiences and ask questions specific to finding employment. This is also an opportunity to speak about any fears or concerns regarding the upcoming work placements.	PPT 8
Lecture	Closing Summary (0:15)	The instructor summarizes all main teaching points, provides information about the next steps, thanks the class and offers well-wishes.	PPT 9

Resources and Worksheets

Study Guide Resource

Instructions

The following document provides an overview of the concepts covered in A1 through A3. This is not exhaustive of all concepts.

Overview of Concepts

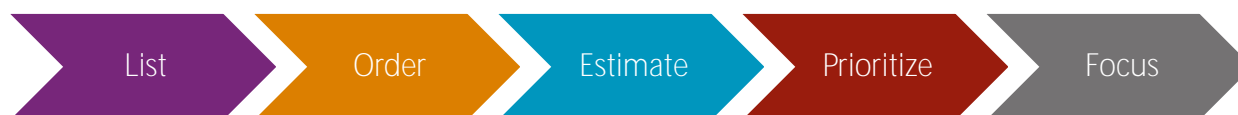
Values vs. goals



SMART Goals



Time Management



Managing stress



Hygiene and Safety

- Germs in the Environment
- Keeping a Clean Work Area
- Staying Safe

*Social Responsibility***Social Responsibility**

Every individual has an obligation to act for the benefit of the entire society

Personal Ethics:

Your beliefs about what is right and wrong and what you consider to be good and bad behavior

Social Skills

- Interpersonal Skills
- Initiative
- Dependability

*Giving and Receiving Feedback***Giving Feedback**

1. Offer feedback on observed behavior, not on perceived attitudes.
2. Offer a description of what you saw and how you felt, rather than a judgement.
3. Focus on behavior which can be changed.
4. Choose those aspects which are most important and limit yourself to those.
5. Ask questions rather than make statements.
6. Set the ground rules in advance.
7. Comment on the things that the individual did well, as well as reasons for improvement.
8. Relate all your feedback to specific items of behavior. Do not waffle about general feelings or impressions.
9. Observe everyone's personal limits.
10. Before offering any feedback, consider its value for the receiver. If there is none, keep quiet.

Receiving Feedback

1. Listen
2. Assume good intentions
3. Don't get defensive
4. Don't take it personally
5. See constructive feedback as help
6. Don't be too hard on yourself
7. Say thank you

Personal Goals and Action Plan Worksheet

Instructions

This is the same worksheet provided in previous session. Participants may use this to help prepare for the final presentation, or to update goals as necessary. Encourage participants to have long term, mid-term and short term goals, and also at least one professional long-term and one personal long-term goal.

Specific



Measurable



Attainable



Realistic



Time bound



Specific: What do you specifically want to accomplish? How will you achieve it?

Long

Mid

Short

Measurable: How will you know your goal has been achieved? How much will you earn? How many people will you reach?

Long

Mid

Short

Attainable: Is this goal achievable given who you are and your commitment? What resources will you need?

Long

Mid

Short

Realistic: Is your goal realistic for your abilities, who you are, and your personal vision?

Long

Mid

Short

Timely: When will you achieve the goal? How long will it take?

Long

Mid

Short

Type your SMART goals in full using the information you added to the previous table.

Long
Mid
Short

Action Steps

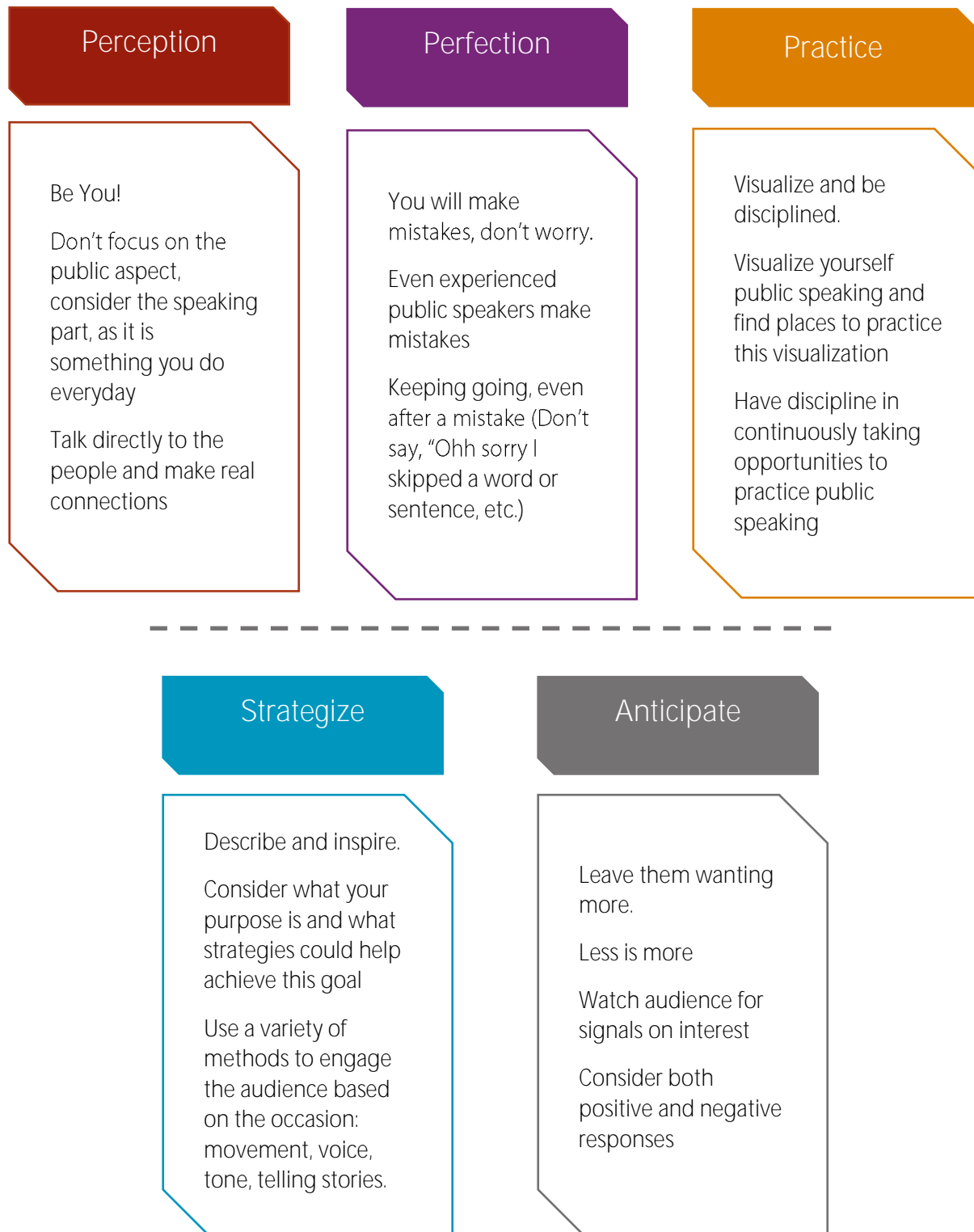
Consider your goals above and what it would take to achieve them. Consider specific steps.

Action Step	Specific Details	Date Realized

Presentation Success Handout

Instructions

Ask participants: "What makes a presentation successful?" Record responses and review key principles of public speaking as adapted from the following [website](#). You may elect to identify a video that demonstrates examples of positive and negative presentation skills.



Presentation Self-Evaluation

Instructions

This is a self-evaluation questionnaire for you to fill out in detail after you have completed your presentation. You can use your notes in the discussion following the presentations. Complete this evaluation after you have completed your presentation. Fill in the table to assess yourself on your ability to understand your audience and environment and your active listening skills.

Skill	How did you do? (Write down observations and actual facts as much as possible, don't judge.)	What could you improve?
Know your audience: Did you speak at the right level? Did you reach everyone? Did you keep their interest?		
Understand your environment: Did you speak loud enough? Did you use visuals? If so, could they be seen? Did you convey the correct feelings?		
Perceive clearly: Did you seek out information? Did you recognize other's differences? Were you open minded?		
Fulfill expectations: Did you find mutuality? Were you nonjudgmental? Were you honest and respectful?		

As others are presenting, it would be a good idea to take notes about things they do, or say, that you like and can incorporate into your next presentation.

After all the presentations are finished fill in this table.

Skill	How did you do? (Write down observations and actual facts as much as possible, don't judge.)	What could you improve?
Active Listening: Were you really listening, or instead were you just being attentive, selective, or worse, were you pretending or ignoring?		

Be prepared to use the information you wrote down in the group discussion following the presentations.

Course B – Communicating as a Professional

Module B1 – Communication Process and Styles

Time: 4 Hours

Objectives:

- Identify and outline the communication process
- Understand the impact of the communication process in understanding and receiving communication
- Identify and explain the four different communication styles
- Explain the impact of the different communication styles in the workplace

Preparation

- If applying online component be sure to have all logistics of computers and internet connection completed before class starts to ensure smooth transition between types of learning
- Optional: Print necessary documents and worksheets

Schedule Outline

Type	Title (minutes)	Description	Materials
Stories	Three stories (0:20)	<p>Share with participants the three stories (from Slide 2):</p> <p>A local shop is looking for part-time help on weekends. The position requires constant contact with the public. The following applicants apply.</p> <p><i>Rajab is very outgoing and passionate. He loves talking to people and helping them out. He also loves trying new things. But during the interview, he was so excited, a couple of times he didn't actually answer the questions, but explained more about his previous experiences instead.</i></p> <p><i>Warda is warm and friendly. During the interview, she listened to all the questions before answering, summarized her previous experience, and offered letters of reference she'd received from previous employers.</i></p> <p><i>Fariq is quiet and serious. He arrived early for his interview. He listened closely to all questions, and answered each in detail. Although he answered all the questions well, he was very tense and seemed nervous.</i></p> <p>Ask the following question to generate a discussion about communication skills wanted by employers: Who do you think would make the best employee? Why?</p> <p>Then lead participants through brainstorming around the communication skills and their value in the workplace. See Quick Notes for Slide 3-4. Before providing slide 5, provide the three categories and ask participants to guess % for each, before revealing truth. Ask them how they determined their %.</p>	PPT 2-5, Quick Notes
Lecture & Activity	The communication process (0:40) Activity B1.1 Telephone Activity	<p>Instructor introduces the communication process and describes the 7 major elements: sender, idea, encoding (words or images to convey message), communication channel, receiver, decoding (understanding of message), and feedback.</p> <p>To make more interactive, conduct the Telephone Activity and use this and the debrief to explore the different aspects of the communication process and the 7 elements (See Communication Process Handout)</p>	PPT 6-8, Telephone Activity Instructions Communication Process Handout Quick Notes

		Review Role of Sender and Role of Receiver. See Quick Notes (same as note in PPT 7-8) and use flip-chart paper to identify 7 Cs and also 5 steps to receiving message.	
Activity	Activity B1.2 The communication process (0:20)	<p><i>Purpose:</i> To demonstrate how important all seven elements of the communication process are and have learners see for themselves how difficult it is to successfully communicate without one of the seven elements.</p> <p><i>Instructions:</i></p> <ol style="list-style-type: none"> 1. Divide the learners into seven groups and identify each group as one of the seven communication elements. 2. The instructor provides a scenario that describes a communication situation. 3. Each group must identify each of the seven elements used in the situation and note if any noise was involved. 4. Next they must discuss how the situation would be effected if their group's element (identified when they were divided into groups) wasn't there. <p><i>Scenario:</i></p> <ul style="list-style-type: none"> • A supervisor sees an employee busily working at his desk. The supervisor says, "Hi, I can see you're busy, but I wanted to get your opinion on the new employee we hired last week. How do you think he's working out? Do you have any suggestions for improvement?" • The employee looks up and says, "I'm a little busy right now, can I get back to you soon?" • The supervisor says "Sure, I suppose, soon if you don't mind." 	PPT 9
Discussion	The communication process (0:20)	<p>Group discussion to review the issues each group had and to see how having all seven elements would have made the whole process much easier.</p> <p><i>Answers:</i></p> <ul style="list-style-type: none"> • Message: Asking for the employee's opinion. • Sender: The supervisor. • Encoding: The words and tone used. • Channel: Face-to-face conversation. • Receiver: The employee. • Decoding: We're not sure how much decoding was done. The employee was concentrating on their job, and most likely not "really" listening. • Feedback: "I'm a little busy right now, can I get back to you soon?" <p>What about "noise"? Could it interfere in the delivery of the message?</p> <ul style="list-style-type: none"> • The noise in this situation is the work the employee was in the middle of doing. 	PPT 10
Lecture & Activity	Communication styles/types (0:30) Activity B1.3 Communication Style Group Work	<p>Instructor introduces Communication styles/types.</p> <ol style="list-style-type: none"> 1. Ask: <ul style="list-style-type: none"> • Do you find it easier to communicate with some people than with others? • Think of someone you've had difficulty communicating with – why do you think there were issues? 2. Explain: That we have different ways to communicate with each other. Each one has his/her style. Instructor refers to the communication process. To be an excellent communicator, you need to know the preferred communication style of the person in order to speak his language, and to minimize any misunderstanding. 3. Ask participants to form four groups. Provide each group one communication style and supporting information to develop a quick 3-minute 	PPT 11-13, Materials for Communication Style Group Work

		<p>presentation on their given communication style. Use Materials for Communication Style Group Work.</p> <p>4. Ask: How could being too strong in a communication style turn the styles strengths into weaknesses?</p> <p><i>Possible Answers:</i></p> <ul style="list-style-type: none"> • Action: Over doing it would make him impatient with his colleagues, not caring about others' feelings, and always jumps from one point to the other. • Process: Over doing it would make her a bit too slow focusing on too many unneeded details, and unemotional. • People: Over doing it would make her too sensitive, too emotional, and focused mainly on people rather than getting the job done. • Idea: Over doing it would make him ego-centric, unrealistic, and difficult to understand. <p><i>Optional:</i> To make it fun and easier for participants to remember, have the class come up with a "Logo" for each style</p>	
Online Activity	Activity B1.4 Communication styles/types (0:30)	<p>Online module provides information about communication styles/types. Quizzes and interactions will validate immediate understanding and provide immediate feedback.</p> <p><i>Tips for Success:</i> If there is not internet access, complete just lecture and activity. Please be sure to review the Blended Learning Guidance Worksheet on different strategies.</p>	PPT 14, Blended Learning Guidance Worksheet
Activity	Activity B1.5 Communication styles/types (0:20)	<p><i>Purpose:</i> Group activity to examine the various communication styles/types.</p> <p><i>Instructions:</i></p> <p>1. Participants will be placed in groups of four or five participants. Assign each person in the group one of the 4 communication styles (the group could order themselves alphabetically by first name, then the first take Action, 2nd Process, 3rd People, 4th Idea. Each group member is to try to communicate as their assigned style as they act out the scenario.</p> <p>2. The scenario is: You work in a large HyperMarket. On Monday as you are having lunch with a few of your co-workers, the supervisor comes in and says, "Oh good, you're all here. I'm sure you've heard that Majeda is retiring. I need you to put your heads together and figure out some sort of celebration for lunch on Thursday. It shouldn't take long, you can use the last 15 minutes of your lunch. Then, the supervisor walks out quickly.</p> <p>3. Act out the possible reactions and responses:</p> <ul style="list-style-type: none"> • What happens next? • How would people with each of your assigned communication styles react? • Who would speak first? 	PPT 15
Discussion	Communication styles/types (0:20)	<p>Group discussion about Communication styles/types and what was discovered during the activity.</p> <p>If needed the following questions can be asked to help lead the conversation:</p> <ul style="list-style-type: none"> • Who spoke first? Where all groups the same? • How did the Action communicators react? Again, was this the same response in all the groups? • How did the Process communicators react? Again, was this the same response in all the groups? 	PPT 16

		<ul style="list-style-type: none"> • How did the People communicators react? Again, was this the same response in all the groups? • How did the Ideas communicators react? Again, was this the same response in all the groups? • Did your group come up with a plan, or did you spend more time talking about the request that fulfilling it? 	
Activity	Activity B1.6 Daily Learning Journal (0:30)	<p>Participants write in their daily learning journal about what they learned.</p> <p><i>Tips for Success:</i> If there is not internet access, participants can complete worksheet offline, or instructor can elect to post questions as discussion questions on the learning management system</p>	No PPT, Daily Learning Journal

Resources and Worksheets

Quick Notes

Slide 3:

Ask: Why do you need to learn how to communicate?

Whiteboard: Write down answers as they come. Be prepared to help the participants draw conclusions by providing relevant examples.

Possible answers:

- Being able to communicate effectively improves your chance of achieving success, trust, understanding, respect, teamwork, decision-making, and problems solving in your personal and professional relationships.
- It allows people to successfully get their thoughts, feelings, ideas, and opinions expressed to others.
- **Without good communication it's unlikely you will be able to be correctly understood by others,** causing frustration for both you and them.
- Having good communication skills can make you stand out to employers and a good potential candidate.
- Communication helps you understand yourself and others better.
- Communication helps you learn new things.

Slide 4:

Ask: What are communication channels, or mediums?

Answers:

- Channels or mediums are the methods used to get the message from one place to another.
- Speaking (verbal): it could be in the form of speaking face to face or on the phone, etc.
- Reading (non-verbal): it could be in the form of reading emails, letters, text messages, a note left on a desk, etc.
- Writing (non-verbal): it could be in the form of writing emails, text messages, letters, etc.
- Listening (verbal): it could be in the form of listening to calls, lectures, news on TV, voice call messages, a call for a flight in the airport, etc.

Ask: What are communication tools?

Answers:

- Communication tools are used to send messages through the chosen channel.
 - Language, tone of voice
 - Body language, expressions
 - Phone call
 - Email, Letters, newsletters

Telephone Activity Instructions

Option 1

Instructions

Ask participants to form two to three groups. Ask them to form lines. Explain to participants that the person on the end has a message to deliver. He/she will whisper the message to the person next to him/her. They can only state the message once. The next person must repeat the message until it reaches the end. Compare the final message with the original message. Instructor should select phrases that are not too long and complicated. Have the participants rotate from being on the end.

Debrief Questions

- What happened to the messages?
- How did what you hear or say differ than what the end message?
- What does this show you about communication?
- Based on this exercise, what is the communication process? What are the steps and roles?

Option 2:

Instructions:

Have participants in groups of threes. Have two participants sitting in chairs with their backs turn to each other. Have the third participant stand at a distance. Provide participants in chairs with the following information and instructions. Please feel free to provide more details if necessary.

Caller:

You will be placing a phone call. You would like to speak with the supervisor as you are very unhappy with a product you have purchased. You want to explain exactly what is wrong with what you bought in detail.

Messenger:

You will receive a phone call from a client. You will have been instructed that under no circumstances is your supervisor available and to take a message. After you take messages they should be provided to the executive assistant.

Receiver:

You will receive the message from the messenger.

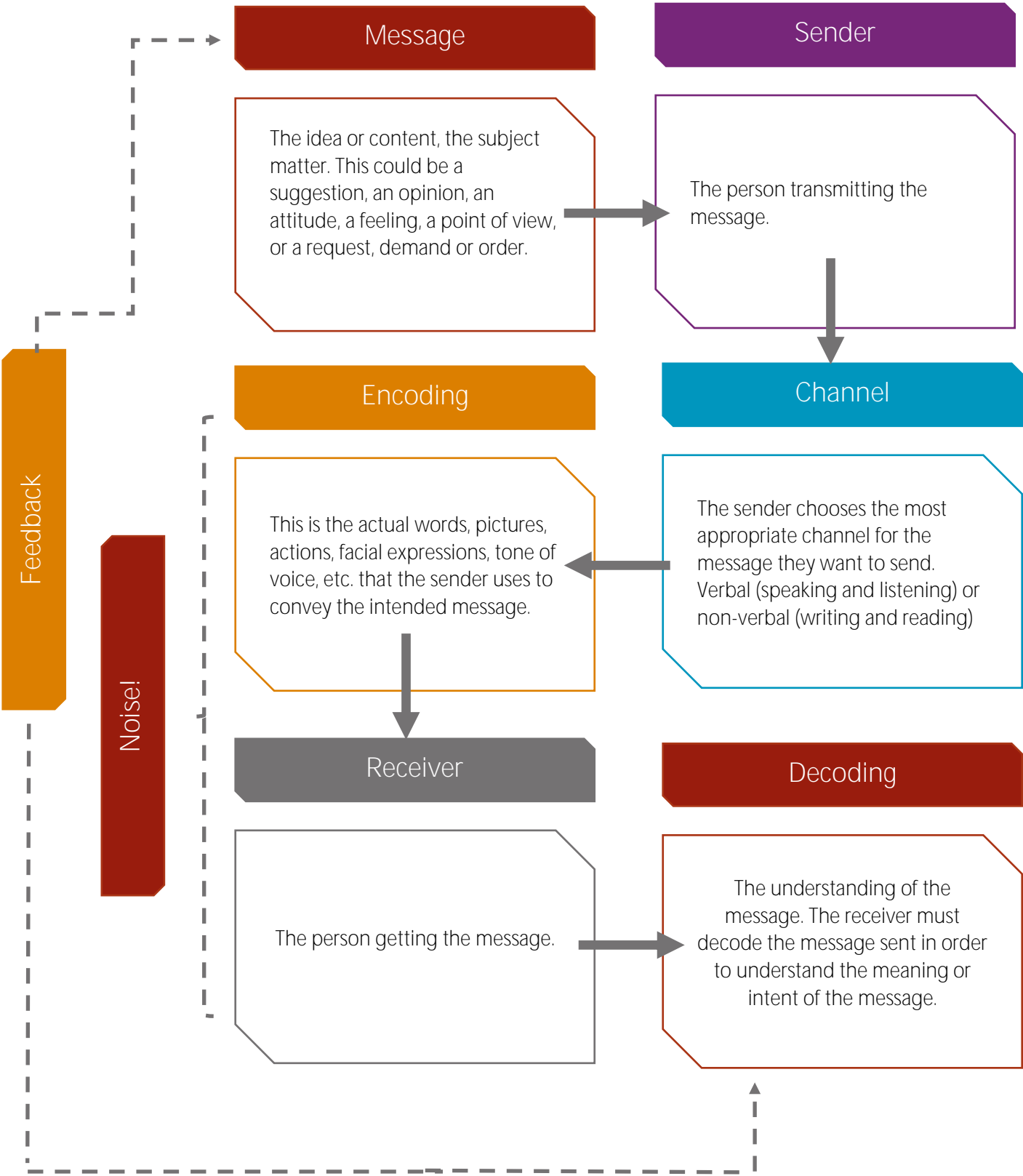
After the activity, ask the caller to tell the receiver what information they provided to the messenger and compare how well the information matches. What information is missing?

Debrief Questions

It is important to highlight any tips and best practices as you go through the debrief questions.

- What happened during your groups role play? Select specific groups; ask participants if they had different or similar experiences to those that share first.
- What was difficult about this activity?
- How would this interaction been different had it been in person?
- What lessons did you learn from this activity?

Communication Process Handout



Quick Notes

Slide 7:

Ask: What can you do to make sure your message is understood as you intended?

- Whiteboard: Write down answers as they come.
- Possible answers:
 - Write in short sentences.
 - **Don't use jargon, or nicknames.**
 - **Get to the point quickly, and don't ramble.**

Review the meaning of 7 **C's**. Note: To be sure your message is understood it needs to be Clear, Concise, Concrete, Correct, Coherent, Complete, and Considerate.

1. A clear message states the purpose of the message and present ideas one at a time, giving the **audience time to interpret each part of the message. Clear messages shouldn't leave your audience with any questions.**
2. A concise message is brief and to the point. Check **that each sentence is meaningful and you're not re-stating your point in different ways.**
3. A concrete message provides facts and is focused. Details are provided, but only to the level necessary.
4. A correct communication is error-free and suited to the audience. **Don't use terms your audience isn't familiar with and take the time to proofread any written communications.**
5. A coherent message is a logical, well organized message that sticks to one subject.
6. A complete message means there are not questions left for your audience to ask; you have provided everything they need to understand the message or get the job done.
7. A considerate **message is friendly, open, and honest. Keep your audience's point of view in mind and be empathetic.**

Review the Whiteboard: Ask the **group to match each suggestion to one of the 7 C's**.

For example:

- Write in short sentences. [1. Clear]
- **Don't use jargon, or nicknames.** [1. Clear and 7. Considerate]
- **Get to the point quickly, and don't ramble.** [2. Concise]

Slide 8:

Ask: Is the receiver as important as the sender?

- Allow the class to discuss.

Answer: Yes, because without the receiver there can be no communication.

- The receiver is responsible for decoding the message
- They must interpret the message both verbally and non-verbally with as little distortion as possible.

[Click 1] Ask: How do you receive a message?

- There are typically 5 steps:
 - Receive
 - Understand
 - Accept
 - Use
 - Give feedback

Note: Without these steps the communication cannot be successful.

Ask: What do receivers need to be careful about?

Possible Answers:

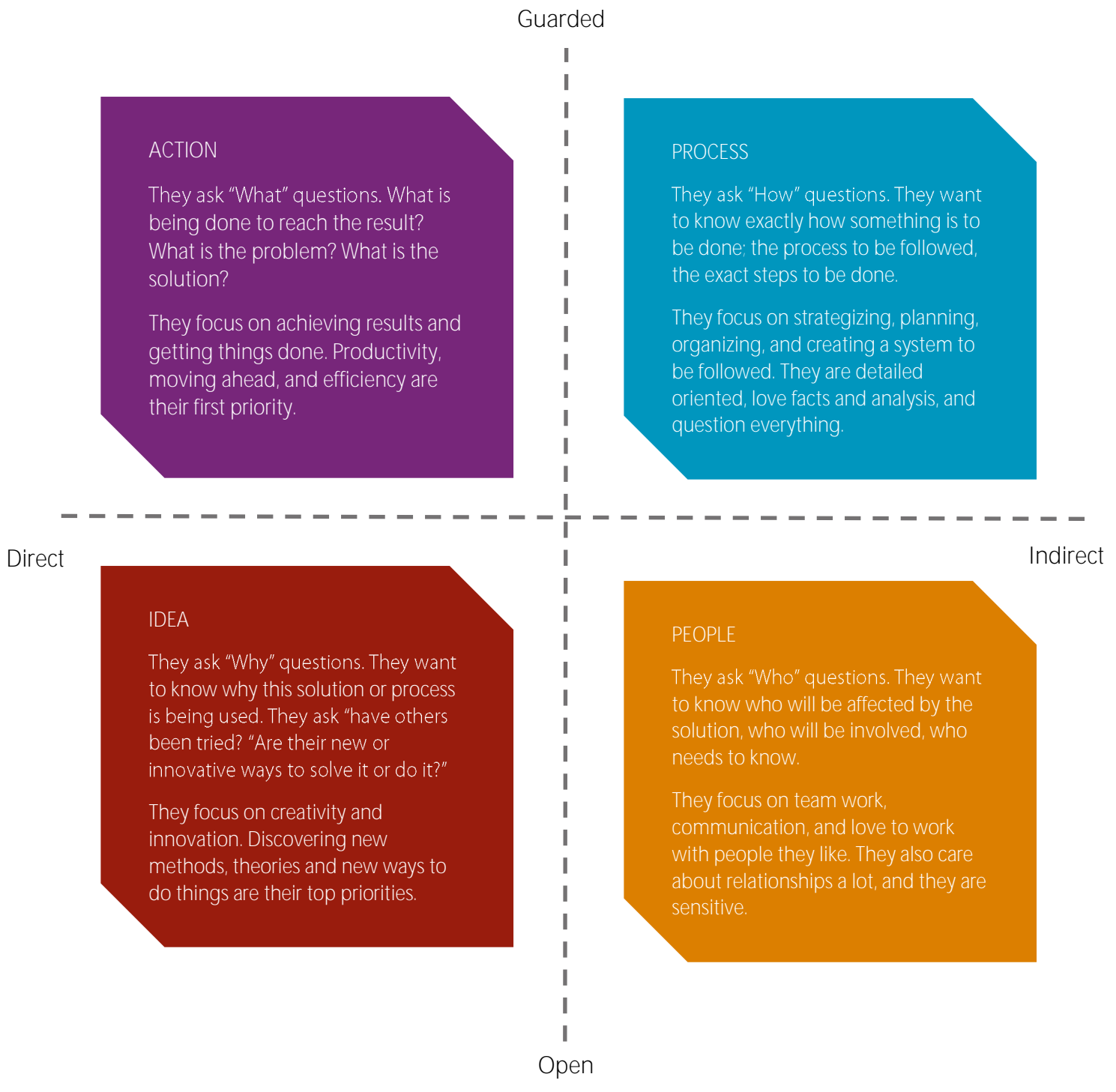
- Their own perceptions.
 - If a receiver is intimidated by the sender in any way, they may not feel comfortable asking the questions they need to ask to clarify the message.
 - The non-verbal signs from the sender could be distracting, or lead you to think there is another intention behind the message.
 - If you assume the message is complicated or will be too long, you may not attempt to really **listen to the message, assuming you wouldn't understand it anyway.**
 - If you already have ideas about how a situation should be solved, you may not listen properly to other solutions.
 - Your cultural values or ideals may make you misinterpret a statement, or gesture.

Materials for Communication Style Group Work

Instructions

Have participants form four groups and assign them each one style to review and create a three-minute presentation. Ask them to answer the following questions as a part of their presentation.

- What are the advantages? Disadvantages with this communication style?
- In what situation would it be best to use this communication style?



The main characteristics of the four communication styles are described in the tables.

Style	What they care about		Personality traits
Action	Results Objectives Performance Efficiency Moving ahead Decisions	Responsibility Feedback Experience Challenges Achievements Change	Pragmatic (down to earth) Direct (to the point) Impatient Decisive Quick (jump from idea to idea) Energetic (challenge others)
Process	Facts Procedures Planning Organizing Controlling Testing	Trying out Analysis Observations Proof Details	Systematic (step by step) Logical Factual Verbose (say more than is needed) Unemotional Cautious Patient
People	People's needs Motivation Teamwork Communications Feelings Team spirit Understanding Self-development	Sensitivity Awareness Cooperation Beliefs Values Expectations Relations	Spontaneous Empathetic Warm Subjective Emotional Perceptive Sensitive
Idea	Concepts Innovation Interdependence New ways and methods Improving Problems Alternatives	Latest developments Creativity Opportunities Possibilities Grand designs Potential issues	Imaginative Charismatic Difficult to understand Ego-centered Unrealistic Creative Full of ideas Provocative

Blended Learning Guidance Worksheet – Communication Styles

Topics Covered on this module

- Communication styles
- Traits of the communication styles
- Responses based on styles
- Communicating across styles

Ways to use this module

- Promote independent study
- Generate class discussion
- Practice pair and group work
- Review of concepts covered
- Combine above methods

Promote independent Study

If participants are able to connect online and there are enough computers, ask participants to go through the module independently. They can do this in place of some of the in-person content. They can also complete at home.

- It is important to circulate and ensure all participants are following the module
- Make yourself available to answer questions as they move through the module
- Consider determining stopping points and providing times for the sections

Welcome – 5 Minutes
 Style Traits – 15 Minutes
 Style Responses – 15 Minutes
 Communication Tips – 5 Minutes
 Communicating with Different Styles – 10 Minutes
 Knowledge Check – 10 Minutes
 Summary – 5 Minutes

Generate Class Discussion

If you have internet connectivity, but there are no resources for the class, go through the module in a discussion and activity mode.

- Review the module prior to the class
- Preview content for participants with questions
- Ask for a volunteer(s) to be the person that clicks through module per direction of the class

Possible Activities:

- Style Traits as a True and False in classroom (students can stand or sit down)
- Style Responses as role plays

Practice Pair and Group Work

If you have internet connectivity and limited resources for the class, go through the module using a mixture of class discussion and pair work sharing resources.

- Review the module prior to the class
- Preview content for participants with questions
- Pause and have participants work in groups or pairs to explore the module

Opportunities for Teamwork

- Style Traits
- Style Responses
- Communication with Different Styles
- Knowledge Check

Daily Learning Journal

Instructions

Being able to communicate well is one of the most important life skills. Improving your communication skills will help in all aspects of your life from social situations to formal professional environments. Keep in mind that communication skills are one of the first things an employer looks for in a new employee.

It is now time to reflect on what you learned today and how it will contribute to the development of your communication skills.

Type your answers in the designated boxes. Click on the box to type and expand.

1. What did you learn today?

2. What areas of communication discussed today do you already feel confident about?

3. What areas of communication discussed today do you think you need to practice or learn more about?

4. What is your preferred communication style?

5. What can you do to communicate better with people using other styles of communication?

Module B2 – Communication Skills in the Workplace

Time: 4 Hours

Objectives

- Examine the following communication skills: verbal, written, presentation
- Identify value of communication skills from the employer perspective
- Practice utilizing communication skills

Preparation

- Prepare necessary work for role play (cutting up assignments)
- Research video to use for introduction or images that are contextually relevant
- If applying online component be sure to have all logistics of computers and internet connection completed before class starts to ensure smooth transition between types of learning
- Optional: Print necessary documents and worksheets

Schedule Outline

Type	Title (minutes)	Description	Materials
Discussion & Lecture	Communication skills (0:20)	<p>Instructor introduces Communication skills.</p> <p>Start discussion about types of communication skills by asking the participants “How do you show communication skills?”</p> <p>Ask them to share their answers on post-it notes, then provide a video or a set of images and ask participants what communication skills are being demonstrated.</p> <p><i>Possible Answers (more are listed below)</i></p> <ul style="list-style-type: none"> • Interpersonal skills – used when we communicate in person (one-to-one, or more) • Listening – in person, on phone • Non-verbal – facial expressions, eye contact, smiling, gestures • Verbal – Speaking, phone calls • Writing – email, letters • Presentations – speeches, demonstrations, awards ceremonies, possible large audience <p><i>More Communication Skills:</i></p> <ul style="list-style-type: none"> • Advertising, Articulating • Brainstorming • Clarity, Collaboration, Conflict Management, Convincing, Correspondence • Diplomacy • Emailing, Editing, Explaining, Expression • Marketing, Multilingual, Motivation • Negotiating • Open Mindedness • Persuasive, Promoting, Public Speaking • Speech Writing, Storytelling • Technical Writing <p>Explain to participants that today they will be looking at three communication skills:</p> <ul style="list-style-type: none"> - Verbal - Writing 	PPT 2

		- Presentation	
Activity & Discussion	Activity B2.1 Verbal Skills (0:40)	Discussion of verbal skills. <i>Tips for Success:</i> Before showing slide. Have participants conduct role play and debrief . Use activity to review key points from slide. See Quick Notes for details that are on the slide.	PPT 3 Role Play and Debrief Worksheet, Quick Notes
Activity & Discussion	Activity B2.2 Writing Skills (0:30)	Discussion of writing skills. <i>Tips for Success:</i> Before showing slide, conduct the True or False activity and have participants create rules for writing skills. See Quick Notes for details that are on the slide.	PPT 4 True or False Activity, Quick Notes
Activity & Lecture	Activity B2.3 Presentation Skills (0:40)	Discussion of presentation skills. <i>Tips for Success:</i> Conduct the improv activity as an introduction to presentation skills and then use this to review key components of the slide. See Quick Notes for details that are on the slide.	PPT 5 Improv Activity for Public Speaking, Quick Notes
Discussion & Lecture	Communication Skills and the Employer (0:30)	Ask participants to think over the previous activities and answer the following question: "Why do communication skills matter for employers?" Make a list. Review slide on what employers are interested in for communication skills. See Quick Notes II for more details on the 10 communication skills employers are seeking.	PPT 6, Quick Notes II
Activity	Activity B2.4 Communication skills (0:40)	<i>Purpose:</i> Activity to practice using various communication skills – specifically verbal, writing, and presentation. <i>Instructions:</i> 1. Break out into groups of 2. 2. Ask each learner to choose a topic they can tell their partner about. Example topics could be: How to bake a cake, How to do online banking, How to create a table in Word, anything they feel comfortable talking about. 3. Ask each learner to write down 3 to 5 points about their topic. 4. Next ask the participants to practice verbalizing the points. 5. The last part of the activity is for each learner to present their topic to their partner.	PPT 7
Discussion	Communication skills (0:30)	Once teams have finished the activity, the entire group discusses challenges they faced (which will lead into the next topic – communication barriers). Possible questions to ask to lead the conversation if needed: <ul style="list-style-type: none"> • What worked well? Why do you think it worked well? • Did you do anything differently than you would have normally based on what you've learned today? • Did you take the communication process into account? • Did you think about your communication style or your partners? If so, what did you do differently? • What did you find difficult or challenging? 	PPT 8
Activity	Activity B2.5 Daily Assignment: Create a communication goal (0:15)	Learner is asked to reflect upon themselves using Daily Assignment . They answer questions pertaining to their communication goals and style and should consider how what they've learned today will affect their goals and their plans to achieve them. <i>Tips for Success:</i> If there is no internet connection, provide information for participants to complete offline.	PPT 9 Daily Assignment

Resources and Worksheets

Role Play and Debrief Worksheet

Instructions:

Instructor will ask for a volunteer to act out the following role play scenarios to elicit a discussion about proper etiquette when meeting someone in a professional setting. Depending on the group, instructor may have two volunteers act out the role plays. Please note that the scenarios are broad and can be tailored to specific industry sectors based on the group.

Role Play 1: 1st Day at Work

New Colleague (recommended for the Instructor): It is your first day at a new job. You have arrived late to the job and are **very nervous**. **When you meet a fellow colleague you don't want to speak too much with him/her** and refuse their help with a new task you are performing.

Colleague: You notice that your new colleague has arrived late and seems to not understand a task he/she is doing. You go over to introduce yourself and offer your assistance.

Role Play 2: 1st Day at Work

New Colleague (recommended for the Instructor): It is your first day at a new job and you have arrived earlier and are excited to start the day. You see there is another colleague earlier like you, and so you go to introduce yourself and get to know each other. Through talking the colleague offers to provide some tips for some of the days task, which you are eager to learn.

Colleague: You have arrived early and see the new colleague hired last week. He/She greets you and eventually through the conversation you agree to provide additional guidance, should the individual need any assistance.

Debrief

- What went well? What did not go well?
- What verbal skills were used during the role play(s)?
- What first impressions were made?
- What tips would you give the individuals in the role play to improve their communication?

Quick Notes

Slide 3:

Here are some tips for improving your verbal communication skills:

Opening communication:

- First impressions can set the tone for the entire conversation. Do your best to follow the expected protocols, such as a firm handshake, brief introduction, eye contact, polite conversation (perhaps about the weather). Smile and be friendly, this will usually encourage more conversation than a blank face and disinterest.

Positive reinforcement:

- **Use encouraging words, nods, facial expressions. Encourage participation, show interest in what's being said, show warmth and openness**

Questioning:

- **Use open ended questions. Don't ask questions that can be answered by Yes, or No.**
- Open ended questions take longer to answer and demand further discussion, they encourage involvement in the conversation.

Reflecting and Clarifying:

- This means providing feedback to show your understanding of the message. Summarize what was said in your own words.
- Used to check that you have understood the message, lets the sender know if you understood the message correctly, show that you are interested in what was said, and shows that you understand the **other person's point of view.**

Closing communication:

- Learning how to close a communication is a good skill to have. Too many people, just get up and leave, or look at their watch – this behavior can be considered rude and may leave a bad impression, even after a good conversation.
- Try to leave time for winding down the conversation, so no one feels rushed, and everyone has had a chance to say what they wanted to say.
- Use this time to go over any decisions or actions that need to be taken so every leaves feeling they know what to do next.

Slide 4:

- Writing is another important communication skill. And today with the increased use of electronic communication writing is becoming an essential skill in almost every job.
- Poorly written communication is frustrating for the reader and could be damaging for the author. **Would you hire someone who's resume has spelling mistakes?**
- Avoid jargon and clichés – **Instead of "In this day and age" say "Now".**
- Avoid repetition – read through your message and **make sure you aren't saying the same thing in different ways** – say it once, clearly.
- Keep your sentences short, and be sure to put new ideas in new sentences.
- Use capitals and punctuation correctly to make your message easy to read and understand.
- **Be positive, decisive, and sincere. Instead of "We are unable to deliver by the 10th" say "We can deliver after the 10th". Instead of "I'm surprised you didn't understand, the directions were written clearly" say "I'd be happy to explain anything you found unclear".**

Slide 5:

- Not many of people use formal presentation skills regularly, but there are many times these skills can be used, even just answering a question in class is a type of presentation.
- Unfortunately the thought of having to give a presentation can terrify most people, and even professional presenters can still get nervous. The trick is to be prepared. If you know what you are talking **about, it'll be a lot easier to show confidence.**
- The steps to creating a presentation are:
 - Prepare
 - Organize
 - Write out the presentation, and make presentation notes
 - Include visual aids (visuals help quickly get messages across)
 - Be prepared to answer questions – **figure out beforehand what questions may be asked so you'll** be able to deal with any questions quickly and confidently.
- Prepare then practice, practice, practice, the more you do, the easier it will be when the time comes to present.

True or False Activity

Instructions:

Instructor can either ask students to stand-up for false, sit-down for true, and/or designate parts of the room as either true and false (depending on space and group). Instructor will provide the following statements to participants and ask them to answer. Instructor should ask follow-up questions to determine how youth came to their conclusions, and encourage debate before giving the correct answer. Included are also additional follow-up questions and points for the instructor to consider.

#	Statement	Additional Notes for Follow-Up
1	When writing a business email you should use as much jargon and expressions to appear more professional. (FALSE)	Ask about the use of slang and emoticons? How is business email similar or different than corresponding with friends? What about the difference between your supervisor and co-worker?
2	It is acceptable to start a sentence with And or But (TRUE)	
3	Keep your email as short as possible (FALSE)	Ask participants to consider instances where it is okay to write a short email? What about a long email? How to determine when to write versus when to call
4	In a business email you should keep the subject line to only one line (TRUE)	What should you include in the subject line? How do you capture someone's attention?
5	To try be as direct as possible when delivering bad news (FALSE)	What might be a reason you would not want to be direct? Should bad news always be communicated in writing? Why or why not?
6	Do choose an appropriate tone for your business writing (TRUE)	What are the different tones you may take when writing? Why is choosing the appropriate tone critical?
7	Don't sign business letters with your full name unless you're friends with the recipient (FALSE)	Ask them to consider the general formatting of a business letter. What should they include? <i>**Don't feel like you have to go into too much detail, but use this as a sense to know where they are as participants**</i>
8	Use interesting fonts to show your personality (FALSE)	Use this as an opportunity to talk about consistency in documents as well.
9	Active voice makes your writing more powerful and direct (TRUE)	Ask what is meant by "Active voice".
10	It is not always necessary to double check (review) emails before sending them. (FALSE)	Ask them what could be the consequences of not reviewing emails? What should they be checking for when they are reviewing the emails?

Improv Activity for Public Speaking

Instructions

The objective of this activity is to allow the participants to apply public speaking and explore the general concepts of public speaking.

Give each participant a different piece of paper. Explain that they must explain the object on the paper to the class for two minutes. Encourage them to be creative and use emotion during the two minutes. Also ensure that other classmates are being supportive during this process to create a positive environment.

After the presentation conduct debrief questions. Instructor should cut these out prior to class starting. Instructor can add new and different objects based on what is available in the classroom.

Pen	Chair
Paper	Watch
Cup	Fork
Spoon	Paperclip
Folder	Post-it notes
Light switch	Marker
Tape	Phone
Shoe	Hand
	Notepad

Money	
Desk	Circle on whiteboard

Debrief

- How was the experience?
- What helped you?
- What are some key principles that you saw that were positive?
- How does this relate to public speaking?

Quick Notes II

The top 10 communication skills to help you stand out to an employer are:

1. Listening

- **You can't be a good communicator if you don't listen**
- No one likes communicating with someone who does not take the time to listen to the other person. Instead, practice listening, pay close attention to what the other person is saying, asking clarifying questions, and rephrase what the person says to ensure understanding.

2. Nonverbal Communication

- **Is seen even if you're not aware. Your body language, eye contact, hand gestures, and tone all** enhance, or detract from, the message you are trying to convey.
- To appear approachable, and encourage others to speak openly with you, display a relaxed, open stance (arms open, legs relaxed), and a friendly tone.
- Eye contact is also important; you want to look the person in the eye to demonstrate that you are **focused on the person and the conversation (but make sure you don't stare, that can make someone uncomfortable)**.
- Notice other's nonverbal signals while you are talking. Nonverbal signs will often display how a person is really feeling. For example, if the person does not look you in the eye, they might be uncomfortable or hiding the truth.

3. Being clear and concise

- **Be brief and to the point, don't use more words than necessary.**
- Speak clearly and directly, whether you're speaking in person, on the phone, or by text or email. If you ramble, your listener may lose interest or may not be able to figure out what you want
- Think before you talk; this will help you to avoid talking too much, and help to avoid confusing your audience.

4. Friendliness

- Employers like to hire people that will get along well with others, so being friendly is a big plus.
- Try to keep a friendly tone, show interest in your coworkers by asking about their interests.
- A simple smile is one of the best ways to encourage open communication with those around you.
- **When writing, add some friendliness with a quick personalized message like "I hope everyone had a good weekend!" before getting straight to business.**

5. Confidence

- Showing confidence makes others around you believe in you; they will be confident you will do what you say you will.
- Showing confidence can be as simple as good eye contact or using a firm, friendly tone.
- **Don't make statements sound like questions, or come across as arrogant or aggressive – keep listening and keep the other person's point of view in mind.**

6. Empathy

- **Empathy means understanding and respecting other's points of view, even if it differs from yours.**
- **Saying "I can understand where you're coming from." shows that you've been listening and that respect their opinions.**

7. Open-Mindedness

- **It's important to be open to listening to, and understanding, another person's point of view.**
- A person with good communication skills has an open mind. By be open minded, even when conversing with people with whom you disagree, you will be able to have more honest, productive conversations.

8. Respect

- Simple things like using a person's name, making eye contact, and listening when a person speaks will make the person feel respected.
- By showing respect for people and their ideas, they will be more open to communicating with you.
- Be sure to show respect by avoiding distractions and staying focused on the conversation, both in person and on the phone.
- When writing be sure to check through your message before sending. If you send a badly written, confusing email, the receiver will feel disrespected.

9. Feedback

- Managers and supervisors need to continuously look for ways to provide employees with constructive feedback, in person, through email, phone calls, or weekly status updates.
- Giving feedback means giving both negative and positive feedback – **saying something simple like "You did a good job today"** can greatly increase motivation.
- You should encourage feedback from others. Listen to the feedback, ask clarifying questions, and do your best to implement the feedback.

10. Using the right channel

- **It's important to know when to use which communication channel.** For example, serious conversations (negative employee reviews, changes in salary, etc.) are best done in person.
- For very busy people (such as your boss, perhaps), you might want to use email – so they can get back to you when they have the time.
- People appreciate it when you use the most convenient communication channels, and will be more likely to respond positively in return.
- Another example would be if you need an immediate answer, a face-to-face conversation or a phone call would work better than sending an email.

Daily Assignment – Create a Communication Goal

Instructions

Create another new SMART goal to continue improving your communication skills. Consider what you've learned about yourself today and add a new goal based on your new knowledge. Create an action plan to start working on your new communication skill.

Type your answers in the designated boxes. Click the box to type and expand.

1. Create a SMART goal to improve on your communication skills.

2. Develop your Action Plan

Based on your new goal, what are some immediate next steps you will need to take? Consider, who will you need to contact? What research will need to be done? What sort of experience do you need to obtain? Is there anything you need to submit? What do you need to prepare?

Remember, you can set goals for different aspects of your life: finances, health, career, family, etc.

Action Item	Resource Needed	Deadline	Actual Completion

Module B3 – Nonverbal and Verbal Communication

Time: 4 hours

Objectives

- Understand the difference between verbal and non-verbal communication
- Identify non-verbal cues, including reading body language, facial expressions, and understanding personal space
- Understand and practice of active listening skills

Preparation

- Prepare necessary work for role play (cutting up assignments)
- If applying online component be sure to have all logistics of computers and internet connection completed before class starts to ensure smooth transition between types of learning
- Optional: Print necessary documents and worksheets

Schedule Outline

Type	Title (minutes)	Description	Materials
Lecture	Verbal/Non-Verbal Communication (0:45)	The instructor introduces the topic of Verbal/Non-Verbal Communication <i>Tips for Success:</i> Explain that before going into the topic they will conduct an activity. Provide directions for Birthday Exercise . Follow the exercise by reviewing slides 3-5. See Quick Notes for details that are in PowerPoint.	PPT 2, Birthday Exercise Instructions, PPT 3-5, Quick Notes
Activity	Activity B3.1 Verbal/Non-Verbal Communication (0:20)	<i>Purpose:</i> This activity helps participants recognize nonverbal cues and the messages they send. They will also need to consider whether their interpretation of nonverbal information is affected by the race/ethnicity or gender of the person with whom they are interacting. <i>Instructions:</i> 1. Participants break up into 3 groups, each group receives a worksheet (Body language, Facial expressions, and Personal space) . 2. As a group they must answer the questions and prepare for the following discussion.	PPT 6, Worksheets for body language, facial expressions, personal space
Discussion	Verbal/Non-Verbal Communication (0:20)	Instructor encourages participants to be open and honest about their interpretations of the photos and their answers to the self-reflection questions. Have the group who discussed each worksheet summarize their discussion for the whole class.	PPT 10
Online Activity OR Activity	Activity B3.2 Verbal/Non-Verbal Communication (0:40)	Online module provides information about Verbal/Non-Verbal Communication. Quizzes and interactions will validate immediate understanding and provide immediate feedback. <i>Tips for Success:</i> Use Blended Learning Guidance Worksheet , or if you do not have online capabilities use the role play exercise .	PPT 11, Blended Learning Guidance Worksheet I OR Role Play Exercise
Lecture & Discussion OR Activity	Active Listening (0:30) Activity B3.3 Active Learning	Instructor introduces Active Listening <i>Tips for Success:</i> Ask participants, what is the difference between listening and hearing? Then lead them through discussion around active listening. Consider how each slide can be turned into an opportunity to solicit answers from the participants. Please see Quick Notes II for notes that are also in PowerPoint slides.	PPT 12-16, Quick Notes II OR PPT 17, Blended Learning Guidance

		If you have internet access you can also go through Active Listening Module online and use Blended Learning Guidance Worksheet .	Worksheet II (Active Listening Module)
Activity	Activity B3.4 Active Listening – Explain a Problem (0:20)	<p><i>Purpose:</i> The purpose of this exercise is to help participants practice their active listening skills</p> <p><i>Instructions:</i></p> <ol style="list-style-type: none"> 1. Break the class up into groups of three and explain the exercise: 2. Each person needs to think about a personal or professional challenge they have had that they will share with their group. 3. Person A will share his or her experience. 4. Person B will practice their active listening skills. 5. Person C will observe then provide feedback on what the listener did well, the techniques used, and areas for improvement. Use Active Listening Checklist. 6. After 5 minutes the roles switch, and person B shares their experience while person C actively listens, and person A provides feedback. 7. After 5 minutes the roles switch again allowing Person C to share, A to Listen, and B to provide feedback. 	PPT 18, Active Listening Checklist
Discussion	Active Listening (0:15)	<p>Group discussion to review Active Listening.</p> <p>Debrief: When finished, ask:</p> <ul style="list-style-type: none"> • What made this activity challenging? • What skills are harder to use? (Were they hard for everyone? Or is there discrepancy in the group?) • What skills are easier to use? (How can the easier skills be used to your advantage?) • How can active listen help in the workplace? • How could conscious speaking effect this exercise? 	PPT 19
Activity	Activity B3.5 Daily Learning Journal (0:30)	<p>Participants write in their daily learning journal about what they learned.</p> <p><i>Tips for Success:</i> If there is not internet access, participants can complete worksheet offline, or instructor can elect to post questions as discussion questions on the learning management system</p>	No PPT, Daily Learning Journal

Resources and Worksheets

Birthday Exercise Instructions

Instructions

Explain to participants to further explore the concept of communication they are going to an activity. During the activity they may not speak at all. Explain that they will have to line each other by their birthday, Month and Day. Again they can not speak at all. Ask them to consider a strategy they could use, and then invite them to think of a second strategy. They should not share their strategy. Have them stand-up and line-up. When they have completed the line, check for accuracy and debrief.

Debrief Questions

- What strategies did you use? (Record these to illustrate what are the different things to look for in non-verbal communication)
- What did you observe about communication?
- How was it in terms of interacting with others? What did you observe?

Quick Notes

Slide 4:

What you say matters!

- **Especially when talking on the phone, then it's only your words and tone of voice that are used to communicate.**
- Choose your words carefully and with purpose.
- Keep your message simple and get to the point quickly.
- Use positive language and be sincere.
- Stay focused on the topic.
- When communicating face-to-face (or by video) remember to match your words with your body language.

Check that your message is being received

- Speak clearly at a volume appropriate for the setting.
- Use language and a tone that suits your audience.
- Ask questions to check for understanding. The best way is to use open ended questions.
- Be open to criticism. Use the feedback to improve your communication.

Are you receiving the feedback?

- **Listening is also a big part of verbal communication. To be a better listener...**
- Remove any distractions.
- Listen for the purpose of the message.
- **Be patient. Don't cut people off. Let the speaker** finish before responding.
- Ask questions or rephrase the message to confirm your understanding.
- Maintain appropriate eye contact.

Slide 5:

- To communicate effectively you need to align your body language and tone of voice with the words you are using to express yourself.
- How you present yourself reflects how others see you. People make judgments based on what you say, how you say it, what your body language says, and how well-groomed you are.
- Keep in mind, first impressions are long lasting and sometimes very hard to change.
- When communicating in person (or even by video) non-verbal communication is the unspoken message that is expressed alongside your spoken words, whether intentional or not.

Non-verbal can affect interactions between people by:

- Providing feedback: Signs like a nod of the head as **you're** speaking to show they are understanding.
- Expressing information: Does the listening seem interested or bored?
- Defining relationships: Is the other person standing a comfortable distance away?

When working with others be aware of their body language and yours.

- Pay attention to how people communicate and really listen to them.
- Look for mismatched behaviors. Does the body language match what they are saying? Does yours?
- Think about the situation. Is it **formal or informal? What's appropriate?**
- **Don't unfairly judge single behaviors. Everyone can make mistakes, it's how they respond afterwards that's more important.**
- Look at the big picture.
- Respect personal space.

Ask: What can you do?

Possible Answers:

- Eliminate distractions so you can focus better.
- Pay attention to the way you say things. What does your tone say to others?
- Think about how your body language can help to send your message.
- Respond in ways that show others that you understand and care.
- Ask questions if you get mixed messages or unclear information.

Body Language Worksheet

Instructions

Look at the images and answer the questions that follow. Your observations will be discussed afterwards with the entire group.



A



B



C



D

Questions:

1. **What message does each person's body language send?**
2. Does the gender or cultural background affect your interpretation of their body language?
3. Does age or social status make a difference in the way you interpret their body language?
4. What is your reaction to the body language shown?
5. Have you been in a situation where your body language was misinterpreted? What was the situation? What happened?
6. Have you ever judged someone on your interpretation of their body language? What was the situation? Give specific examples.

Facial Expressions Worksheet

Instructions

Look at the images and answer the questions that follow. Your observations will be discussed afterwards with the entire group.



A



B



C



D

Questions

1. **What message does each person's facial expression send?**
2. Does the gender or cultural background affect your interpretation of their facial expressions?
3. Does age or social status make a difference in the way you interpret their facial expressions?
4. What is your reaction to the facial expressions shown?
5. Have you been in a situation where your facial expression was misinterpreted? What was the situation? What happened?
6. **When facial expressions are hard to recognize does the person's cultural background make it more difficult for you to recognize facial expressions?**

Personal Space Worksheet

Instructions

Look at the images and answer the questions that follow. Your observations will be discussed afterwards with the entire group.



A



B



C



D

Questions

1. Which images clearly show a close connection? Why do you think so?
2. What are some explanations for the type of personal space you see?
3. Would your reaction be the same or different if they were different genders or cultures?
4. How much personal space do you feel comfortable with?
5. Do you like a different amount of space with interacting with people of different genders or cultures? If so, why do you think that is?
6. Do you think different cultures and genders approach personal space differently? Give examples of what you've seen.

Blended Learning Guidance Worksheet I – Verbal and Non Verbal Communication

Topics Covered on this module

- Verbal Communication
- Non-Verbal Communication

Ways to use this module

- Promote independent study
- Generate class discussion
- Practice pair and group work
- Review of concepts covered
- Combine above methods

Promote independent Study

If participants are able to connect online and there are enough computers, ask participants to go through the module independently. They can also complete at home as a review.

- It is important to circulate and ensure all participants are following the module
- Make yourself available to answer questions as they move through the module
- Consider determining stopping points and providing times for the sections

Welcome – 5 Minutes
 Verbal Communication – 15 Minutes
 Non-Verbal Communication – 15 Minutes
 Knowledge Check – 10 Minutes

Generate Class Discussion

If you have internet connectivity, but there are no resources for the class, go through the module in a discussion and activity mode.

- Review the module prior to the class
- Preview content for participants with questions
- Ask for a volunteer(s) to be the person that clicks through module per direction of the class

Discussion Questions

- What is the difference between verbal and non-verbal communication?
- What is more important (verbal or non-verbal)?
- What are examples of non-verbal communication?
- What body language do you see happening

Practice Pair and Group Work

If you have internet connectivity and limited resources for the class, go through the module using a mixture of class discussion and pair work sharing resources.

- Review the module prior to the class
- Preview content for participants with questions
- Pause and have participants work in groups or pairs to explore the module

Opportunities for Teamwork

- Verbal Communication
 - Use Positive Language
 - Ask the Right Question
- Non-Verbal Communication
 - What do you see?
- Knowledge Check

Role Play Exercise

Instructions

Ask participants to form groups of three, or ask for three volunteer to do one role play for entire group. Depending on the group and the level of difficulty instructor would like present, instructor can opt to have the roles no each **other's instructions** or not. Instructor may also slightly alter roles if doing a sector specific training. Be sure to encourage participants to REALLY take on their roles.

Scenario

You are working at a marketing and public relations firm. On Monday the Senior Manager of Client Services circulated an email informing all staff that a major potential new client was coming to visit the office on Thursday. All staff were instructed by the Vice President of Operations during the afternoon staff meeting to ensure their workplaces were clean and on Tuesday the Senior Manager of Client Services provided everyone with a two page summary document to read about the visiting company.

Roles (cut before the training starts)

Junior Data Analyst

Senior Manager of Client Services

Representative of Potential Major Client

Secret Instructions for Junior Data Analyst

You attended the staff meeting, but did not hear the announcement about cleaning your workspace because you were responding to a **what's** App from your friend. As a result you have not cleaned your office area, and it is quite messy. However, you read the e-mail from the Senior Manager of Client Services, but because you are a Junior Data Analyst did not think you would need to know anything about the visiting company.

Secret Instructions for Senior Manager of Client Services

You have been tasked with providing a tour of the office to the representative of the Potential Major client and they are very interested in the data analysis department. During the tour, you decide to stop at the office of the Junior Data Analyst and ask him to speak about approaches that would work with the visiting company. When you go to his/her office you are very embarrassed about the office organization, but do not want to acknowledge this in front of the client. You try to ask questions indirectly to determine why the Junior Data Analyst is not prepared for this visit.

Secret Instructions for Representative of Potential Major Client

You are visiting the office and are impressed by the Senior Manager of Client Services that is showing you around. You are excited to hear that he/she is going to introduce you to the data analysis department. However, when you go to the Junior Data Analyst office you are very disappointed by the disorganization of the office and also the fact that potentially confidential information is not secure and visible for anyone to see. You are also upset that the Senior Manager of Client Services has spent time boasting about this department, and are left unimpressed.

Quick Notes II

Slide 13:

People spend 70 to 80% of their day communicating and 55% of their time listening.

- Less than 2% of people have formal training on how to listen.
- Listening and hearing are not the same.
- Hearing refers to the sound you hear.
- Listening requires paying attention not only to the words, but to the feelings and emotions behind the words.
- Listening means hearing and seeing the verbal and non-verbal messages.
- Effective listening is related to how well you perceive and understand the entire message.

Slide 14:

According to Steven Covey in his book "The 7 Habits of Highly Effective People", there are five levels of listening.

See if any of these sound familiar:

Ignoring: The person is intentionally not listening.

- This person does not want to hear what is being said.
- You are talking but the other person is obviously NOT listening.
- **Don't confuse this with someone that really didn't hear what you said.**

Pretending: The person is pretending to listen.

- This person is not listening, but they are trying to show that they are.
- They are usually distracted and thinking about something else.
- **They may hear some words, but don't receive the entire message.**
- They will nod their head or give other gestures or sounds to show they are listening, but you are not getting their full attention.
- Example: A wife is talking while her husband reads the newspaper. He looks up once in a while and nods, **but isn't hearing anything she is saying.**

Selective Listening: This person hears some of what you say, but not everything.

- They listen if they hear something of interest to them.
- They are usually thinking about what they want to say next.
- **They are the type of person that says, "And, your point is?" right after you explained your point in detail.**
- They tend to **interrupt the speaker and often try to finish the speaker's sentences; usually this is done to try to get to what they want to say.**
- **Example: A mother working in the kitchen while her teenage daughter is talking. The mother doesn't pay attention until the daughter mentions a new friend. Then the mother takes interest and starts asking questions like, "Who is this new friend?", "Where did you meet them?" etc.**

Attentive Listening: This person gives you their time and attention, but only listens to the words.

- This person does not try to understand where the speaker is coming from.
- **They don't pay attention to the tone of voice, facial expressions, or other body language.**
- **Example: Lawyers use active listening to win arguments. They will use their opponent's own words against them. This is easier to do when you don't try to interpret the true intention behind the message.**

Active Listening (often called Empathetic listening): The person intentionally tries to listen and understand.

- This person concentrates fully on what the other person is saying and how they are saying it so they can correctly interpret the message.
- They give their undivided attention.
- **They try and put themselves in the other's shoes and try to see the message from the speaker's perspective.**
- **Example: One friend asks another, "How are you?" The second person answers "I'm fine." The first friend can see the other looks sad, so they may start asking questions to find out how the second person is really feeling.**

Note:

- **Active listener's try to hear the message from the speaker's frame of reference. They try to put themselves in the speaker's shoes and try to understand how the speaker feels.**
- The other levels of listening keep the **listeners' perspective, they don't try to figure out what the speaker is "really" trying to say.**

Slide 15:

There are four listening styles based on preference (originated by Barker (1971) and developed with Watson (1995)). Understanding listening preferences and being able to adapt to them will help you become a more active and effective listener.

People-oriented: These listeners show a strong concern for others and their feelings.

- They have an external focus. They get their energy from others and feel very strongly about building relationships.
- They talk about 'we' more than 'you' or 'they'.
- They want to hear the life stories of others and use story telling themselves to help them understand the message.
- They focus on emotions and may seem vulnerable, they usually try to appear harmless.
- They need to careful they **don't get so involved in the relationship, they don't see the bigger picture.**
- They can be seen by others who are not people-oriented as very intrusive and nosey.

Content-oriented: These listeners are more interested in what is said rather than who is speaking or who they feel.

- They assess people by how credible they are; the expertise and honesty of the speaker.
- They focus on facts and love to go into detail.
- They like to take their time when seeking to understand and before accepting anything as true.
- They look for both pros and cons in arguments and think a solid logical argument is best.
- They can be seen by others as constantly ignoring the ideas and wishes of other persons as they quickly reject information when they feel it does not have sufficient supporting evidence.

Action-oriented: These listeners want to know what will be done, what actions will happen, when, and who will do them.

- They ask 'so what?' when looking for plans of action.
- They like clear, brief descriptions and answers that are concise. They like structure, bullet-points, and numbered action items.
- They are seen by others as impatient and critical, not willing to listen to people who start with the big picture. They appear to be more concerned with control than about the well-being of other people.

Time-oriented: These listeners are constantly keeping their eye on the time.

- They have their day organized and everything planned ahead. They will make time for listening, but will be very worried and distracted if the allotted time goes over.
- They tend to talk about time and look for short, to the point, answers.
- They can be seen by others as short and abrupt, especially by people-oriented types that like to take their time and get to know others.

Blended Learning Guidance Worksheet II – Active Listening

Topics Covered on this module

- Five Levels of Listening
- Listening Interference
- Active Listening Techniques

Ways to use this module

- Promote independent study
- Generate class discussion
- Practice pair and group work
- Review of concepts covered
- Combine above methods

Promote independent Study

If participants are able to connect online and there are enough computers, ask participants to go through the module independently. They can also complete at home.

- It is important to circulate and ensure all participants are following the module
- Make yourself available to answer questions as they move through the module
- Consider determining stopping points and providing times for the sections

Welcome – 5 Minutes
 Five Levels of Listening– 15 Minutes
 Listening Interference– 10 Minutes
 Active Listening Techniques– 15 Minutes
 Knowledge Check – 10 Minutes
 Summary – 5 Minutes

Generate Class Discussion

If you have internet connectivity, but there are no resources for the class, go through the module in a discussion and activity mode.

- Review the module prior to the class
- Preview content for participants with questions
- Ask for a volunteer(s) to be the person that clicks through module per direction of the class

Discussion Questions

- What do you think “levels of listening” means?
- What interferes with your listening?
- How can you show that you are actively listening?
- What was a major take away from the module?

Practice Pair and Group Work

If you have internet connectivity and limited resources for the class, go through the module using a mixture of class discussion and pair work sharing resources.

- Review the module prior to the class
- Preview content for participants with questions
- Pause and have participants work in groups or pairs to explore the module

Opportunities for Teamwork

- Five Levels of listening
- Active Listening Techniques
- Knowledge Check

Active Listening Checklist

Instructions

Ask participants to consider the following checklist while conducting the active listening exercise. They can use this list to provide feedback.

Encourage	To convey interest; keep the person talking
Elicit	To gather information; promote open communication
Restate	To verify understanding; signal listening carefully
Clarify	To understand unclear statements or test interpretations
Empathize	To understand or show respect for other perspectives
Summarize	To pull all information together; establish basis for future

Daily Learning Journal

Instructions

Most people think communicating is easy, but being able to communicate well takes effort, time, and practice. **Today you've learned there is a lot more to communication and the skills required to really good at it than you probably ever imaged.**

It is now time to reflect on what you learned today and how it will contribute to the development of your communication skills.

Type your answers in the designated boxes. Click on the box to type and expand.

1. What did you learn today? (Did anything surprise you?)

2. What areas of communication discussed today do you already feel confident about?

3. What areas of communication discussed today do you think you need to practice or learn more about?

4. What is your preferred listening style?

5. What did you learn today that you can use immediately to help improve your communication success?

Module B4 – Non-Violent Communication Skills

Time : 3.5 Hours

Objectives

- Identify communication barriers and understand solutions to address them
- Value the importance of understanding audience and environment to promote effective communication
- Define non-violent communication skills and how to promote these in personal and professional life

Preparation

- If applying online component be sure to have all logistics of computers and internet connection completed before class starts to ensure smooth transition between types of learning
- Research video for understanding your audience and environment
- Optional: Print necessary documents and worksheets

Schedule Outline

Type	Title (minutes)	Description	Materials
Lecture & Discussion	Communication barriers (0:30)	<p>Instructor introduces Communication barriers.</p> <p>Start by reviewing the steps of the communication process from the first module.</p> <p>Then ask participants “What are communication barriers?” and “How can they happen?” Make a list of responses on a flip-chart. Ask participants to share an experience of a barrier with a partner.</p> <p>Then ask participants, “How can they overcome communication barriers?” Form another list. Then review slides.</p> <p>See Quick Notes for notes that are also in PowerPoint</p>	PPT 2-4, Quick Notes
Activity	Activity B4.1 Communication barriers (0:30)	<p><i>Purpose:</i> Help participants examine communication barriers.</p> <p><i>Instructions:</i></p> <ol style="list-style-type: none"> 1. Participants are asked questions about Communication barriers, and are asked to consider possible solutions for each barrier. Use Communication Barriers Worksheet. 2. Review responses as a group. <p><i>Tips for Success:</i> This can be downloaded and completed on computer depending on available resources and group.</p>	PPT 5-6, Communication Barriers Worksheet
Lecture	Understanding your audience and environment (0:30)	<p>Instructor introduces Understanding your audience and environment</p> <p>Recall some of the examples used in prior activity and/or prior modules to ask participants “Why is it important to understand the audience?” See Quick Notes II for possible answers and information from PowerPoint slides.</p> <p>Provide a video to participants that shows someone not understanding their audience and use that to transform lecture into more a discussion.</p>	PPT 7-12, Quick Notes II
Discussion	Understanding your audience and environment (0:15)	<p>Group discussion to review Understanding your audience and environment</p> <p>Ask: What are some demographic traits.</p> <p><i>Answer:</i></p> <ul style="list-style-type: none"> • Age, gender, level of education, employment or career status 	PPT 13

		<ul style="list-style-type: none"> Ask the participants to “Write down at least three demographic traits that apply to you.” <p>Ask: How do these specific traits influence your perceptions? Your priorities?</p> <p><i>Possible Answers:</i></p> <ul style="list-style-type: none"> Age: Gender: Education: Employment status: <p>Ask: How can you learn more about your audience?</p> <p><i>Possible Answers:</i></p> <ul style="list-style-type: none"> Review existing research. Google “perceptions of youth, females, males, highly educated, etc.” Brainstorm with others, or even with yourself – jot down everything you know. You can follow up and verify later. Interview. Ask questions of the audience about their backgrounds, beliefs, and values. Use a questionnaire or rating scale If the audience are members of a particular industry or company, you can try researching their website, or other industry websites, sometimes news reports and blogs can also be extremely helpful. <p><i>Tips for Success:</i> Be sure to make connections between communication barriers and understanding your environment, but also thread it together with non-violent communication skills.</p>	
Lecture	Non-Violent Communication Skills (0:15)	<p>Instructor introduces Non-Violent Communication Skills</p> <p>Before showing the slide, ask participants: “What does non-violent communication mean?”</p> <p>Review information from slide: A tool for positive social change.</p> <ul style="list-style-type: none"> Non-violent Communication (or NVC) is a tool to help us: <ul style="list-style-type: none"> Understand what triggers us Take responsibility for our reactions Strengthen our connection with ourselves and others <p>The main idea behind Non-violent Communication is: All people have the same basic needs, and all actions are performed to those meet needs.</p> <ul style="list-style-type: none"> Being able to understand and acknowledge these needs helps to create a shared basis for connection and cooperation, leading to more trusting relationships. Understanding both our own needs and the needs of others at a deeper level enables us to see more of the similarities we have with others, instead of seeing the differences. This allows us to be more compassionate towards others and to ourselves. By focusing on needs – without interpreting or showing signs of criticism, blame, or demands – we can be more open minded, which allows our creativity to grow. Together you’ll be able to come up with solutions that you’d never considered before. Non-violent Communication makes resolving conflicts and misunderstandings much easier and more successful. <p>NVC helps people to:</p> <ul style="list-style-type: none"> Communicate in a way that inspires compassion and understanding More easily and confidently initiate difficult conversations Stay focused and non-defensive while hearing difficult messages Avoid blaming and focus on finding solutions instead Avoid patterns of thinking that lead to depression, guilt, or shame Learn to better express and receive gratitude 	PPT 14-15

		<ul style="list-style-type: none"> • Translate criticism, judgments, and blame into more constructive feedback • Deal with long-standing conflicts and heal broken relationships • Inspire others to change their behavior 	
Online Activity	Activity B4.2 Non-Violent Communication Skills (0:30)	<p>Online module provides information about Non-Violent Communication Skills. Quizzes and interactions will validate immediate understanding and provide immediate feedback. This could be set up as a type of self-assessment; answering questions on the different areas of NVC.</p> <p><i>Tips for Success:</i> Utilize the Blended Learning Guidance Worksheet. If you do not have internet connection proceed by reviewing slide 17-18, or Quick Notes III</p>	<p>PPT 16, Blended Learning Guidance Worksheet</p> <p>OR PPT 17 - 18, Quick Notes III</p>
Activity	Activity B4.3 Non-Violent Communication Skills (0:30)	<p><i>Purpose:</i> help participants practice their non-violent communication skills and become more comfortable using non-violent communication skills.</p> <p><i>Instructions:</i> The instructor asks each member of the group to write down a list of 5 to 10 "demands" you expect your friends and family to live by. Examples could be things like: You shall never raise your voice when we are discussing, or even arguing about, an issue. You shall not waste food or money and I have the final say. You shall never talk behind my back.</p>	PPT 19
Discussion	Non-Violent Communication Skills (0:30)	<p>The instructor asks a volunteer to read a "demand". The group works together to translate the demand into observations, feelings, needs, and requests. Each member of the group can have a turn at reading out at least one "demand". The goal is to turn all the demands into positive-action requests.</p>	PPT 20

Resources and Worksheets

Quick Notes

Slide 3:

Barriers to Effective Communication include:

Language differences: Probably the most obvious barrier. This could be as simple as using jargon, clichés, or over-complicated technical terms – or it could be as extreme as speaking different languages. Sometimes just an accent and use of different terminology can make a communication almost impossible to interpret.

Physical location or disabilities: **With location barriers such as different offices, you can't see the non-verbal cues so it's not as easy to tell how the other person is responding to your message, making the communication less successful.** Physical disabilities such as hearing or speech impairments add another complication to the ability to **communicate successfully. What about a closed door? That's a definite sign of physical separation.**

Perception: Having a different viewpoint or understanding. People often pre-judge based on their past experiences, leading to inaccurate assumptions and stereotyping. People hear what they want instead of what was said then jump to the wrong conclusions.

- “Status” barriers can also be grouped under perception. Whether in the community or in the workplace, status can cause barriers to communication. Think about an employee who has younger manager – their perception should be the same no matter how old the manager – but is it?

Interpersonal: This could include displaying a lack of attention or interest in what the speaker is saying (for instance not looking at the speaker when they are talking). Being easily distracted or fidgeting.

Emotional: Some people have difficulty expressing their emotions, or some topics may make them very uncomfortable. Some people are too emotional and can blow things out of proportion.

Cultural: Cultural norms can vary greatly which can easily lead to misinterpretation. An example is the concept of personal space, it may be considered rude to get too close in one culture, while in another it may be expected.

Gender: Often gender barriers come from stereotypes that you may not even be aware of. Not all men or all women communicate in exactly the same way, but there are some traits more common to one gender than the other. Understanding these differences will allow you to communicate better.

Slide 4:

What can you do to overcome these common communication barriers?

Possible Answers:

Language:

When you know there may be language issues you can:

- Use simple words: Use more common basic words to convey your message. Don't talk down or be **condescending. Don't use jargon or overly complicated terms.**
- Demonstrate: If possible demonstrate what you need to be done. Showing someone how to do something is much easier than trying to explain it, particularly if there is a language barrier.
- Use visuals: Show more than tell. Explain with pictures, tables, and charts, as much as possible.
- Use repetition: Use repetition to ensure your message was understood. Ask to have the message repeated back in their own words.
- **Don't speak loudly or over-enunciate.** Talk slower, not louder. Speak clearly, not aggressively. People speaking a **different language don't usually have hearing problems. Don't talk down to them or be**

condescending. Speak the same way you usually would, just a little more slowly, and carefully, choosing simpler and more widely understood words.

Physical:

- If you use a lot of email or other written communications, be very careful choosing the words to use. You need to be clear and concise and do your best to eliminate any chance of misunderstanding.
- Make an effort to reach out to others to let them know **you're** easily approachable.
- If possible use phone calls or video conferencing, especially for longer more complicated conversations, the ability to hear a tone of voice or see expressions greatly increases the success of communications.

Perception:

- You need to be aware of your own perceptions of others as well as the perceptions others have of you.
- **Don't let others make assumptions about you, give them the facts. Be confident in your abilities and** others will perceive your confidence too.
- **Be aware of how you're coming across** to others. For example, maintaining eye contact shows interest, whereas looking around the room will most likely be perceived as boredom or disrespect.

Interpersonal:

- Use simple words. **Don't force your audience to try and figure out what you're** trying to say, especially not to sound intelligent – using too complex or technical terms may make you appear arrogant. Being able to discuss a topic in simple, understandable terms, will demonstrate your thorough understanding of the topic, better than **using "big" words**.
- Learn to listen. People often try to get their opinions across before first listening to the other person's **point of view. Don't let this be you. Listen first, interpret,** and then provide feedback to show you understand their point of view, then if the situation warrants, you can express your views as well.
- Stay composed. Even if the topic of conversation makes you upset or frustrated, try not to take it too personally, see all points of view, and keep your emotions in check.
- Provide constructive criticism. Providing feedback shows interest in the conversation. But when you need to correct mistakes, or untangle misinterpretations, be sure to provide *constructive criticism*. **Don't get personal, stick to facts and be specific. Focus on the behavior, not the person. If you're asking for changes, provide examples and explain why the changes are required. Be helpful and supportive don't be negative and vague.**

Emotional:

- Remove yourself. **If you're getting emotional, remove yourself from the communication** (even something small like taking a few deep breaths or going to get a cup of coffee can be enough) until you can collect your thoughts, think clearly, and not say anything you may later regret.
- **If you're angry or upset you may not interpret the** communication the way it was intended. You may also have trouble accepting the solutions offered by others.

Accept mistakes.

- Both yours and others.
- **Don't try to win every argument or always get in the last word.** You may come across as aggressive, or worse, as if you're trying to over compensate for something. You'll appear more human, and easier to approach if you admit that **you're** not always perfect.

- Be accepting of others mistakes. They may be learning something new that you may take for granted. Pointing out others mistakes can be okay as long as you are constructive if your approach. Explain the **issue and provide a solution, keep in mind that you didn't always know the solution yourself.**
- Relax: Stay calm, take a deep breath. Try not to take the situation personally. Look at the situation from a logical point of view and try to see all perspectives, not just your own.

Communication Barriers Worksheet

Instructions

Read through each situation presented, and then answer the questions following.

Situation #1

A large retail sales chain has mostly female managers. Two male managers were recently hired for the Southern region.

The lead sales manager feels the newly hired male managers were acting rudely at their first planning meeting. She had set up a small table and chairs to the side of the conference table to talk face to face, but the men both sat at the far end of the conference table.

Type your answers in the designated boxes. Click to type and expand box.

What are the communication barriers in this situation?

How would you feel in this situation?

What specific actions could be taken to help resolve this situation?

Situation #2

A new, young employee is called into her supervisor's office for a meeting. As she arrives, the supervisor is on the phone and signals her to have a seat. As the supervisor puts down the phone, he picks up a paper and while looking at the paper, not the employee, he says "I've been asked to get everyone's opinion on the new process we started using last month. Since you've only been here since we've been using the new process, I don't expect you to have an opinion. Thanks for stopping by."

What are the communication barriers in this situation?

How would you feel in this situation?

What specific actions could be taken to help resolve this situation?

Situation #3

An employee has been asked to attend an important problem solving meeting. The employee re-arranges his schedule to ensure he arrives on time.

The facilitator arrives late. The only mention of the fact there are missing attendees is a joke the facilitator makes about what they might be doing instead. The facilitator starts **talking, and doesn't stop. When others try to express their ideas or opinions, he cuts them off and doesn't take their comments into consideration.**

At the end of the meeting the facilitator says he has a conference call and rushes off.

What are the communication barriers in this situation?

How would you feel in this situation?

What specific actions could be taken to help resolve this situation?

Quick Notes II

Slide 8:

Why is it important to understand your audience and environment in communication?

Possible Answers:

Audience:

- The more you know and understand about the background of your audience and their needs, the better you can prepare your message.
- To connect with your audience, you need to understand why your topic is important to them.
 - What do they expect to learn from your message/presentation?
- **If you understand your audience you'll be more successful in achieving your communication goals.**

Environment: (The physical space and time in which you speak. For example, a large room, noise distractions, time of day.)

- Taking your environment into account will allow you adapt your message –
- This could even refer to how you decide to present your message, via which medium, or which tools you can use based on the environment.

More information:

- People are **different**. **You can't assume your audience is like you.** If you use a 'one size fits all' approach to communication, you are likely to overlook the different needs and expectations of people.
- You need to recognize that people may have cultural or geographic biases and the more you understand them, the better you can express yourself to them and avoid misunderstandings.
- It is also important to know the level of knowledge they have about your topic, so you can present the information **with the correct tone to keep people interested and engaged**. **You don't want to bore or insult** a knowledgeable audience with basic information, nor do you want to overwhelm a novice audience with information at too high a level.

Slide 9:

Knowing your audience well before you speak is essential.

Even with a small increase in your understanding of your audience, your ability to communicate with them will improve!

Identify your audience

- How big is the audience?
- What are their backgrounds, gender, age, jobs, education, and/or interests?
- Do they already know about your topic? If so, how much?
- Will other materials be presented or available? If so, what are they, what do they cover, and how do they relate to your message?
- **If you don't know your audience, make a list of the kinds of people who are in the audience.** This list can help you approach the research necessary to understand them.
- Audiences are interested in messages that relate to their interests, needs, goals, and motivations. Demographic traits (age, gender, level of education, employment or career status) can give us insight into our audience that will make you a more effective communicator.
 - If you had an audience of ten-year-olds, you would use different language and different examples than what you would use for an audience of adults age forty and older.
 - If you had a highly educated audience, you would use much more comprehensive language and research documentation than if you had an audience of high school students.

Analyze your audience

- You need to know who your audience is, but also what they need from your communication.

- By analyzing your audience before your communication you can create a link between you. Try to understand the world from their perspective.
- This will allow you to find common ground with your audience, then you can better align your message with what the audience already knows or believes.
- Understanding who makes up your target audience will allow you to carefully plan your message and adapt what you say to the level of understanding and background of the listeners.
 - Prevent you from saying the wrong thing such as telling a joke which offends,
 - Help you speak to your audience in a language they understand about things that interest them.
- Prior to the meeting or event, speak to the organizer of the meeting and find out the level of knowledge the audience has on the topic for discussion.
 - Ask about the audience expectations as well as their demographics—age, background, gender, etc.
 - If you are presenting at an industry event, research the event Web site and familiarize yourself with the mission of the event and typical attendees.
 - If you are presenting to a corporation, then learn as much as you can about them by visiting their Web site, reading news reports, and reviewing their blogs.

Slide 10:

Tailoring your message to the environment will show that you are well prepared.

- Find out the answers to the following questions:
 - How will you be presenting your message?
 - How much time do you have for your presentation, or how much space do you have for your written document?
 - Will your document or presentation stand alone or do you have the option of adding visuals, audio-visual aids, or links?
- The environment also refers partly to the reason for the message. Is it informative? Serious? A happy occasion? You need your message to convey the correct feelings along with the words you choose to use.
- The physical space in which you're speaking, whether you're in a classroom presenting the findings from a lab report or in a stadium that seats thousands, can influence both your message and how you deliver it.
- **The audience will connect with you in different ways depending on the environmental situation.** You'll most likely have to work harder to build individual connections with a larger audience.
- **If you're aware of your environment, you can anticipate changes, giving you the chance to adapt.** You can stay one step ahead and avoid potential issues.
- **If you're making a presentation, visit the location prior to see how the room will be laid out, and to make any requests for positioning the visual aid equipment.** Knowing more about things like the size of the room will also give you some idea how energetic and physical they will have to be to engage the audience, whether a microphone will be needed, and what type of visual aids will be the most effective.

When you understand your audience and their expectations, you can tailor your message to make it more interesting. This will engage and satisfy your audience and allow you to successfully deliver your message.

Slide 11:

How can you improve your perceptions?

- Become an active perceiver:
 - Actively seek out as much information as possible.

- If possible, immerse yourself in the new culture or group to help expand your understanding.
- Each person has their own unique frame of reference:
 - Recognize that everyone perceives the world differently.
 - Even though you may interact with two people from the same culture, they will not react exactly the same.
 - Each person is an individual with their own set of experiences, values, and interests.
- People, places, and situations change:
 - Realize that the world is constantly changing and so are we.
 - Recognizing that people and cultures are dynamic and constantly changing can improve your ability to communicate.
- Never forget that perceptions play a role in communication:
 - Understanding that our perceptions are not the only ones possible will greatly improve your ability to communicate. Others will find that you are open-minded and willing to listen to others opinions.
- Be open-minded:
 - Being open to differences improves communication. Have you ever **heard the saying “A mind is like a parachute—it works best when open”? It’s very true!**
- Verify your perceptions:
 - By learning to observe, and recognizing you have your own perceptions, you can avoid assumptions, expand your understanding, and improve our ability to communicate with everyone.

If you can't find out much about the audience before you meet them, you'll have to improvise and adjust your message based on information you collect at the beginning of the meeting.

If possible, it's a great idea to greet people at the door and ask questions to find out their level of knowledge and their expectations.

Slide 12:

Your audience has expectations of you.

- Have you ever had to read a document or sit through a presentation where you asked yourself? **“What does this have to do with me?”**
- This is a common question thought by many audience members, but people rarely ever ask this question directly, or even say it out loud at all.
- **To ensure your audience doesn't feel this way about your message, here are four things you can do:**
 - Find mutuality:
 - Search for common ground and understanding with your audience.
 - Look at things from other viewpoints other than yours. Examine those viewpoints and take steps to insure your message uses an inclusive, accessible format rather than one based solely on your point of view.
 - Be nonjudgmental:
 - You need to be willing to examine diverse ideas and viewpoints.
 - Be open-minded, accept ideas that may be strongly opposed to your own beliefs and values.
 - Be honest:
 - This means stating the truth as you perceive it.
 - By communicating honestly, you provide supporting and clarifying information and give credit to the sources where you obtained the information.

- If there is evidence opposing your viewpoint, you acknowledge this and don't conceal it from your audience.
- Show respect:
 - **For the entire audience and its individual members**
 - Recognize that each person has basic rights and is worthy of courtesy.
- **Fulfilling your audience's expectations when creating your message will allow you to better engage your audience.**

Blended Learning Guidance Worksheet – Non-Violent Communication

Topics Covered on this module

- What is Non-Violent Communication?
- Components of Non-Violent Communication
- How Non-Violent Communication works

Ways to use this module

- Promote independent study
- Generate class discussion
- Practice pair and group work
- Review of concepts covered
- Combine above methods

Promote independent Study

If participants are able to connect online and there are enough computers, ask participants to go through the module independently.

- It is important to circulate and ensure all participants are following the module
- Make yourself available to answer questions as they move through the module
- Consider determining stopping points and providing times for the sections

Welcome – 5 Minutes
 What is NVC? – 10 Minutes
 Components of NVC – 15 Minutes
 How NVC Works -10 Minutes
 Knowledge Check – 10 Minutes
 Summary – 5 Minutes

Generate Class Discussion

If you have internet connectivity, but there are no resources for the class, go through the module in a discussion and activity mode.

- Review the module prior to the class
- Preview content for participants with questions
- Ask for a volunteer(s) to be the person that clicks through module per direction of the class

Discussion Questions

- What does “Non-violent communication” mean?
- How can NVC help you professionally?
- What are some examples on when we can use NVC?
- What was a major take away from the module?

Practice Pair and Group Work

If you have internet connectivity and limited resources for the class, go through the module using a mixture of class discussion and pair work sharing resources.

- Review the module prior to the class
- Preview content for participants with questions
- Pause and have participants work in groups or pairs to explore the module

Opportunities for Teamwork

- Components of NVC
- Knowledge Check

Quick Notes III

Slide 17:

Non-violent Communication consists of two elements:

- Honestly expressing ourselves to others
- Empathically hearing others

This compassionate approach allows us to express ourselves, and hear ourselves and others, in ways that lead to better understanding and connection.

The four components of NVC are observations, feelings, needs, and requests.

Observations: are the facts. What we see, hear, or touch.

- State the observations that make you want to say something.
- **In NVC it's important to stick to observable facts, this should decrease the chance of disagreement.**
- All facts, no judgements. People may disagree with evaluations because they have different values, but observable facts provide a neutral base for communication.
- **Don't say: "It's way too late for so much noise!", instead say: "It's one a.m. and I can hear your music playing."**
- **Don't say: "You didn't stock the shelves like you were supposed to." Instead say: "I noticed the shelves didn't get stocked."**
- **Don't say: "You're rude." Instead say: "When you walked in you didn't say hello to me."**
- Describe what you see or hear in observation language without mixing in evaluation.
- Separate our own judgments, evaluations or interpretations. The other person is more likely to listen without feeling defensive.
- Translate judgments and interpretations into observation language, this will help you stay away from right/wrong thinking.
- NVC helps us take responsibility for our reactions by recognizing our needs as the source of our feelings, rather than blaming the faults of the other person.

Feelings: the raw emotions or sensations, free of thought or interpretation.

- State the feeling that the observation is making you feel. Or, guess what the other person is feeling, and ask.
- Name the emotion, without moral judgment, to connect in with respect and cooperation.
- Accurately identify the feeling that you or the other person is experiencing. This is not done to make them feel embarrassed or to try to change the way they feel.

The key to identifying and expressing feelings is to focus on words that describe our inner experience rather than words that describe our interpretations of people's actions.

- Say "I feel scared when you raise your voice." not "I feel that you always raise your voice when you're angry".
 - When asked how you feel, say "I feel blank.", as soon as you say "I feel like" or "I feel that" you are most likely expressing a thought – not a feeling.
- Another trick is to state your observation first:

"It's 30 minutes until your presentation, and I see that you're pacing. Are you nervous?"

"The bus is ten minutes late. I'm worried I'll be late."

Needs: core values and deepest human longings.

- All human beings share key needs for survival, such as hydration, nourishment, rest, shelter, and connection. We share many other needs, though we experience them to varying degrees, and experience them more or less intensely at different times.
- By naming, understanding, and connecting with our needs we can improve our relationship with ourselves, as well as improve understanding with others, enabling us to take actions that meet other's needs.
- Feelings occur when our needs are met or not met. **Something happens to trigger our feelings, but it's not the trigger that causes the feelings, it's the met or unmet need.**
- By connecting our feelings with our needs we take full responsibility for our feelings, freeing us and others from fault and blame.
- By sharing our unique experiences we create the opportunity for others to see our humanity and to experience empathy and understanding for us.
- **When describing needs, don't include a person, location, action, time, or object, if you do you'll be describing how you want to meet the need rather than the need itself. For example: "I want you to come to my party" is a strategy to meet the need for connection.**

Requests: request for a specific action, free of demand.

- The difference between a request and demand is that someone making a request is open to hearing a "no" response. **With NVC, you would empathize with the other and try to find out why the response was "no". This way you can work together and potentially change the reply to a "yes".**
- By making a request and not a demand, you take responsibility for meeting your own needs, and allow the same for others.
- Use clear, positive, concrete action language.
- Make sure you state exactly what you do **what, not what you don't want. Don't say, "I want you to stop dressing that way." Instead tell the other person how you want them to dress, "I'd like you to dress professionally, perhaps a suit and tie, when we have client meetings, would that be possible?"** If they answer is "no", ask questions to figure out if there is a reasonable solution that can meet everyone's needs.
- A request is an attempt to motivate out of compassion and shared respect, while a demand motivates by using fear, guilt, shame, obligation, etc.
- **Example: A friend observes "I notice you haven't spoken for a while. Are you feeling bored?"** If the answer is yes, you can state your own feelings and make a request. **"I'm bored too. Do you want to go the museum, instead?"** or, **"I'm finding the conversation really interesting. Would you like to meet up in an hour?"** (Both can get their needs met, and both stay responsible for meeting their own needs.)
- Requests are not always met, but by using requests instead of demands, you will build a trusting relationship.

Slide 18:

The giraffe and the jackal are used to represent the positive and negative sides of non-violent communication.

- **The giraffe was chosen as the symbol for NVC because of two reasons: it's got the largest heart of all land mammals, and it can see clearly without obstructions.**
- **The opposite, the jackal, was chosen because it's close the ground and aggressive, representing being non-empathetic and close-minded.**

To successfully use non-violent communication you should:

Work together. **When you work together, make sure it's because you both want to do it.** It meets your needs, you **don't do it out of guilt or pressure.** Most of the time you can find an action that meets both your needs, but **sometimes you just have to admit you have different needs that can't both be met by one action.**

Listen actively. Don't assume that you understand how they feel or know what is best for them. Let them express their thoughts and feelings. Then validate their feelings to make it clear they have been heard and you care.

Don't just try to figure out their needs without really hearing what they are saying, focus on what they are saying, instead of trying to figure out what they "really mean"

Take a break. If anyone is getting too upset or stressed to speak thoughtfully and clearly, or one person is unwilling to talk openly, or if someone wants to stop, stop. Just stop or take a break. When everyone is willing and able the conversation will be more successful.

Realize that NVC won't always work. NVC will not work in every situation and it won't work with everyone. There will be times when you may need a more direct, assertive communication style.

- Not everyone is open to non-violent communication.
 - **Some people aren't comfortable talking about, and expressing, their feelings, and they have the right to set boundaries. Do not push or try to manipulate someone into sharing their feelings if they don't want to.**
- Recognize that no one is responsible for someone else's feelings.
 - **You do not need to change your actions just because someone else doesn't like them. Don't "bend over backwards" or ignore your own needs. Remember, you, and anyone else, are allowed to say no.**
 - **If someone is behaving aggressively, you can try and figure out their need. But sometimes it can be very draining, and it's okay for you to avoid them and realize that their negativity is not your problem.**
 - **If someone says no to your request, don't get angry, others are not responsible for your feelings.**
- Non-violent communication can be abused.
 - People can use NVC to hurt others. Some ways of expressing feelings can be abusive.
 - NVC can be used to control others. For example, "I feel disrespected when you don't check in with me every 15 minutes."
 - People have a right to be heard, but no one should be forced to listen to deeply negative feelings about them. For example, it is not appropriate for a parent to tell their child how horrible it is to put up with them.
- Realize that some people may not care about your feelings.
 - **NVC work great when people are accidentally hurting someone's feelings, but not when it is done on purpose, or the other person doesn't care. In these cases, you need to be more assertive and very clear by saying "stop," "leave me alone," or "that hurts."**

Course C – Customer Service, Business and Me

Module C1 – Professionalism

Time: 3 Hours

Objectives

- Identify methods and explore strategies that demonstrate professionalism with a focus on a customer service context
- Understand the importance and value of applying proper hygiene and following safety procedures in the workplace
- Understand the impact of and be able to utilize body language in a customer service context

Preparation

- Research video for professionalism to generate discussion
- Prepare necessary work for role play (cutting up assignments)
- If applying online component be sure to have all logistics of computers and internet connection completed before class starts to ensure smooth transition between types of learning
- Optional: Print necessary documents and worksheets

Schedule Outline

Type	Title (minutes)	Description	Materials
Lecture & Discussion	Professional demeanor and appearance (0:30)	<p>Provide video to start discussion on professionalism.</p> <p>Ask participants what they think is meant by the term “professionalism”? Write down answers as they come.</p> <p>Then ask them whether they think professionalism is important for customer service. Write down answers as they come. Instructor introduces what is meant by Professional demeanor and appearance in the context of a customer service environment. The general consensus should be that professionalism is very important to customer service.</p> <p>Answer: The dictionary defines professionalism as:</p> <ul style="list-style-type: none"> • “The skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well”. • Professionalism includes having a positive attitude and being competent in your particular job. In other words, it means having a professional demeanor. • Professionalism also includes looking the part! It means dressing appropriately for your job and making sure all aspects of your appearance are suitable for the company and products or services you are representing. • In many cases, a potential customer’s “first impression” will be based on what you say and how you say it, as well as how you look. <p>Please note this discussion should include, appearance, but also other professionalism points (having a positive attitude, use of social media and mobile devices at work). See Quick Notes for details on each of the three points.</p> <p><i>Tips for Success:</i></p>	PPT 2 – 7, Quick Notes

		Introduce the idea of corporate culture by providing examples of two companies where values, attitudes and dress code are different. Use this to make distinctions about professionalism and appearance.	
Activity	Activity C1.1 Role Play and Debrief (0:45)	<p><i>Purpose:</i> The purpose of this exercise is to help participants apply knowledge and skills around professionalism and to enforce ideas of professionalism with the participants</p> <p><i>Instructions:</i> Provide participants with instructions to explore further the concept of professionalism, with a focus on positive attitudes. See Role Play Instructions and Debrief I</p>	PPT 8-9 Role Play Instructions and Debrief I
Lecture & Discussion	Hygiene and safety (0:30)	<p>Instructor starts the discussion by asking what participants think are the basics of hygiene and safety, both in terms of personal appearance and behavior as well as the working environment. The instructor can list the points made on a flip chart/whiteboard and guide the discussion if necessary to cover all the required information. See Quick Notes II for more details.</p> <p><i>Tips for Success:</i> Ask participants to define the terms “hygiene” and “safety”. Then ask them “Why are these important in the workplace?” Record answers. Follow further instructions provided in slides, which promote more discussion. Instructor can also provide photos that give examples of poor hygiene and safety to illustrate this point.</p>	PPT 10-15, Quick Notes II
Online Activity OR Activity	Activity C1.2 Body language (0:45)	<p>Online module provides information about Body language. Quizzes and interactions will validate immediate understanding and provide immediate feedback.</p> <p><i>Tips for Success:</i> Use the Blended Learning Guidance Worksheet. If you do not have internet access, use the provided role play worksheet to explore body language. Be sure to prepare participants for the role-play and conduct a debrief that discusses the impact of body language on communication and customer relations.</p>	PPT 16, Blended Learning Guidance Worksheet OR Role Play Instructions and Debrief II
Discussion	Body language (0:30)	<p>Group discussion to review body language focusing on how it is seen by customers.</p> <ul style="list-style-type: none"> • Body language is the movements that we make with our bodies while speaking and are generally based on our instincts. This means that by watching a customer’s body language you can gain more insight into what the customer really means to say – you can get a more complete message. But remember, while you are monitoring a customer’s body language, they are also watching yours. Make sure your body language supports what you are saying. • Ask participants for examples of positive and negative body language that they could display as a customer service representative. • Create a table with two columns, one labeled “Do’s” and one labeled “Don’ts” and fill in with participant answers. • Some possible answers: <ul style="list-style-type: none"> • DO sit and stand straight, with good posture. • DO make eye contact. • DO face your customer as you speak to them. • DO smile and make it genuine. • DO keep your arms open. Customers will feel more comfortable approaching you. • DO breathe slowly and calmly. • DON’T slouch. 	PPT 17

		<ul style="list-style-type: none">• DON'T allow distractions to allow you to turn your body away from a customer as you speak to them.• DON'T cross your arms.• DON'T fidget, as this could distract a customer from what you are saying.• DON'T sway back and forth.	
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Resources and Worksheets

Quick Notes

Slide 5:

- This is Labeeb and Saafir.
- Labeeb works in large hypermarket and is responsible for keeping the store clean. He is dressed in jeans and a casual, comfortable shirt. His overall look is tidy but modest.
- Saafir works at a large accounting office. He is the first person clients see when they arrive and the one they usually deal with first when they call. He is dressed in a suit and tie and has styled his hair in a clean and professional way.
- Do you think they are appropriately dressed?
- Allow participants to discuss.
- Answer: Without saying a word, these two men have made a statement with their personal appearance.
- Both men are dressed appropriately for their type of work.
- Think about how you would react if they were dressed poorly, or sloppily.
- That is why it is so important that you *dress the part*. The appropriate way to dress will depend upon the nature of your job.
 - If you work in a very casual environment it would not be appropriate to wear a suit and tie.
 - If you work on a construction site, you need to wear protective clothing.
- Here are some points to consider:
 - Your employer most likely has a policy for dress and appearance, or a *dress code*. Be sure to follow it.
 - Your employer may require **you to wear a uniform and if so, don't alter it**.
 - Ensure your clothing fits properly, is in good condition (no holes, loose thread), and is ironed if necessary.
 - Your employer may have guidelines for make-up and jewelry.
 - Choose footwear that is visibly appealing and appropriate, but also comfortable, especially if you will be on your feet a lot.
 - If your employer asks you to wear a name tag, then proudly wear it.

Slide 6:

- A positive attitude will take you a long way in any type of customer service job.
- Customers will be drawn to you and will want to trust you and seek out your guidance.
- **Co-workers, vendors, and even management will appreciate your "can-do" attitude!**
- First and foremost, SMILE!! A smile is a welcoming gesture to others that you are receptive to what they have to say.
- Show RESPECT to everyone around you. Be friendly and listen to what others have to say. Do not belittle anyone if you have a differing opinion. Choose your words carefully and respond in a way that considers their beliefs and feelings.
- Nobody is perfect. We all slip up once in a while and when this happens, [Click 3] be HUMBLE and admit to your mistake. This shows that you are human but also professional and willing to learn from your mistakes.
- Be ETHICAL and honest in all parts of your job! Comply with the rules set out by your company and make **sure your customer service practices are in line with what's good for your company and your customers.**

Slide 7:

- Social media and mobile devices, such as smartphones and tablets, have become commonplace in daily life. While they can be a great asset to business, they need to be used appropriately. Professionalism should not suffer because of any misuse of social media and mobile devices.
- More and more companies are adopting social media policies to ensure that employees are aware of what is considered appropriate at work. Some companies choose to block the use of social media websites in the workplace, while others trust that their employees will not abuse these websites if they have access. Even when you are not at work, it is prudent to consider how you are portraying yourself in social media. Consider that people you know through work may be able to see your profile, your photos, and your comments on social media websites.
- Now on the subject of **mobile devices**. . . . **Do you think customer service representatives should be allowed to bring their personal mobile devices to work? Why or why not?**
- Allow participants to **discuss**. **Keep in mind that this is a bit of a “hot topic” with employers dealing with this situation in very different ways.**

Answer:

- Your company may have guidelines on the use of personal mobile devices at work. Are you allowed to carry your smartphone with you while helping customers? Is it appropriate to bring your smartphone into staff meetings? These are the types of questions that an employer will often address in orientation training.
- Common sense plays a large role here. No customer, co-worker, or supervisor is going to be impressed with you if you are constantly fiddling with your smartphone. If you have to pull out your phone every time you get a message alert, you will surely be distracted from what you are doing. You will make others feel like they only have part of your attention, and that whatever is on your smartphone is somehow more important than them.
- Summarize the Professionalism section by recapping:
 - **A customer’s impression of you will be based on what you say, how you say it, and how you look.**
 - Your personal appearance needs to be in line with where you are working and the products or services you are providing.
 - A positive attitude goes a long way in customer service.
 - Social media and mobile devices should be used appropriately and respectfully.

Role Play Instructions and Debrief I

Instructions

Ask participants to form groups of three. Provide each person with their secret instructions. Instructor may add additional details or information on the scenario to provide more relevant contextual information.

Scenario

It is a typical work day, when there is a large noise heard in the front of the office.

Instructions for Co-Worker 1

You are sitting at your desk when you hear the noise. You have an important task that you need to finish, when another co-worker comes up to you. The co-worker asks if you have heard the noise, and it seems that they may want you to help address the problem. You are frustrated by the distraction and want to keep working on the report.

Instructions for Co-Worker 2

You are walking down the hall to your desk, when you hear the noise. You can see from a distance that another co-worker was moving important files and now they are all over the floor of the lobby. Client confidentiality is important and so you want to make sure the team members help clean up, and so you go to one of your co-workers at his desk.

Instructions for Co-Worker 3

You are brand new and have been asked to move important client files. You are not sure where you are going, but want to make a positive impression. You are very embarrassed that you have dropped all the files on the **floor, but don't want to get in trouble with anyone.**

Debrief

- What happened during the role play?
- What positive professionalism did you see? What about negative?
- How could the professionalism been improved?
- What are some other scenarios that could happen in your workplace that are similar?
- How would you respond in these situations?

Quick Notes II

Slide 11:

- **Begin by explaining the meaning of the word “hygiene”.**
- The term “hygiene” refers to the things you do to maintain good health and prevent disease. The big factor involved with hygiene is cleanliness. Good hygiene involves keeping your own body clean as well as your work environment.
- **Then explain the meaning of the term “safety”.**
- The term “safety” refers to being out of the way of danger, or at least having a minimized risk of danger or injury.
- Both hygiene and safety are important considerations in the workplace since it is vital that both workers and customers are safe and happy, and protected from disease and potential danger. While bad hygiene does not always pose a risk for disease, it can still be a real deterrent to customers.

Ask: Why is hygiene and safety important in a customer service environment? (Ask participants to provide examples of experiences they have had, or describe your own experiences.)

Write the answers down. (Examples are provided below.)

- Bad hygiene turns customers away, things like:
 - Too much perfume or aftershave
 - Not enough antiperspirant
 - Bad breath
 - Unkempt hair
 - Dirty or too long finger nails.
- Good hygiene makes customers feel comfortable:
 - Hair neat and tidy.
 - Hands and nails clean and in good repair.
 - Proper oral hygiene.
 - Use fragrances sparingly if at all.

Slide 12:

- This is Ahmed. He looks polished and tidy. Since he looks good, he must have acceptable *personal hygiene*, correct?
- Allow participants to discuss.
- Answer: By looking at him, you would say yes, but if you got closer to him and could smell him, you would say NO. Ahmed is wearing way too much cologne. As usual, this morning he washed his face, combed his hair, and changed into clean, freshly ironed clothes, but then he decided to add some cologne so he’d smell great. **But not everyone feels the same way Ahmed does about cologne, especially if it’s been applied too liberally.** When working with people, you want customers and co-workers to feel comfortable being around you and part of that is having acceptable personal hygiene.
- Ask: What are some things you can do to ensure good personal hygiene?
- Write the answers down. (Examples are provided below.)
 - Wash regularly.
 - Wear clean clothing. That means no soils and no odors. You could even consider keeping spare clothing at work in case you spill something on yourself at lunch.
 - Avoid strong perfumes or **colognes**. **In fact, some workplaces have “no scent policies” since many people have allergies or just simply do not like strong odors.**
 - Keep your fingernails clean and well-groomed.

- Men should be cleanly shaven or maintain tidy facial hair.
- Keep your hair clean and styled appropriately for the workplace.

Slide 13:

- You will be coming into contact with customers and co-workers all day. That means you will also be coming into contact with germs!
- You will need to take precautions to help stop the spread of germs.
 - The most important thing you can do to stop the spread of germs is to *wash your hands*, and to do it properly.
 - That means using water AND soap, lathering up for 15 seconds, and rinsing. Next time you wash your hands, count to make sure you are lathering up for the full 15 seconds it takes to get your hands clean.
 - Wash your hands often, like after using the washroom, before and after eating, after blowing your nose, after touching garbage, and when your hands are visibly dirty.
 - If you need to sneeze or cough, cover your mouth with a tissue and then throw the tissue in the **garbage. If you don't have a tissue available, use your upper sleeve or elbow.**
 - Get into the habit of not touching your eyes, nose, and mouth while at work.
 - **Don't eat lunch at your work** area, the best place to eat is the assigned lunch area. This might be a cafeteria or a table in the employee lounge. Designated lunch areas are more likely to get properly cleaned and disinfected than your work area.
 - **If you're sick, you may be contagious** so seriously consider whether you should be going to work.
 - Follow your company guidelines on sick leave and consult your doctor if you need advice.

Slide 14:

- In addition to your personal appearance, the image of the business is also important.
- Ask: What **are things that could potentially turn off customers about a business's image?**
- Whiteboard: Ask participants for answers and write them down.
- Some possible answers:
 - Cluttered and crowded aisles
 - Tripping or safety hazards (cords, water on the floor, improperly stacked shelves)
 - Layers of dust
 - Stains (on floors, walls, or ceilings)
 - Unrepaired damages (holes in walls, air conditioners, ceilings, etc.)
 - Poor or burned out lighting
 - Strong odours
 - Dirty, unattended washrooms
 - Messy or dirty dressing rooms
 - Loud music
 - Cluttered checkout counters
 - Lack of baskets or carts
- As a customer service representative, a part of your job will be keeping your work area tidy. This means dusting, cleaning, pointing out items requiring repairs, stocking shelves, and keeping the aisles clear. These are all very simple things to do that will have a big impact on how your customers feel about your business.

Slide 15:

- **When you think of a potentially dangerous workplace, you probably don't think of the customer service environment. But you don't need to be in contact with hazardous chemicals or using heavy machinery to get hurt or to put others in danger.**
- **Let's say there are electrical wires for heavy duty equipment lying across the middle of the floor. The problem is you're the only person working and the business is opening in 5 minutes. You shouldn't leave the electrical cords there since they could be dangerous for customers. You have never had to deal with this equipment and you could potentially hurt yourself. What should you do?**
- Allow participants to discuss.
- Answer: Even though it is not ideal to leave the wires across the floor, you should never handle **equipment that you've never been taught how to safely use. You should wait until a coworker with the proper knowledge to safely remove the electrical cords arrives customer service representative.** In the meantime you should try to block off the area or warn others about the potential dangers.
- **The important thing is to know and follow your company's safety policies. In this scenario, it would be much worse for you to electrocute yourself or damage the equipment than it would be for you to leave the electrical cords where they are and have customers walk around them.**
- More tips for staying safe at work include:
 - If you spot something unsafe, like a spill on the floor, correct the problem or report it to the appropriate person.
 - **If you're not sure of how to do a task safely, ask for training before you launch into the task.**
 - Encourage others to abide by safety policies.
 - If you or someone else gets hurt, get first aid help immediately and report the incident to a supervisor.
- **Summarize the "Hygiene and Safety" section by recapping:**
 - Hygiene and Safety need to be taken seriously in order to maintain a safe and appealing workplace.
 - Do your part by reviewing your workplace policies on hygiene and safety and abide by the guidelines.

Blended Learning Guidance Worksheet – Body Language

Topics Covered on this module

- Body Language Defined
- Positive and Negative Signals

Ways to use this module

- Promote independent study
- Generate class discussion
- Practice pair and group work
- Review of concepts covered
- Combine above methods

Promote independent Study

If participants are able to connect online and there are enough computers, ask participants to go through the module independently.

- It is important to circulate and ensure all participants are following the module
- Make yourself available to answer questions as they move through the module
- Consider determining stopping points and providing times for the sections

Welcome – 5 Minutes
 Body Language Defined – 10 Minutes
 Positive and Negative Signals – 15 Minutes
 Knowledge Check – 10 Minutes
 Summary – 5 Minutes

Generate Class Discussion

If you have internet connectivity, but there are no resources for the class, go through the module in a discussion and activity mode.

- Review the module prior to the class
- Preview content for participants with questions
- Ask for a volunteer(s) to be the person that clicks through module per direction of the class

Discussion Questions

- What does “body language” mean?
- Why is understanding body language important?
- What contributes to reading body language?

Practice Pair and Group Work

If you have internet connectivity and limited resources for the class, go through the module using a mixture of class discussion and pair work sharing resources.

- Review the module prior to the class
- Preview content for participants with questions
- Pause and have participants work in groups or pairs to explore the module

Opportunities for Teamwork

- Body Language Defined
 - Facial Expressions
- Positive and Negative Signals
 - Positive Body Language
 - Can you recognize the signals?
- Knowledge Check

Role Play Instructions and Debrief II

Instructions

Ask participants to form groups of three or four. In groups they can choose one from of the following scenarios or may create their own and they have to put together a role play that depicts the scenario without using any words, only body language. Conduct debrief after everyone has done their role plays.

Scenario Options

1. You are attending the wedding of a close family member.
2. You are conducting a job interview.
3. You are receiving a customer complaint at a store.
4. You are receiving a customer complaint over the phone, and your boss is observing.
5. Create your own!

Debrief Questions

- What was it like preparing for the role play? What did you have to consider?
- **How much did you understand of each other's role play?**
- What types of body language did you see? How did it help you to interpret what was happening?
- How can body language help in your professional work?

Module C2 – Interpersonal Skills

Time: 3.5 Hours

Objectives

- Define and practice using interpersonal skills within a professional setting
- Explain and explore customer service in terms of its definition and providing a positive customer service experience

Preparation

- Prepare necessary work for role play (cutting up assignments)
- If applying online component be sure to have all logistics of computers and internet connection completed before class starts to ensure smooth transition between types of learning
- Optional: Print necessary documents and worksheets

Schedule Outline

Type	Title (minutes)	Description	Materials
Lecture & Discussion	Interpersonal skills (0:45)	<p>Instructor introduces interpersonal skills. This module will focus on two specific interpersonal skills: (1) Assertiveness (2) Relationship Building.</p> <p>Follow instructions on slides and if possible use flip-chart and markers to record responses to discussion questions. See Quick Notes for the details.</p> <p><i>Tips for Success:</i> Before reviewing concepts of assertiveness and relationship building welcome participants to participate in a role play to first explore the concepts.</p>	PPT 2-5, Role Play Instructions and Debrief, Quick Notes
Activity & Discussion	Activity C2.1 Role play Interpersonal skills (1:00)	<p><i>Purpose:</i> The purpose of this exercise is to help participants practice their interpersonal skills and to help participants become comfortable with greeting people, and to recognize and use their interpersonal skills.</p> <p><i>Instructions:</i></p> <ol style="list-style-type: none"> 1. Participants break into small groups and gain more practice in using interpersonal skills. Instructor provides a scenario in which the participants must use their interpersonal skills. 2. Read out a description of a customer and why they are going into a particular type of business (also see Role Play II). One group member will play this customer. Another group member will play the customer service representative who must greet and sell a product or service to this customer. 3. Participants will have 8 minutes for each role play. Half-way through this exercise, they will switch roles. We will do 2 of them and you will take turns acting out role of customer and customer service representative for each situation. 4. When they are playing the customer, stay in character and make the customer service representative work for the sale. When they are playing the customer service representative, this is the time to try out the skills we've been talking about. This exercise is all about practicing your skills and seeing what works! It's not about being perfect so have fun with it. <p>After role play, we will share our experiences by discussing the challenges you faced and the skills that made a difference.</p>	PPT 6-10, Role Play II

		<i>Tips for Success:</i> Instructor may choose to start with the role play first, and then conduct discussion, in order to support the approach of learning by doing.	
Discussion	Your Experiences (0:45)	<p>Group discussion to review learner experiences with customer service. Participants are to consider the types of businesses they frequent and analyze the types of customer service examples they have seen.</p> <p>Some guiding questions include:</p> <ul style="list-style-type: none"> • What do you want/expect when you walk in a business? • How do you interact with customer service representatives when you are looking to buy a product or service? • How do you evaluate a businesses' service? • What makes a customer experience exceptional for you? • What types of things don't you like when looking to buy a product or service? <p>Take notes of the main points from the participants.</p> <p>Explain that it's very important to think about their own experiences, so that they can better relate to the experiences they create for their customers.</p>	PPT 11 - 12
Lecture & Discussion	Introduction to customer service (0:30)	Instructor introduces customer service including the objective of customer service and the definition. Explain that you've all just talked about your experiences as a customer, and what you have liked and not liked about those experiences. As a customer service representative, you will be on the other side of the transaction. But don't lose touch of what it's like to be the customer – you can draw from your experiences as a customer, and treat your customers the way you would want to be treated.	PPT 13 – 17, Quick Notes II
Online Activity	Activity C2.2	<p>Explain that as you move through this module that a theme that often comes up is respect.</p> <p>Ask participants how they define the term "customer service."</p> <p>Answer:</p> <ul style="list-style-type: none"> • Customer service refers to the assistance a business provides to its customers as they choose and buy a product or service, but also any support that is required after the sale. • Customer service representatives are the front-line workers who interact with customers directly and are responsible for providing the level of customer service as outlined by their employer. • Customer service should lead to happy, satisfied customers. • Bad customer service can lead to complaints and unimpressed customers who will choose to purchase their products or services elsewhere. <p>Ask the participants to close their eyes and imagine the scenario you are about to describe.</p> <ul style="list-style-type: none"> • Sultan is in the looking to buy a new pair of dress pants. He's not sure of exactly what he wants to buy but he has a rough idea of a price point. He walks into a men's clothing store and walks past customer service representatives as he tries to find the section with dress pants. The customer service representatives are all huddled together talking and laughing. None of them make eye contact with him. He notices that a couple of them are dressed quite casually, with their shirts untucked. He finally finds the right section but there are a couple big boxes blocking the shelf he wants to look at. He leans over the boxes and can see most of the pants. He is quite confused by the washing instructions 	PPT 18, Blended Learning Guidance Worksheet

		<p>listed on the tag, and can't find anyone who seems to want to help him out.</p> <ul style="list-style-type: none"> • Later that afternoon, Sultan walks into a competitor's clothing store. The store is quite busy, but a pleasant customer service representative still takes the time to turn in Sultan's direction, look directly at him, and say, "Good afternoon". Sultan walks a bit farther into the store, looking around for the dress pants. Another customer service representative approaches him and asks if he can help him find something. Sultan tells him that he would like to look at dress pants. The customer service representative leads him to the dress pants and then asks if he'd like some assistance or if he'd prefer to just browse on his own. Sultan gladly accepts some guidance. The customer service representative explains the various materials and washing instructions for the pants they have in stock, points out their current promotions, and explains that they can also special order other pants that are listed on their website. He answers all of Sultan's questions in an open and straight-forward way and then gives him space so he can consider his options. <p>Ask participants to open their eyes.</p> <p>Ask the class:</p> <ul style="list-style-type: none"> • Where do you think Sultan would be more likely to buy a pair of dress pants? Why? • What did the customer service representatives at the second store do that could be considered good customer service? <p>Can you see how the way you treat a customer can make a real difference in the customer's shopping experience? See Quick Notes II for more details.</p> <p><i>Tips for Success:</i> If you have internet connection, you may want to use the Blended Learning Guidance Worksheet and complete online module that provides information about Introduction to customer service.</p>	
Activity	Activity C2.3 Preparing to be a Secret Shopper (0:30)	<p>Learner is asked to give thought to 1-3 stores that they will visit afterschool or in the morning in order to secretly evaluate their shopper experience (See Preparing to be a Secret Shopper Worksheet). These are stores that they regularly frequent (large and small). Participants can choose to work independently or in pairs. If they are more comfortable in doing so, they could go do this with a trusted friend or family member too. The learner will prepare a list of aspects to evaluate (greeting, merchandising, professionalism, cleanliness, helpfulness of staff, etc.) after their visit. This activity will reinforce what they have learned over the past three days, and will also prepare them for the following day's topics.</p> <p><i>Tips for Success:</i> This can be provided as an at home assignment that can be done offline using the worksheet, or online through a discussion board.</p>	No PPT, Preparing to be a Secret Shopper Worksheet

Resources and Worksheets

Role Play Instructions and Debrief

Instruction

The class will be split into two roles. Provide one half of the class the instructions for the assertive character and the other half of the class with the instructions for the relationship building character (Note: You will need to cut these up prior to the start of the course). Ask participants to form pairs (each pair should have one assertive character and one relationship building character). Conduct role play using following scenario, followed by the debrief. Instructor may elect to provide more details for the scenario.

Scenario

A new store has opened in the mall in the city. You are employees at the store, and there is merchandise to sell and you make more money when you sell more products. There is \$500.00 worth of merchandise, and you and your partner must determine the best way to split the merchandise.

Assertive Character Instructions

You need to make \$250.00, in order to pay for your expenses, but you want to make as much money as possible. You want to be aggressive and insist that you sell more of the merchandise.

Relationship Building Instructions

You need to make \$400.00, in order to pay for your expenses, but you also want to build a relationship with the other person, so that they will be willing to work with you in the future. You want to listen to the other person and reach a compromise.

Debrief Questions

- What happened during your role play?
- What qualities did you see in each person?
- What was positive or negative about the qualities?
- How did the approaches effect the interaction?

Quick Notes I

Slide 3:

- **Welcome the participants to the section on “Interpersonal Skills.”**
- **Ask “What are interpersonal skills?”** Allow participants to offer ideas.
- Answer: **“Interpersonal skills” are the tools that you use when interacting with other people – “people skills”.**
- Customer service representatives especially, need to know how to work well with customers and each other in order to be most effective. Just like with other skills, the more practice you have and the more you are willing to learn, the better your interpersonal skills become.
- **Ask “Why do interpersonal skills matter** in customer service? Allow participants to offer ideas.
- Answers:
 - A huge factor that will contribute to your success in customer service is your ability to interact well with other people. Sure, it is important to gain skills in business-related areas, such as finance and marketing, but what you need to give you the edge and what it takes to be successful is strong **“people skills.”** No matter what your job is in customer service, you will be coming into contact with other people. You will be building relationships every day, some relationships will be as short as the few minutes it takes to show a customer where a product is located, and others will last months or even years, such as relationships with your co-workers. A great customer service representative can build a positive relationship with a customer in just a few minutes by displaying helpfulness and care.
 - **It is easy to take our interpersonal skills (or “people skills”) for granted since we already interact** with people in our personal life all the time. But a customer service representative who has taken the time to study these valuable skills better understands how the subtleties in the way we speak and act affect those around us.
- People who have developed their interpersonal skills are generally more effective at:
 - Making customers feel welcome and valued
 - Resolving conflicts with customers and other employees
 - Working with a team of customer service representatives
 - Being leaders
 - Persuading customers to buy products
 - Negotiating to come up with a price that satisfies everyone
 - Requesting that another employee do something, like a task, in such a way that the other employee does it
 - Turning down a request but doing it in such a way that the person making the request accepts the refusal
 - Getting their opinions heard and taken seriously
- Inform participants that you will now look closely at two types of interpersonal skills that are particularly useful in customer service.

Slide 4:

Ask: What is assertiveness?

Possible answer:

- Being confident and direct when expressing your thoughts and opinions, but also respectful of other **people's feelings and viewpoints.**

Explain:

- This can be a little tricky in customer service since it is your job to get people to buy products or services, and sometimes you may feel that you need to be pushy in order to close the sale. So how do you make a sale happen without being manipulative and controlling?
- You will also run into tricky situations with your co-workers, for instance other customer service representatives. How do you interact with these customer service representatives without being seen as overly competitive and aggressive?

How can you build your assertiveness skills?

Use:

1. **Assertive body language:** When speaking with someone, face the person directly, stand or sit up straight, and keep your voice calm and steady. This body language displays assertiveness and shows the person you are speaking with that you are confident in what you are saying.
2. **"I" statements:** **If you're having a problem with the person you're interacting with, like another customer service representative, don't accuse or blame them of anything. That could be seen as aggressive. Instead, use "I" statements and talk about the problem you are having.**
 - For instance, instead of saying, "You're always interrupting me when I'm helping customers", you could say, "I'd like to be able to help customers without being interrupted."
3. **Facts, not judgments:** **Keep to the facts. When answering a customer's questions about a product, give them the facts. If the customer has a different opinion of the product than you do based on the facts, do not show judgment. If you do express judgment, the customer could feel like you are being aggressive instead of assertive.**
4. **Direct approach:** Be clear and direct with your requests. Since you want to encourage others to go along with you, **phrase your requests in such a way that a "Yes" answer is encouraged.**

For instance, instead of saying, "Would you be able to count the money in the cash register tonight?" say "Will you please count the money in the cash register tonight?"

Slide 5:

- In the customer service environment, you can expect to run into many different people daily. You will need to draw upon what you have learned about interpersonal skills as you effectively build these relationships.
- **Let's think about who you could be interacting with.** Whiteboard: Write down answers as they come.
- Possible answers:
 - Customers
 - customer service representatives
 - Supervisors, management
 - Vendors
 - Cleaning staff
 - IT support staff

What is needed to build relationships? (First text and 2 images on left disappear)

1. **Trust:** Trust is the base for any relationship. When you trust those you work with, you can build relationships that last. You can be open and honest. This is particularly important in customer service as customers want to deal with people they can trust and feel confident in.

2. Respect: Respecting the people around you means you value their input, ideas, and opinions. And with mutual respect they will also value your input, ideas, and opinions. This will allow you to work with customers or coworkers to come up with creative solutions based on your collective input, ideas and opinions that will be mutually beneficial to all.
 3. Mindfulness: Mindfulness means being responsible for your words and actions. By being mindful and careful about what you say and how you act, you will be better able to control your own negative reactions and responses. If you make a mistake, confess and apologize; nobody expects anyone to be perfect.
 4. Welcoming diversity: People who are good at building relationships welcome diversity. They welcome diverse opinions, they take the time to listen to what others have to say, and use the **information they've gathered to develop better solutions.**
 5. Open communication: Because we spend so much time communicating, in person, over the phone, and **through emails and texts, it's important to be open and honest with anyone you** want to build a relationship with. The more effectively you can communicate with someone they better your relationship will be.
- Summarize
 - **“Interpersonal skills” are the tools that** you use when interacting with other people.
 - Assertiveness and relationship building skills are particularly important when you work in the customer service field.
 - **A customer service representative who has taken the time to study these “people skills” better** understands how the subtleties in the way we speak and act affects those around us.

Role Play II

Scenario I:

Customer: You are in your mid 70s and your children have told you it's time to get a mobile phone. You don't know anything about mobile phones. The whole concept of them is very strange to you but you have promised your children you will get one so that you have it for emergency situations. You are about to walk into a store that specializes in mobile phones and are hoping they can help you choose a good phone for you. You are a bit nervous walking in...

Customer service representative: You work in this mobile phone store. You get a fixed salary plus commission based on your sales. It is your job to greet customers and sell products to them. In your sales training, you have been instructed to not take advantage of customers – you are not to manipulate customers into buying more elaborate and more expensive products than they really need or want. Your store wants happy customers who will come back!

Debrief: When finished, ask:

- How did you feel during this exercise?
- What went well?
- What skills did you use? Were they effective?
- What challenges did you face?
 - Did you find it hard to sell a product to someone who knew very little about it?
 - Did you find it hard to get the customer to calm down? Did you find it hard to get to the root of what was needed?
 - Did you use a soft calming voice? Did you remember to not interrupt or judge?
 - **Did you try using "I" statements and did you stick to the facts? Were you able to avoid judgment?**
- What would you improve?

Scenario 2:

Customer: You are a long time customer of a software development company that supplies software for your accounting business. You recently purchased software, and it is not doing what you expected it to do. You are disappointed and have called the company to see what can be done. Even though you have been working with this software company for years, this is not the first time their software has not performed. You are starting to become weary of continuing doing business with them.

Customer service representative: You work for the software development company. You are responsible for taking customer complaints and you are aware that this is an important customer. It is your responsibility to come up with a solution for the customer. What interpersonal skills can you use to help the customer and yourself come to successful resolution?

Debrief: When finished, ask:

- How did you feel during this exercise?
- What went well?
- What skills did you use? Were they effective?
- What challenges did you face?
 - Did you use a soft calming voice? Did you remember to not interrupt or judge?
 - **Did you try using "I" statements and did you stick to the facts? Were you able to avoid judgment?**
 - Were you able to find a solution that the customer was happy with? Was the customer in a better mood after your conversation?
- What would you improve?

Quick Notes II

Slide 16:

- Good customer service is obviously beneficial to the customer, as we saw with Sultan.
- Ask the class, **“Can you think of how customer service is beneficial to a business?”**
- Write down answers as they come.
- Possible answers:
 - Happy customers may:
 - Recount their positive experience to friends and family, who may then visit the business and possibly ask for the same customer service representative (which could be you!)
 - Share their experience on social media sites, and post glowing reviews online
 - Return to the same store the next time they want great service and an all-around pleasant shopping experience
 - Choose the store over its competitors, who have the same products, because of outstanding service.
 - Keeping customers is cheaper than finding new ones.
 - Increased morale: Customer service representatives that receive appreciation from their customers are motivated to continue providing good customer service.
- Good customer service can lead to repeat customers and referrals, and all of this translates into more sales.

Slide 17:

- Customer service is not only about how you interact with your customers. It also involves how you interact with your **co-workers**. **Think about it. . . . How you and your co-workers** get along, how harmoniously you work together as a team, has an impact on the effectiveness of the entire team.
 - If one of your co-workers points out a small error you made when doing a product return, do you get upset, or do you appreciate their constructive criticism and do it correctly the next time?
 - If a customer service representative **is having trouble finding a customer’s order that has been placed on hold**, do you tell **him it’s his problem and walk away**, or do you offer some suggestions of where to look for the order?
- As you can see, being respectful and helpful to co-workers does, in fact, affect the experience of customers. While it is important that you are effective on your own, it is also important that your team is effective in providing the proper level of customer service.
- As we discuss how you can provide great customer service to your customers, we will also consider how the tips and skills we are discussing can be applied to your dealings with co-workers.
- **Ask participants if they have any questions about what you have just talked about, related to “Customer Service”.**

Blended Learning Guidance Worksheet – Introduction to Customer Service

Topics Covered on this module

- Customer Service Defined
- Customers
- Customer Service Techniques
- Knowledge Check
- Summary

Ways to use this module

- Promote independent study
- Generate class discussion
- Practice pair and group work
- Review of concepts covered
- Combine above methods

Promote independent Study

If participants are able to connect online and there are enough computers, ask participants to go through the module independently.

- It is important to circulate and ensure all participants are following the module
- Make yourself available to answer questions as they move through the module
- Consider determining stopping points and providing times for the sections

Welcome – 5 Minutes
 Customer Service Defined – 10 Minutes
 Customers – 10 Minutes
 Customer Service Techniques – 20 Minutes
 Knowledge Check – 10 Minutes
 Summary – 5 Minutes

Generate Class Discussion

If you have internet connectivity, but there are no resources for the class, go through the module in a discussion and activity mode.

- Review the module prior to the class
- Preview content for participants with questions
- Ask for a volunteer(s) to be the person that clicks through module per direction of the class

Discussion Questions

- What does customer service mean?
- Why is customer service important?
- Share experiences you have had as a customer
- What do customers want?
- What are some techniques to use with customers? Consider your own experiences
- What was a major take away from the module?

Practice Pair and Group Work

If you have internet connectivity and limited resources for the class, go through the module using a mixture of class discussion and pair work sharing resources.

- Review the module prior to the class
- Preview content for participants with questions
- Pause and have participants work in groups or pairs to explore the module

Opportunities for Teamwork

- Customer Service Defined
 - What else does customer service mean?
- Customer Service Techniques
- Knowledge Check

Preparing to be a Secret Shopper Worksheet

Instructions

Where do you like to shop? Why do you go there? Do you prefer one store to another, even if they sell the same things? Why?

Mystery shoppers are hired by companies to observe, evaluate, and comment on the quality of customer service in stores. The store generally does not know that they are being evaluated.

How do you feel about acting as a mystery shopper? Alone or in pairs (fellow student, friend, or family member), think about 1 to 3 stores that you will visit as a mystery shopper after school today or tomorrow morning. These should be stores, cafes, or restaurants that you regularly visit.

Take the time now to prepare a list of attributes that you want to evaluate in the tables provided. Some possibilities include: greeting, merchandising, professionalism, product knowledge, cleanliness, and helpfulness of staff.

As a mystery shopper you are there only to observe; do not loiter, take notes or pictures, or interview or bother staff. You should appear similar to any other shopper. After you leave the store, take notes about your **experience. This activity supports what you have learned today, and prepares you for tomorrow's lessons.**

Type your answers in the designated boxes; they will expand as you type. You will want to print your answers to bring to class for discussion.

Store #1: What is important to you as a shopper? Evaluate the store on these aspects. *The first two have been filled out for you.*

Category	Your rating and comments
1. Speed at which you were acknowledged	1.
2. Greeting	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

Store #2: What is important to you as a shopper? Evaluate the store on these aspects. *The first two have been filled out for you.*

Category	Your rating and comments
1. Speed at which you were acknowledged	1.
2. Greeting	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

Store #3: What is important to you as a shopper? Evaluate the store on these aspects. *The first two have been filled out for you.*

Category	Your rating and comments
1. Speed at which you were acknowledged	1.
2. Greeting	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

Module C3 – Customer Service Skills

Time: 6.5 Hours (5 Hours without Practicum and Optional Activities)

Objectives

- Identify and think critically about the key elements of providing quality customer service
- Be able to identify the proper communication skills for customer service context
- Understand and be able to apply concepts on how to handling customer complaints

Preparation

- Organizing logistics, if feasible, to carry out secret shopper experience
- Identify video for communication skills relevant to customer service
- If applying online component be sure to have all logistics of computers and internet connection completed before class starts to ensure smooth transition between types of learning
- Optional: Print necessary documents and worksheets

Schedule Outline

Type	Title (minutes)	Description	Materials
Practicum (offsite)	Activity C3.1 Secret Shopper Experience (1:00)	Participants have 1 hr to conduct their secret shopper experience and write up their notes. If this module is being conducted as standalone, please see Module C2 for instructions on preparing for Secret Shopper Experience <i>If the offsite activity is not feasible, start the day the Welcome lecture, followed by a group discussion about the learner's experience in the retail and service industry. This includes work experience (if applicable), knowledge gained through a friend or family member, and each learner sharing how they see themselves as customer; the things they do and don't and what an exceptional customer experience feels like; connects answers into course topics. If time permits, the instructor could provide various scenarios pertaining to customer service, and poll the participants to see how they would handle the situation.</i>	No PPT, Secret Shopper Worksheet (See Module C2)
Discussion	Assignment Findings (0:30)	Review what has been learned so far in prior modules (if this is a continuation of prior modules) Group shares their findings on their daily assignment. Instructor documents findings on a flip chart/whiteboard, and speaks a bit about how these relate to the upcoming topics.	PPT 2
Discussion	Three stories (0:20)	Instructor provides stories of the three characters that deal with issues, and have successes, associated with customer service (Three Stories Handout). The scenarios touch on good customer service, types of customers, customer communication skills, and handling customer complaints.	PPT 3, Three Stories Handout
Lecture & Discussion	What is good customer service? (0:15)	Instructor introduces "What is good customer service?" Examples can be provided to better explain "what customers want" as well as what is expected to meet high quality service standards. Describe what good customer service is. <ul style="list-style-type: none"> • What is customer service? <ul style="list-style-type: none"> • Meet needs and expectations of customers • Good customer service minimizes the difference between customer expectations and what gets delivered to them. Ideally, they get MORE than they expected. • What do customers want? <ul style="list-style-type: none"> • Speedy service, effort, options, to be understood/listened to, confidentiality, to feel important, good surprises, satisfaction, value for money (a good deal/price), simplicity, consistency, reliability. 	PPT 4

		<ul style="list-style-type: none"> Find out by asking questions and listening! Explain the concept of high quality service standards <ul style="list-style-type: none"> Reliability Accessibility Safety Credibility Understanding customer needs Responsiveness 	
Discussion	What is good customer service? (0:30)	Group discussion to review What is good customer service? The discussion will mainly be based around the participant's findings from their offsite practicum . Providing more detail about what they liked about their own customer service experience. The instructor can also refer to the video characters and discuss how their storyline is applicable to this topic.	PPT 5 - 6
Discussion	Types of customers (0:15)	Group discusses various traits of customers, instructor documents on a flip chart/whiteboard. These will be later matched with the four customer types identified in the online self-study. The instructor can also refer to the video characters and discuss how their storyline is applicable to this topic.	PPT 7
Online Activity	Activity C3.2 Types of customers (0:35)	Online module that provides detailed information about each customer (buyer) type. Questions and interactions will validate immediate understanding and provide immediate feedback. <i>Tips for Success:</i> Refer to the Blended Learning Guidance Worksheet . If you do not have internet access, refer to the type of customers handout , and conduct analysis of customer types in group work (see worksheet for instructions).	PPT 8, Blended Learning Guidance Worksheet I Type of Customers Handout and Group Work Instructions
Discussion	Types of customers (0:10)	Customer traits listed on the flip chart/whiteboard from previous discussion are now matched with the four customer types. <i>Tips for Success:</i> If you were not able to conduct the online module and instead did the customer types exercise, you can skip this discussion.	PPT 9
Activity	Activity C3.3 Types of customers game (0:20)	<i>Purpose:</i> Enrich understanding on the types of customers <i>Instructions:</i> 1. Divide participants into two groups. 2. The instructor describes a shopper and based on clues in the narrative, the first group to "buzz in" can guess what type of buyer they are dealing with . If they answer correctly, they can then offer suggestions for what techniques they would use to sell to that person. If they answer incorrectly, the other team gets a chance to respond. (See Customer Type Game) 3. Once the group gets it right, the instructor moves on to the next shopper description.	PPT 10 – 14, Customer Type Game
Lecture	Customer communication skills (0:15)	Instructor introduces customer communication skills and describes the importance of this skill (especially the listening part) as it relates to customer service. Discuss some tips and best practices for communicating with customers. These should include: <ul style="list-style-type: none"> Welcoming customers: First impressions make a difference. Warm welcome goes a long way! Matching customer needs to products and services Customer persuasion and upselling/cross-selling 	PPT 15-16

		<p>The instructor can also refer to the video characters and discuss how their storyline is applicable to this topic.</p> <ul style="list-style-type: none"> Describe the difference between verbal and non-verbal aspects of communication Body language: give examples of positive, welcoming body language. Give examples of negative, off-putting body language. Tone of voice: describe the importance of tone. Listening: This helps you know what the customer is looking for, so you can do your best to meet their needs/expectations. <p><i>Tips for Success:</i> Identify a video that also introduces the idea of communication skills in a customer service context to bring out some of the key points and turns the lecture into a discussion.</p>	
Activity	Activity C3.4 Customer communication skills (0:20)	<p><i>Purpose:</i> Practice utilizing communication skills in customer service scenarios.</p> <p><i>Instructions:</i></p> <ol style="list-style-type: none"> Break out into groups of 2. Each learner receives a description of a situation. One person is the sales associate, the other the customer. For each scenario they switch roles part way through. <p><i>Tips for Success:</i> To make the scenarios more relatable, add details that connect to local context. For example, a specific hotel name or bank name, and invite the participants to do the same during their role plays.</p>	PPT 17 - 20
Discussion	Customer communication skills (0:20)	<p>Group discussion to review Customer communication skills and discuss the challenges they faced. The instructor will try to keep the discussion focused on basic customer interactions. Any discussion of customer complaints can be held over for the next topic.</p>	PPT 21
Activity	Activity C3.5 Handling customer complaints (0:30)	<p>Participants are asked questions about the reasons why customers might complain after a sale. Completing Handling Customer Complaints Handout and Instructions. Participants are then asked to create a list of things they feel they could do to deal with the complaint.</p> <p><i>Tips for Success:</i> Instead of doing the entire worksheet, ask participants for a few examples and move to next activity, and then have them finish at home. Ask participants to continue the discussion at home through the learning management system.</p>	PPT 22, Handling Customer Complaints Handout and Instructions
Activity	Activity C3.6 Handling customer complaints (0:40)	<p><i>Purpose:</i> Explore strategies and solutions for handling customer complaints</p> <p><i>Instructions:</i></p> <ol style="list-style-type: none"> Pairs of participants are selected; one pair at a time, to practice different predetermined scenarios that require them to practice handling complaints. One learner is the customer, the other the sales person. For example, the customer returns a garment that is missing a button, and the employee looks for ways to handle the issue and maintain a loyal customer. Through this activity the class and instructor evaluate the responses. <p><i>Tips for Success:</i> You may also use some of the examples the participants developed during the previous activity.</p>	PPT 23-26
Lecture	Handling customer complaints (0:10)	<p>The instructor provides further information about the proper process and considerations when addressing customer complaints. The instructor provides a list of do's and don'ts. The instructor can also refer to the video characters and discuss how their storyline is applicable to this topic.</p>	PPT 27

		<p>Summarize some general tips for handling customer complaints. Create a 'do' and 'do not' list on a white board or flip chart. Here are some topic suggestions:</p> <ul style="list-style-type: none"> • Apologize (if appropriate), and let the customer know you want to solve their problem. • Be calm, respectful. Listen, ask for all the details. • Do your best to solve their problem. • If you can't solve the problem, explain why, and try to find the best possible solution. Maybe something else you can do to make up for it, etc. 	
Optional: Activity	Activity C3.7 Daily Learning Journal (0:15)	<p>Participants write in their daily learning journal about their professional goals. Participants can add their customer service strengths and weaknesses, and other information they have learned that will benefit them later in the workplace.</p> <p><i>Tips for Success:</i> Ask participants to complete this independently. If they have internet access, transform activity to discussion board activity online. If they do not have internet access, provide prompt for them to complete.</p>	PPT 28, Daily Learning Journal
Optional: Activity	Activity C3.8 Daily Assignment: Professional goals and plans (0:15)	<p>Learner is asked to reflect upon themselves and complete Daily Assignment. They answer questions pertaining to customer service and consider how what they've learned today will affect their goals and their plans to achieve them. Participants will later be expected to make a presentation about their professional goals and their plans to achieve them.</p> <p><i>Tips for Success:</i> Only perform this activity if participants have completed Course A. If they have not, you can post questions more as a discussion board activity online. If internet access is a problem, provide prompt for them to complete. You may also elect to have them discuss in pairs or small groups.</p>	PPT 28, Daily Assignment

Resources and Worksheets

Three Stories Handout

Instructions

Read through the stories and discuss the debrief questions.

Majda just got a new job at a clothing store. She is very friendly and bubbly when customers come in, which some customers seem to like, but some don't. She often gets questions from customers that she doesn't know the answer to. When this happens, she just tells the customer that she's new, and so she doesn't know the answer to their question.

Ahmed has worked in sales for a few years now. When a new customer comes in, he greets them and gauges their reaction. Based on how they react, he tailors his response. If they seem enthusiastic and chatty, he is enthusiastic and chatty. If they seem like they just want to get in and out of the store quickly, he helps them accomplish that. If they don't seem to want to talk to him, he lets them find what they need on their own.

Yaser receives a complaint from a customer who purchased a computer from the shop where Yaser works. Yaser apologizes to the customer and asks him to explain the problem so he can help. The customer explains that the computer simply won't turn on. Yaser sees that the computer tower has been opened and tampered with by the customer, so he cannot offer a free replacement. He explains this store policy to the customer, apologizing that he can't do anything more. The customer leaves, still upset.

Debrief Questions

- Which of these three employees showed the best customer service skills?
- **What things worked well, and what didn't?**
- How could each of them improve their customer service performance?

Blended Learning Guidance Worksheet I – Types of Customers

Topics Covered on this module

- The Four Customer Types
- Identifying the Customer Types
- Interacting with Customer Types

Ways to use this module

- Promote independent study
- Generate class discussion
- Practice pair and group work
- Review of concepts covered
- Combine above methods

Promote independent Study

If participants are able to connect online and there are enough computers, ask participants to go through the module independently.

- It is important to circulate and ensure all participants are following the module
- Make yourself available to answer questions as they move through the module
- Consider determining stopping points and providing times for the sections

Welcome – 5 Minutes
 The Four Customer Types – 15 Minutes
 Identifying the Customer Types – 5 Minutes
 Interacting with Customer Types – 10 Minutes
 Knowledge Check – 10 Minutes
 Summary – 5 Minutes

Generate Class Discussion

If you have internet connectivity, but there are no resources for the class, go through the module in a discussion and activity mode.

- Review the module prior to the class
- Preview content for participants with questions
- Ask for a volunteer(s) to be the person that clicks through module per direction of the class

Possible Activities

- Ask participants to form groups and analyze one of the four customer types and report back to class
- Role play what it would be like to interact with the different customer types

Practice Pair and Group Work

If you have internet connectivity and limited resources for the class, go through the module using a mixture of class discussion and pair work sharing resources.

- Review the module prior to the class
- Preview content for participants with questions
- Pause and have participants work in groups or pairs to explore the module

Opportunities for Teamwork

- Interacting with customer types
- Knowledge Check

Type of Customers Handout and Group Work Instructions

Instructions

Ask participants to form four groups. Assign each group one of the customer types. In groups they should study the customer type and do the following:

- Develop to example descriptions of a customer that would represent the type they have been assigned
- Determine some strategies to interact with this customer type

HI ← Responsiveness → LOW



Customer Type Game

Customer 1:

A woman wearing vibrant colors rushes into the store where you are working. She initiates the conversation by saying "Hi there, how are you? I'm looking for paper plates. Can you show me what you have? It's my son's birthday tomorrow! The plates are for his birthday party!" She seems excited and friendly.

Correct Answer: Expressive (Clues: vibrant colors, rushing, providing more information than necessary)

Strategies for working with this customer: (ask the participants to provide these)

- Be friendly, responsive, and enthusiastic
- Make them feel important
- Use personal stories, case studies, and customer testimonials
- Keep the conversation entertaining and fast paced
- Talk about the product in an emotional way
- Talk about using the product now and in the future
- **Don't focus on details, facts, and figures**
- Explain everything carefully and put any details in writing
- Keep them focused, in a friendly way, they can lose interest quickly
- Use a direct close and assure them they've made the right decision

Customer 2:

You see a conservatively dressed man browsing the books in your store. He is consulting some notes he has taken in a small notebook. When you approach to see if you can help him find anything, he averts his gaze and responds by saying "No thanks, I think I can find everything on my own."

Correct Answer: Analytical (Clues: conservatively dressed, notebook, averted gaze)

Strategies for working with this customer: (ask the participants to provide these)

- Be professional and direct
- Give them the facts first and stick to specifics
- Stress the rational and logical reasons for buying
- **Don't waste their time, respond with quick precise answers**
- Use case studies and statistics to prove your claims
- Repeat the facts frequently for clarification
- Never rush them, give them plenty of time to think and respond
- **Don't get too personal**
- Keep your responsiveness and assertiveness low
- Use a direct close

Customer 3:

You are meeting with a client who would like you to build a website for him. He seems very confident, using gestures as he speaks, but has limited facial expressions. He talks quite loudly, but very clearly communicates exactly what he is looking for. He does not seem to want to make any small talk, he just wants to get to the point.

Correct Answer: Driver (Clues: confident, using gestures, limited facial expressions, speaking loudly, no small talk)

Strategies for working with this customer: (ask the participants to provide these)

- Be professional and prepared
- **Be assertive, drivers don't respect, or trust, anyone too agreeable**
- Use facts and logic and keep to the point
- Focus on the options without going into too many details
- Show proof of practical reasons why your product works
- **Don't use personal guarantees and customer testimonials**
- Do not ask personal questions or invade their personal space
- Let them feel they are in control by giving them options
- Put everything in writing
- Summarize key benefits before closing

Customer 4:

A woman calmly approaches you at the bank where you work. She smiles, and greets you warmly. **She says "Would you please withdraw 50€ from my account for me?" While you complete the transaction for her, she makes pleasant small talk with you.**

Correct Answer: Amiable (Clues: calm, friendly, asks for help, makes small talk)

Strategies for working with this customer: (ask the participants to provide these)

- Be friendly and responsive
- Ask about personal interests to start to build a relationship
- **Don't rush the conversation, be patient, and don't add any pressure**
- Talk about the product in a personal and emotional way
- Help them see themselves happily using the product
- Mention testimonials and specific guarantees
- Avoid mentioning too many details, options, and possibilities
- Listen carefully, agree often, and work together to find a solution
- Reassure them of their decisions during the process
- **Don't take advantage of their trusting nature**
- When closing give them one positive choice

Handling Customer Complaints Handout and Instructions

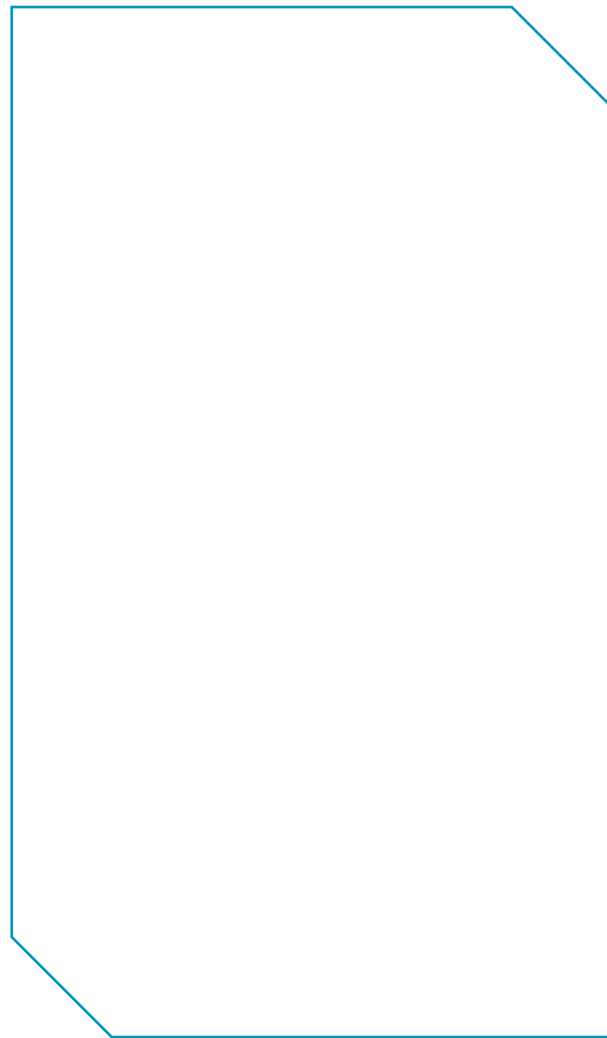
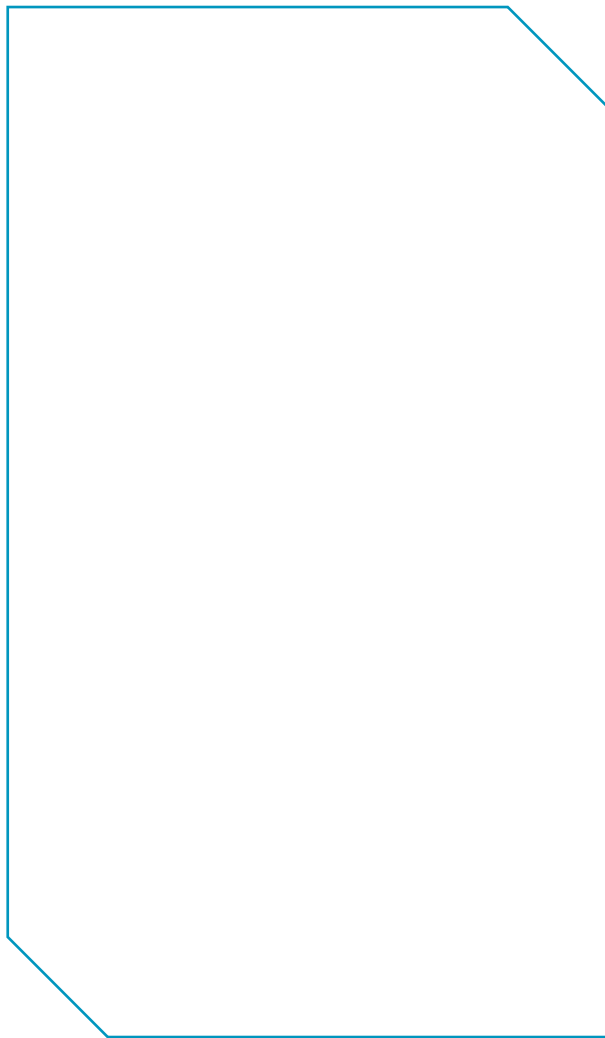
Instructions

When working with customers, a main goal of yours will be to figure out what the customer needs, and how to best meet those needs. Despite our best efforts, sometimes you might encounter a customer whose needs or expectations were not met for some reason. You might have experienced this yourself as a customer.

In this activity, you'll think about the reasons a customer might not be happy with a sale, and then try to think of solutions to their complaints. Effectively handling a customer complaint can sometimes make the difference between losing a valued customer and reinforcing their trust in your company.

List some reasons a customer might complain after a sale.

For each of the complaints listed in the previous question, try to think of a way you would deal with that complaint.



Daily Learning Journal

Instructions

As you now know, customer service is a crucial aspect of many different kinds of jobs. You have learned some good customer service techniques, including:

- Customer communication skills
- Handling customer complaints

You have also learned about the different types of customers you might encounter, and how best to approach each of these very different kinds of customers.

It's now time for you to write your learning journal. Take this time to reflect on what you learned during the day and how it contributes to your personal learning goals

Type your answers in the designated boxes. Click on the box to type and expand.

1. What did you learn today?

2. What are some of the characteristics of good customer service?

3. What steps would you take if you encountered a customer who had a complaint?

4. What customer type do you think best reflects your own characteristics when you are a customer?

Daily Assignment

Instructions

Today you learned about customer service skills. You have learned how important customer service is in many **different kinds of jobs**. In today's daily assignment, you will reflect upon your own professional goals, and how the things you learned in **today's** lesson impacts your plans.

1. How confident are you in your customer service skills? Do you think you would be good at a job that involves customer service? Do you think you would enjoy this type of career?

2. Think about your plans for the future, and the types of jobs you envision for yourself. How does customer service relate to your plans? What kinds of customers are you likely to encounter?

3. How has today's lesson impacted your career plans? Has anything changed?

4. If customer service will play a role in your career plans, how will you go about improving your customer service skills?

Module C4 – Business Communications

Time: 8 Hours

Objectives

- Identify and practice using different forms of business interactions, including conducting introductions and meetings
- Analyze the different communication mediums and when to appropriately use them in a workplace environment
- Understand and analyze different communication styles and appropriate uses of them in a workplace environment
- Examine other concepts related to promoting business communication, such as barriers in communication and emotional intelligence

Preparation

- Prepare necessary work for role plays (cutting up assignments)
- If applying online component be sure to have all logistics of computers and internet connection completed before class starts to ensure smooth transition between types of learning
- Optional: Print necessary documents and worksheets

Schedule Outline

Type	Title (minutes)	Description	Materials
Lecture & Activity	Communication mediums (0:40)	<p>Instructor introduces the various communication mediums used in different work environments. Information about the professional use of each as well as its importance when it comes to business communication will also be presented.</p> <p><i>Tips for Success:</i> Cut out the stories and have participants review scenarios in groups with provided discussion question (Stories for Group Discussion). Use this as an occasion to review the communication mediums. Instead of providing the charts right away, make a chart on flip-chart and elicit answers from participants. If participants are interested, you can provide them with the handout that has the charts on the communication mediums.</p>	PPT 2-4, Stories for Group Discussion, Communication Mediums Handout
Lecture & Discussion	Business interactions (0:15)	<p>Instructor introduces business interactions and explains their importance in the workplace. Discuss how business interactions include both external (customer or supplier) and internal (manager or co-worker) contacts. It is equally important to learn how to interact and effectively with both.</p> <p>Ask the participants, “What are some of the ways business interactions would differ with external and internal contacts? What are some of the ways interactions would be the same?”</p> <p><i>Tips for Success:</i> Before starting the subject, ask participants to make a list of the different types of business interactions, and use this to explain difference between external and internal business interactions.</p>	PPT 5
Lecture & Discussion	Introductions (0:20)	<p>Instructor demonstrates tips and strategies for making introductions and discusses with participants guidelines that are appropriate in the specific cultural context.</p> <p>Making introductions happens in every business setting. Correct etiquette is appreciated and expected in these environments.</p>	PPT 6

		<p>You should introduce those of a lower status to those of a higher status:</p> <ul style="list-style-type: none"> • Younger people to older people • Junior ranking professionals to senior ranking professionals • Business contacts and staff to clients • Personal acquaintances and family members to business professionals when attending a business function • Guests to their hosts <p>Introduce people by saying their title (for example, Dr., Mr., Ms.) and full name first, followed by a brief relevant piece of information about their position. For example, “Dr. Ahmad, this is my co-worker, Rafi Nejem, our local supplier. Rafi, this is Dr. Ahmad who is running the program we are working on.”</p> <p><i>Tips for Success:</i> Before discussing tips and rules, go around the classroom and introduce yourself. While doing introductions demonstrate negative and positive practices for introductions and use this demonstration to ask participants their observations and generate the tips and rules through this discussion.</p>	
Activity	Activity C4.1 Business interactions (0:30)	<p><i>Purpose:</i> To help participants practice basic business interactions using the most appropriate communication medium and become more comfortable during business interactions and using the most appropriate communication medium.</p> <p><i>Instructions:</i></p> <ol style="list-style-type: none"> 1. Group activity to examine different business interactions and determine whether it is an internal or external communication, and also what would be the best way to handle each communication (oral vs. written). 2. Break the class into four groups. Provide each group with a different scenario (Scenarios for Sharing) and ask them to spend about 5 minutes to discuss whether the next action would be oral or written. Ask participants to be able to explain their answers. 3. After about 5 minutes, ask each group to share their scenario and their approach. Encourage debate and discussion about the answers. The discussion should highlight the complexities of communication in business interactions. <p><i>Tips for Success:</i> Always be sure to allow time for sufficient debrief and discussion. Depending on time you may select one of the oral scenarios and have the participants do a role play.</p>	PPT 7 – 11, Scenarios for Sharing
Lecture or Activity & Discussion	Activity C4.2 Communication styles for business (0:40)	<p>Instructor introduces four communication styles and discusses how they affect different people in the workplace. The four types are 1. Passive, 2. Aggressive, 3. Passive-Aggressive and 4. Assertive.</p> <p>Before introducing the topics, conduct spectrum activity to have participants consider communication styles. If participants have completed C2, ask them what is the difference between aggressive and assertive? Ask them to think back to the role play from this module. If they have not conducted this role play, use adapted version here.</p> <p>The four styles are:</p> <ol style="list-style-type: none"> 1. Passive 2. Aggressive 3. Passive-Aggressive, and 	PPT 12 – 14, Spectrum Activity, Role Play Instructions and Debrief (Adapted from C2)

		<p>4. Assertive.</p> <p>Refer to the characters mentioned at the beginning of the course and discuss how their storyline is applicable to this topic.</p> <p>Talk about the four communication styles and how people look, act, and interact when they exhibit that style.</p> <ol style="list-style-type: none"> 1. Passive: avoid expressing themselves, may seem shy and easy-going, tend to avoid conflict, may allow others to take advantage of them, may experience stress and resentment 2. Aggressive: express themselves in reactive or domineering way, may come across as a bully, may humiliate or intimidate others, may be physically threatening, tries to get own way, others may avoid or dislike person, doesn't create respect 3. Passive-Aggressive: withholds reaction or expresses it indirectly, may say yes when wants to say no, may complain about others behind their backs, may develop negative attitude or be sarcastic 4. Assertive: based on mutual respect, direct way of speaking, express themselves effectively and respectfully <p>Discuss:</p> <p>Being assertive has many benefits, to you and others. You'll feel better, keep people from taking advantage of you, and it will help you:</p> <ul style="list-style-type: none"> • Be more self-confident • Earn respect • Improve communication • Gain more job satisfaction, and • Create win-win situations <p>Here are some things you can do to be more assertive.</p> <ul style="list-style-type: none"> • Understand what style you tend towards. • Use "I" statements rather than "you". • Focus on behavior, not the person. • Practice saying "no" and other difficult things. • Keep your responses short and actively listen. • Keep your emotions in check. These are expressed through tone of voice and body language. Breathe deeply. Wait until you've calmed down. • Maintain appropriate eye contact. <p>Expand on some of these points and encourage the participants to share examples and best practices.</p>	
Activity	Activity C4.3 Giving and receiving feedback (0:20)	<p><i>Purpose:</i> To help participants understand how to give and receive feedback effectively and become more comfortable giving and receiving feedback.</p> <p><i>Instructions:</i></p> <ol style="list-style-type: none"> 1. Participants break into pairs. 2. The instructor provides situations that require each pair to give and receive feedback. Participants can then take notes on whether or not they found the feedback effective and why. 3. These notes will be the basis of the following discussion. <p><i>Suggested Situations:</i></p> <ul style="list-style-type: none"> • The manager gives feedback to the employee about recent performance issues, which include being repeatedly late to work and appearing tired. 	PPT 15

		<ul style="list-style-type: none"> • A co-worker at the same level as the other employee gives feedback about a task that was done incorrectly. • An employee is asked to simply format a letter the boss has written for all employees. The letter contains grammatical errors and typos. The employee gives feedback to the boss about the errors. • A co-worker complains to another employee about the company and what the boss asks them to do. The employee gives their co-worker feedback. • A manager gives feedback to an employee about a job well-done. It was completed on-time and went above expectations. • An employee has come up with an innovative solution that will save the company time or money and shares the idea with their co-worker, asking how to present it to their boss, who can be difficult to approach. The co-worker gives feedback to the employee. • A co-worker at the same level as the other employee gives feedback about a task that was done well and that saved them all time. 	
Discussion	Giving and receiving feedback (0:20)	<p>Group discussion to review the results of the activity and to see what worked better. With the instructors input they will further discuss the reasons why some methods worked over others.</p> <p>Following are some important reasons that may be uncovered:</p> <ul style="list-style-type: none"> • Giving Feedback: <ul style="list-style-type: none"> • Being respectful • Creating a safe environment • Using "I" statements • Using actual, observed examples • Focussing on the behavior rather than the person • Keeping emotions in check (including through tone of voice and body language) • Maintaining appropriate eye contact • Receiving Feedback: <ul style="list-style-type: none"> • Being respectful • Listening actively without judgment • Repeating back what was heard • Keeping emotions in check (including through tone of voice and body language) • Maintaining appropriate eye contact 	PPT 16
Lecture	Meeting communication decorum (0:10)	<p>Instructor introduces meeting communication decorum and explains its importance. Examples from the past few days (such as someone arriving late holding up or disrupting the class) can be used to help get the message across.</p> <p><i>Tips for Success:</i> Before starting the lecture, find out what the participants already know. Ask participants: "What are some of the rules and procedures around proper meeting decorum?" Use this as a teaser to transition into activity</p>	PPT 17
Activity	Activity C4.4 Presenting at work (0:15)	Group activity to practice Presenting at work. The participants will break into small groups and discuss what they think are the most important skills for presenting at work. Each group will elect a spokesperson to present their findings during the discussion to follow.	No PPT
Discussion	Presenting at work (0:15)	Group discussion to review the skills needed to present at work. Each group will present the skills they felt were important. The instructor may want to add the skills to a flip chart/whiteboard, and then as the instructor	PPT 18, Planning a Meeting

	Optional Activity (0:45)	<p>goes over them, they can circle the ones that do relate to presenting at work.</p> <p><i>Tips for Success:</i> Depending on time, you may elect to have participants conduct the planning a meeting activity. This activity walks through in more details planning a meeting and includes a role play, time permitting.</p>	Activity Instructions
Lecture	Vertical vs Horizontal communications (0:15)	<p>Instructor explains what is meant by vertical and horizontal communications. The benefits and disadvantages are introduced as well as tips and techniques for handling each type.</p> <ul style="list-style-type: none"> • Vertical communication is the transmission of information between different levels of the organizational hierarchy. <ul style="list-style-type: none"> • From top-down (CEO/directors > managers/supervisors > assistant managers > employees) • From bottom-up (front line employees > assistant managers > managers/supervisors > directors/CEO) • Horizontal communication is the transmission of information between people, divisions, departments or units within the same level of organizational hierarchy. <ul style="list-style-type: none"> • Between equals, peers, coworkers <p>Discuss: There are benefits and disadvantages to both types of communication.</p> <p>Vertical communications coming from the top-down are best used to:</p> <ul style="list-style-type: none"> • Organize, create discipline, improve efficiency, and • For effective communication of corporate goals and ease of delegation <p>Vertical communications coming from the bottom-up are best used to:</p> <ul style="list-style-type: none"> • Get feedback for improvements, create mutual trust, and empower change <p>The disadvantages of vertical communications coming from the top-down are that they:</p> <ul style="list-style-type: none"> • Cause distortion, slow feedback, lower morale, and are not motivating <p>The disadvantages of vertical communications coming from the bottom-up are that they may be affected by the:</p> <ul style="list-style-type: none"> • Attitudes of subordinates, attitudes of superiors, organizational structure, and skipping ranks <p>Ask participants if they have any other benefits or disadvantages to add. Write them on the flip chart.</p> <p>Horizontal communications are best used to:</p> <ul style="list-style-type: none"> • Coordinate functions, share information, solve problems, and resolve conflicts <p>Some of the disadvantages are that they may create:</p> <ul style="list-style-type: none"> • Increased specialization, a lack of recognition and reward, the suppression of differences, and ego clashes <p>Ask participants if they have any other benefits or disadvantages to add. Write them on the flip chart.</p> <p><i>Tips for Success:</i> If you have conducted the prior optional activity, you can use this to make a connection around vertical and horizontal communication, and turn the lecture into a discussion.</p>	PPT 19 - 23

Activity	Activity C4.5 Vertical vs Horizontal communications (0:30)	<p><i>Purpose:</i> To help participants better understand the differences between vertical and horizontal communications and become more comfortable in workplace situations that involve both vertical and horizontal communications.</p> <p><i>Instructions:</i></p> <ol style="list-style-type: none"> 1. Participants break into groups of 4 or 5 to role-play a workplace scenario that involves both vertical and horizontal communications. 2. Consider whether to assign participants the different roles or let them choose their own. 3. After 15 minutes, stop the role-play and ask participants how effective they were in their vertical and horizontal communications. What worked? What went wrong? <p><i>Suggestions for scenarios:</i></p> <ul style="list-style-type: none"> • An employee has been showing up late for work on a regular basis. The other employees have noticed but the boss hasn't heard yet. What will they do? • An angry and demanding customer comes into the shop to return an item. How will the employees respond? • The boss gives instructions to the team about a task. The employees find an error in the instructions. How do they deal with it? • The workplace is having a meeting that the boss is leading. One employee arrives late and then disrupts the conversation. How will the meeting get back to order? • One of the employees learned from their friend that a competitor company was launching an exciting new contest. What will the company do to respond or compete? <p><i>Tips for Success:</i> If participants are interested, provide them with a copy of the vertical vs. horizontal handout.</p>	PPT 24, Vertical and Horizontal Communicati ons Handout
Activity	Activity C4.5 Barriers to business communication (0:15)	<p><i>Purpose:</i> To help participants overcome barriers to business communication and become more comfortable finding effective solutions to communication barriers.</p> <p><i>Instructions:</i></p> <ol style="list-style-type: none"> 1. Participants break into 4 or 5 groups. 2. Each group is given a situation with a different communication barrier. 3. Each group comes up with their best solution and selects a presenter to provide their finding in the group discussion to follow. <p><i>Suggestions to consider:</i></p> <ul style="list-style-type: none"> • A co-worker does things in the office that are considered taboo or inappropriate (touch, eye contact, use of language). • Your customer has a hearing problem or a speech difficulty. • A manager or boss uses technical wording or difficult terms that you do not understand. • Your partner on a project does not see your point-of-view and dismisses everything you suggest. • A foreign customer comes into your store and acts or speaks in a way that isn't appropriate in your culture. • You have to help somebody solve a technical problem (from changing a lightbulb to fixing a computer/software issue) over the phone, so you cannot see what they're doing or their body language. 	PPT 25

Discussion	Barriers to business communication (0:15)	Group discussion to review Barriers to business communication and discuss each of the 4 or 5 situations and the methods each group came up with to remove the barriers. The instructor can also refer to the video characters and discuss how their storyline is applicable to this topic.	PPT 26
Lecture & Discussion	Emotional Intelligence (0:30)	<p>Instructor introduces Emotional Intelligence and explains how it relates to a work environment. Ask participants what they think “Emotional Intelligence” means? Elicit responses before providing the information on the slides. As much as possible, always pose questions to make subjects more learner centered. If participants are interested in concept, you can provide the copy of the emotional intelligence diagram to take with them.</p> <p>Talk about the two parts and five levels to emotional intelligence. Point out the difference between interpersonal and intrapersonal, and how each of these relate to the five levels shown in the chart:</p> <ol style="list-style-type: none"> 1. Self-awareness: knowing your own emotions, strengths, weaknesses, opportunities, and challenges 2. Self-regulation: controlling your disruptive impulses and keeping your emotions in check to adapt to changes in your situation 3. Self-motivation: being driven to positive actions in order to achieve things 4. Empathy: considering other people’s feelings when listening to them, talking with them, and making decisions 5. Relationship skills: managing your relationships in order to interact effectively with others <p>Discuss: So, what are some ways you can improve your emotional intelligence? Reduce:</p> <ul style="list-style-type: none"> • Negative personalization: Avoid jumping to a negative conclusion when something happens. Consider other ways you can interpret the situation. <p>Ask the participants: If a co-worker doesn’t return your call promptly, instead of thinking she’s ignoring you, what other possibilities are there?</p> <ul style="list-style-type: none"> • Negative thoughts and fears: You can change and improve your level of optimism. If you catch yourself thinking negatively or fearing rejection or failure, consciously reframe your thoughts and words. <p>Ask the participants: How can you consciously reframe these negative statements into a positive statement?</p> <ul style="list-style-type: none"> • I never do anything right. I applied for my dream job, but I’m not likely to get it. I submitted the work, but it’s probably not good enough. • Reactive thoughts and behavior: Try taking a few deep breaths if you’re getting reactive to something that’s happening. Count to 10, go for a walk, take some time away, and come back to the situation after you’ve calmed down. It’s also helpful to try putting yourself in the other person’s point-of-view. Consider the other person and say, “It must be challenging to...” <p>Ask the participants to complete the sentences for these situations:</p> <ul style="list-style-type: none"> • My manager is really demanding. It must be challenging to... • My co-worker always rushes off at the end of the workday to pick up her kids and I’m stuck 	PPT 27 - 30, Emotional Intelligence Diagram

		<p>with end of day chores. It must be challenging to...</p> <ul style="list-style-type: none"> • My friend never has time to go out anymore since she's looking after her parents. It must be challenging to... <p>Increase:</p> <ul style="list-style-type: none"> • Stress management techniques: These were covered earlier in the curriculum. <p>Ask the participants to recall some of the stress management techniques.</p> <ul style="list-style-type: none"> • Assertiveness: Remember that using "I" statements helps when being assertive? You could also try the XYZ technique by replacing the letters with your feelings when someone does something in a given situation. "I feel X when you do Y in situation Z." <p>Ask the participants to use the XYZ technique for the situations mentioned above or others that they suggest.</p> <ul style="list-style-type: none"> • Quality of questions during challenges: Life does give us challenges. In each challenging situation, take the time to ask constructive questions that will help you put things into perspective. Examples: What can I learn from this? If I could have done this differently, what might have worked better? What is important now to move forward? <p>Ask the participants for other examples.</p>	
Activity	Activity C4.6 Analyzing Communication Results (0:30)	<p><i>Purpose:</i> To help participants understand how to communicate effectively by analyzing communication results and become more effective at communication through analyzing communication results.</p> <p><i>Instructions:</i></p> <ol style="list-style-type: none"> 1. Participants break into pairs. 2. The instructor gives each pair a list of 3 to 5 topics. The first learner starts with the first topic and talks about the subject for 2 or 3 minutes, the partner just listens. 3. When finished, the observer takes about one minute to summarize what was said. 4. The partners switch roles and the 2nd topic is talked about and summarized. 5. This continues until the time is up. <p>Suggestions for topics include:</p> <ul style="list-style-type: none"> • What are good time and stress management tips? • What are good ways to continue learning while you work? • How can you show respect for the culture of the region you're in? • What is active listening? • What is good customer service? • What are effective ways to use social media in the workplace? • What are the benefits and disadvantages to vertical and horizontal communications? 	PPT 31
Discussion	Analyzing Communication Results (0:20)	<p>Group discusses the results from the activity about analyzing communication results.</p> <p>The instructor asks questions like:</p> <ul style="list-style-type: none"> • Did the speaker feel the partner listened with an open mind? • Did their body language show how they felt? 	PPT 32

		<ul style="list-style-type: none"> • Was the summary accurate, and did it cover the main points of the speaker? • Did the summaries get better as the exercise continued? • What did you learn from this exercise? 	
Online Activity	Activity C4.7 Social Media for business (0:45)	<p>Online module provides information about Social Media for business. Quizzes and interactions will validate immediate understanding and provide immediate feedback.</p> <p><i>Tips for Success:</i> Use the Blended Learning Guidance Worksheet. If there is no internet connection, please use alternative Social Media Activity Handout.</p>	PPT 33, Blended Learning Guidance Worksheet, Social Media Activity Handout
Activity	Activity C4.8 Daily Learning Journal (0:15)	<p>Participants write in their daily learning journal about their professional goals. Participants can add their business communication strengths and weaknesses, and other information they have learned that will benefit them later in the workplace.</p> <p><i>Tips for Success:</i> If participants have access to internet, transform daily learning journal into discussion. If there is not internet access, provide daily learning journal worksheet for participants to complete.</p>	PPT 34, Daily Learning Journal Worksheet

Resources and Worksheets

Stories for Group Discussion

Instructions

Read through the stories and consider the following: Who do you think handles their business communications most effectively? Why?

Abdel has a job in a large office environment. He handles advertising and press releases, so he communicates by email. Today, he faces two difficult challenges. He has to respond to an advertiser whose message was rude and he is preparing an important press release about his company's new product release. After carefully writing his email to the advertiser, he has a co-worker check it over for tone to make sure it is respectful and clear. He asks his manager to double-check the press release before sending it.

Ravi is a server at a small, but busy restaurant. There are a number of servers working at the same time, in addition to the kitchen staff and a manager. Lately, he feels like the manager always gives the best tables to other servers. He doesn't say anything to the other servers or manager, though, since he doesn't want to cause trouble. He does talk to his friend who works in the kitchen. He tells his friend the manager is being unfair and the other servers are just greedy. His friend says, "That's likely... he plays favorites in here as well."

Makin is employed as a mechanic in a garage. He doesn't deal directly with the customers, but gets directions from his supervisor, the head mechanic. The owner of the garage works in the front helping customers and provides instructions to the head mechanic. On this day, the instructions from his supervisor are not clear, but the head mechanic and owner are in a meeting. He sees the customer sitting out front and wonders if it would be easier to just ask for clarification directly. Instead, he knocks on the door of the meeting, apologizes for interrupting, and asks for more information.

Kahina works in a customer service centre answering phones. Customers are directed to her as calls come into the queue. She was trained to resolve every customer issue as completely as possible to reduce call-backs and complaints. She was told to only escalate calls when the caller was threatening. She has just taken a call from an irate customer who starts off yelling, blaming the company for wasting his time and money. The caller blurts, "I should have you sued!" She responds in a clear, even voice, "I would be upset too in your situation. Will you tell me a bit more about it? Then, I can figure out what I need to do for you." The customer explains the issue and she is able to send out a replacement immediately.

Communication Mediums Handout

Verbal communication uses words to deliver an intended message; can be either written or oral



Written



Oral



Non Verbal

Meaning

Use of written words to transmit a message

Use of spoken language to transmit a message

Use of signs and visual cues to transmit a message

Examples

E-mail, books, magazines, internet

Face-to-face, telephone, radio, television

Body language, gestures, appearance

Advantages

Permanent record
Use for reference
Creates tangible document for the future

Message can be delivered quickly
Immediate feedback
More powerful for persuasion

Assists in understanding emotions
Complementary and enforces oral communication

Dis-advantages

Can be time consuming; requires appropriate use of grammar, word choice, tone, etc.
Chance of transmitting wrong message, due to absence of nonverbal cues

No record of communication
Misunderstanding due to speech and language used; assumes same language

Can take more time to decipher
Culturally bound; difficult to understand

Scenarios for Sharing

Instructions

Provide the following scenarios to groups and ask them to discuss what communication medium they might use.

Scenario 1:

It a company policy to ensure staff are wearing safety glasses when on the production floor. Recently staff have been not following this policy. What would be the best way to communicate and address this issue if you are an employee? If you are a supervisor?

Response and Follow-Up Points:

- As an employee it might be best to communicate orally with your peers or supervisors on this point depending on the company protocol
- In a supervisor role, you might create an official written document and follow-up with an oral explanation during a staff meeting
- **It's important to understand the dynamics of the different positions and roles in the company; is peer to peer feedback encouraged? Or is it much more hierarchy based?**

Scenario 2:

Hours of business operation are from 8:00 a.m. to 4 p.m. at your office and you know that in two weeks you have a couple personal appointments and you would need to come into work late. What would be the best way to communicate and address this dilemma?

Response and Follow-Up Points:

- The individual should assess the relationship with the supervisor and company policy for guidance. It may be appropriate to first ask the supervisor and then provide a written request; in other cases an oral request may be sufficient
- It is important to balance personal appointments and work life; doing your best to schedule appointments outside of working hours when possible
- It is important to consider what types of personal appointments are more acceptable than others in **terms of altering your work schedule (i.e. doctor's appointment versus meeting a friend)**

Scenario 3:

You overhear your co-workers discussing an upcoming meeting with a new interesting client. You discover that it is a company that you know well and know a contact that works there. You would like to be a part of the meeting, how would you proceed in your communication?

Response and Follow-Up Points:

- Depending on your position you may go inquire informally in-person with your supervisor or the correct point person
- It may be appropriate to draft up a formal request following an initial inquiry based on the level of the meeting
- It is important to take opportunities to grow, but assess the situation carefully and ensure that you are fulfilling your performance requirements

Scenario 4:

At the most recent staff meeting, you volunteered to lead the planning for an upcoming conference event for visiting government officials from Dubai. You would like to form a committee to assist you with the planning, how would you proceed in your communication to form the committee?

Response and Follow-Up Points:

- Again, the response will depend on the work culture and policies of the company; it would be good to allow everyone an equal chance to join a committee by sending out a formal request for participants, but also cross-checking with your supervisor orally may be required
- It is important to be inclusive at the workplace and demonstrate the ability to promote teamwork and collaboration

Spectrum Activity

Instructions

Ask participants to stand together. Explain to participants that there is a line in front of them that represents a **spectrum**. **One end of the line represents “Agree” and the other end represents “Disagree”.** They are to listen to a sentence and place themselves along the line. Provide one example for the participants for clarity. For example: I love chocolate! It is important for the instructor to observe where participants place themselves.

Statements

1. I am shy.
2. I tend to avoid conflict.
3. If there is a problem, I react very quickly and try to take control of the situation.
4. My friends and family always know they can come to me for anything.
5. Sometimes I say yes, when I really mean no.
6. **If I don't agree with something, I may develop a negative attitude.**
7. I am very direct when I speak to my friends and family.
8. I think it is important to respect others in order to get what I need.
9. When I am shopping, I know exactly what I want, and I am happy to tell a salesperson this information.
10. When I am shopping, I may know what I want, but don't like to communicate everything with a sales person.

Debrief

- What did you notice about yourself during this activity?
- How does this relate to communication styles?
- How is considering this information important for business? For customer service?

Role Play Instructions and Debrief (Adapted from C2)

Instruction

Ask participants to form groups of three. Provide each person in the group one of the following instructions. (Note: You will need to cut these up prior to the start of the course.) Conduct role play using following scenario, followed by the debrief. Instructor may elect to provide more details for the scenario.

Scenario

A new store has opened in the mall in the city. You are employees at the store, and there is merchandise to sell and you make more money when you sell more products. There is a customer that has come into the store. Conduct the role play based on your secret instructions.

Aggressive Character Instructions (Employee)

You have not performed well this month with sales, and you need to make more money. You want to force the customer that has come in to buy an expensive product. You want to be aggressive and persistent.

Passive Instructions (Employee)

You have started in the job, and are not comfortable with talking to customers, **unless they ask you're a question**. You are very knowledgeable and have great listening skills. When a customer comes into the store, you ask if they need help, but then leave them alone, after they say no. You see them looking at products and know there is a sale, but do not approach.

Assertive Instructions (Customer)

You have entered into the store and you know exactly what you need. You do not want to spend a lot of money and buy anything not on your list. You are friendly but firm in your decisions. You do not need help for what you are looking to buy, although you would appreciate a sale.

Debrief Questions

- What happened during your role play?
- What qualities did you see in each person?
- What was positive or negative about the qualities?
- How did the approaches effect the interaction?

Planning a Meeting Activity Instructions

Instructions

Provide participants with the following scenario and worksheets. Follow the instructions to walk through the process of planning a meeting.

Step 1: Determining if a Meeting is necessary

Ask participants: Why do we have meetings at work? Make a list.

Consider the following scenario, is a meeting necessary? Explain why or why not?

There is going to be security system test in the building. Everyone will be required to leave the building from at 11:15 a.m. for 30 minutes. Then they can return to the building. They do not need to do anything but exit the building. There are signs posted in the building and an email has been sent to all staff.

Consider the following scenario, is a meeting necessary? Explain why or why not?

The company will be receiving an important client tomorrow at the store. During this time, part of the store will be closed to other customers. The client will require assistance and has submitted requests in terms of what else she requires for her visit. The team needs to coordinate coverage and how to ensure all customers are happy. An email has been sent to the staff about the visitor, but no further information.

Criteria for Determining if a Meeting is Necessary

T **Theme:** What would be the subject of the meeting? Is there another way to convey information of the meeting?

O **Objective:** What would be the objective? Do people need to be together to achieve the objective?

P **Plan:** What would happen as a result of the meeting? What would be the end plan?

Step 2: Preparing for the Meeting

Instructions

Use the second scenario and ask participants to complete the following form (excluding the action plan) to prepare for a mock meeting. They should use TOP to help them. They should work in groups of four or five to complete form. Instructor may elect to change scenario slightly for the group to make it more relevant.

Date: _____

Time (Start – End): _____

Objective(s):

Attendees

Reporter: _____

Agenda:

I.

II.

III.

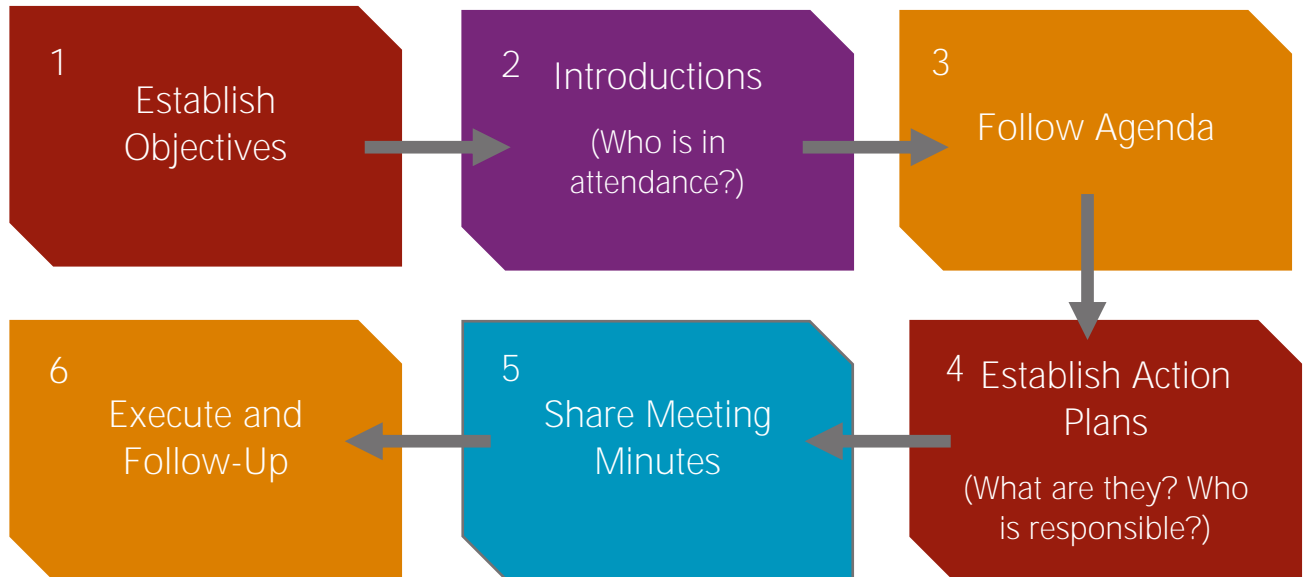
IV.

Action Items:

Step 3: Process of a Meeting

Instructions

Review with participants the process of a meeting and then ask them to conduct a mock meeting for steps 1-4 based on the scenario that has been provided.



Debrief Questions

- What happened?
- What went well? What could have improved?
- What was a lesson you learned?
- What would you do differently next time?

Vertical and Horizontal Communications Handout



Horizontal communication is the transmission of information between people, divisions, departments or units within the same level of organizational hierarchy.

Benefits

- To coordinate functions, share information, solve problems, resolve conflicts

Disadvantages

- May create increased specialization, lack of recognition and reward, suppression of differences, ego clashes



Vertical communication is the transmission of information between different levels of the organizational hierarchy.

Benefits:

- To organize, create discipline, improve efficiency
- For effective communication of corporate goals, ease of delegation
- To get feedback for improvements, create mutual trust, empower change

Disadvantages:

- Cause distortion, slow feedback, lower morale, not motivating
- Attitudes of subordinates, attitudes of superiors, organizational structure, skipping ranks

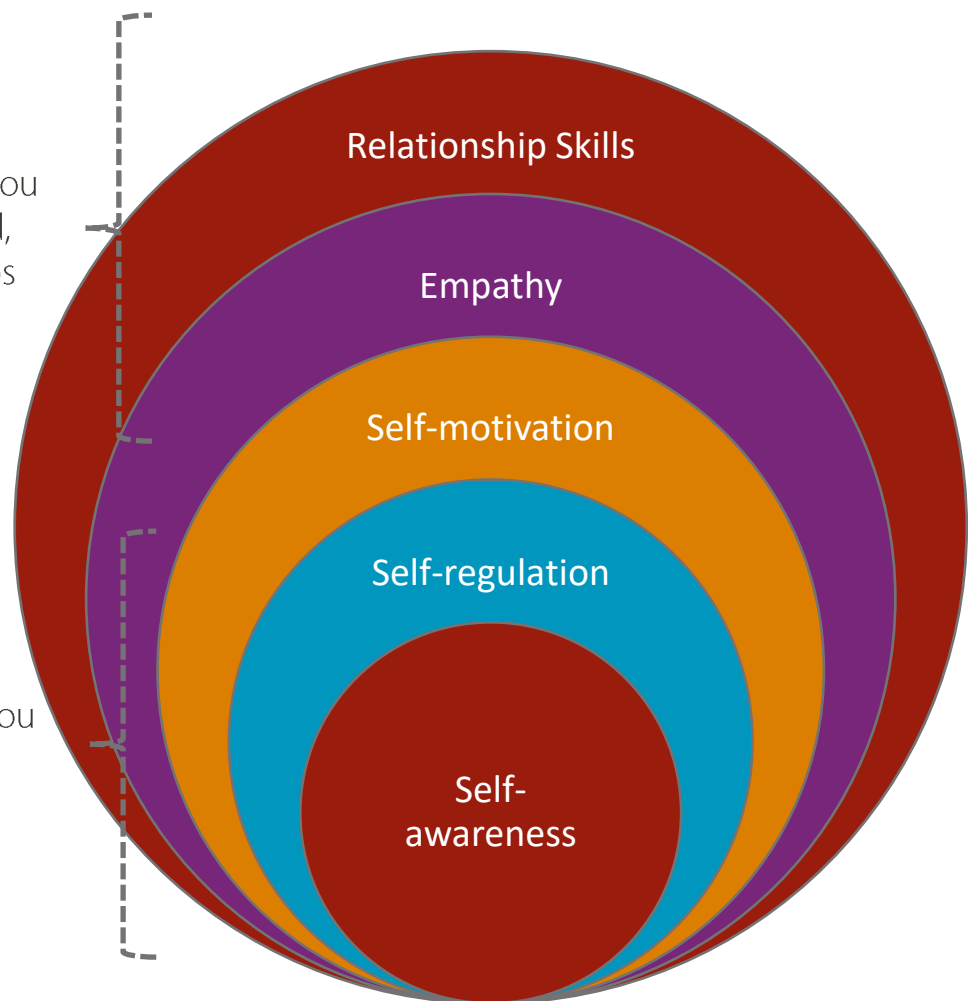
Emotional Intelligence Diagram

Interpersonal:

This is the outer-intelligence you use to read, sense, understand, and manage your relationships with other people.

Intrapersonal:

This is the inner-intelligence you use to know, understand, and motivate yourself.



1. Self-awareness: knowing your own emotions, strengths, weaknesses, opportunities, and challenges
2. Self-regulation: controlling your disruptive impulses and keeping your emotions in check to adapt to changes in your situation
3. Self-motivation: being driven to positive actions in order to achieve things
4. **Empathy**: considering other people's feelings when listening to them, talking with them, and making decisions
5. Relationship skills: managing your relationships in order to interact effectively with others

Blended Learning Guidance Worksheet – Social Media for Business

Topics Covered on this module

- What is Social Media?
- Benefits of Using Social Media
- Tips on Using Social Media
- Tips for Blogging
- Effective Use of Social Media

Ways to use this module

- Promote independent study
- Generate class discussion
- Review of concepts covered
- Combine above methods

Promote independent Study

If participants are able to connect online and there are enough computers, ask participants to go through the module independently.

- It is important to circulate and ensure all participants are following the module
- Make yourself available to answer questions as they move through the module
- Consider determining stopping points and providing times for the sections

Welcome – 5 Minutes

What is Social Media? – 10 Minutes

Benefits of Using Social Media – 5 Minutes

Tips on Using Social Media – 20 Minutes

Social Media Award Winners – 5 Minutes

Tips on Blogging – 10 Minutes

Effective Use of Social Media – 10 Minutes

Knowledge Check – 10 Minutes

Summary – 5 Minutes

Generate Class Discussion

If you have internet connectivity, but there are no resources for the class, go through the module in a discussion and activity mode.

- Review the module prior to the class
- Preview content for participants with questions
- Ask for a volunteer(s) to be the person that clicks through module per direction of the class

Discussion Questions

- How do you use social media?
- How can you use social media for business?
- What makes social media effective?

Possible Activities

- Ask participants to log on to social media websites and analyze what they have learned about using social media.
- Conduct scavenger hunt. Ask participants to work in groups and identify key information found on module, before they see it.

Social Media Activity Handout

Brainstorm: Introduction to Business and Social Media

- How many of you use social media?
- How do you use social media?
- How do businesses use social media?

Three Stories

Ask participants to review stories and consider the following question: What are the benefits of using social media?

Adira attended a conference with a colleague. They both participated in sessions about blogs and social media communities before the conference. When they met at the conference they connected with the people immediately, as they had already spoken to them online.

Karim travels for business and he stays connected through social media. He is able to respond to customers quickly and respond to feedback to posts on his company's website. He is calm in his responses and positive. He has earned more customer respect and helped his company.

Mariam and Nadia have started a restaurant. They regularly check online at reviews and also the reviews of their competitors. It helps them to monitor how they are doing and what they can do to improve.

Building a Social Media Campaign

Provide participants with a scenario of a company looking to break into social media to enhance business. Explain to the participants that they have been hired as consultants to help the company come up with a social media plan. Instructor may use scenario below or change to fit context.



Sample Scenario

A new business center is opening in the city and they want to use social media to attract a wide range of people. They would like to have domestic and international companies work with them to host conferences and public relations events, and also local universities to refer their students to workshops they host in their computer labs. They are centrally located and have installed all the latest technology features. You have been hired as a consultant to come up with a social media plan.

Step 1: Audience and Platform

In teams ask participants to identify who they want to target based on the scenario. And explain why they want to target that audience. Also ask them to identify what platform(s) they will use. Refer them to the document in their manual to answer these questions.

Step 2: Customer Expectations

Ask participants to consider their audience, and what are their expectations? In order to do this, participants **need to consider: What are the customer's needs? Motivations? What is the objective of the customers? What is the objective of the business?**

Step 3: Messaging

Provide participants with examples of messaging for the scenario. Ask participants: What works? What doesn't work for the messaging? Ask participants to consider the first steps and select a messaging for Twitter and for Facebook.



Step 4: Generating Feedback

Ask participants to consider the same examples from Step 3, and how they generate engagement? Ask them to review their messages. Will they generate feedback? What strategies **can't** they use to generate feedback?



Ask teams to share their results at the end of completing Step 4. Give them 20 minutes to prepare in their teams a 5 minute presentation. Provide feedback to each of the groups.

Debrief Questions

- What did you learn through this activity?
- How is social media valuable for companies?
- How is communicating on social media different than other written communication? What are the similarities?

Daily Learning Journal

Instructions

It's now time for you to write your learning journal. Take this time to reflect on what you learned during the day and how it contributes to your personal learning goals

Type your answers in the designated boxes. Click on the box to type and expand.

1. Which communication style do you tend towards? Do you need to be more assertive?

2. What are some skills you would like to work on for your own business communication effectiveness?

3. What is the level of your Emotional Intelligence at this time (your intrapersonal and interpersonal skills)?
What will you do to improve it?

4. How will you measure your success in each of the areas you've identified?

Module C5 – Customer Service and Communication Skills Assignments & Practicum

Time: 5 Hours

Objectives

- Review prior content on customer service and communication skills (Modules C1-C4)
- Apply customer service and communication skills through role play and discussions
- Understand and identify connections between professional goals and business communications

Preparation

- This module can only be provided if participants have completed Module A3, and Modules C1-C4, or have otherwise demonstrated knowledge of content in Module A3, and Modules C1-C4.
- Optional: Print necessary documents and worksheets

Schedule Outline

Type	Title (minutes)	Description	Materials
Discussion	Review (0:30)	Review prior content that will be needed to complete practicum. <i>Tips for Success:</i> You may want to assign pairs to summarize key points on the specific topics studied, or use another review activity that generates interest and engagement.	PPT 2
Lecture & Activity	Preparation for Assignment (0:20)	Instructor reviews the criteria for the final assignment – customer service and communication skills; checks for any questions. See Assignment Instructions . Participants use this time to create a brief, but realistic, customer service situation that will be used in a role play. They will need to include the environment (like location and type of business); some information about the personality types of the customer and the customer service representative, and the customer's problem or need. They must also create a list of potential solutions the customer service representative can use to help the customer and solve the situation.	PPT 3, Assignment Instructions
Practicum & Discussion	Activity C5.1 Role play (3:00)	The instructor selects two participants to act out the scene, and another learner to read out the situation. The two "actors" role play the scene. The instructor can choose to have the actors (or others) replay the scene with the customer's attitude changing to "normal", "upset", "irate", "in a hurry", or "wants to socialize" . After each role play the group discusses the results. The learner whose scene it was describes how they thought the situation would un-fold by reading their solutions. The group can discuss why those solutions did or didn't work because of the reality of the situation. The instructor will switch the actors, as each learner presents their situation. (Each scene and discussion should take approximately 15 minutes.) If needed, the Instructor can provide a few scenarios, to either add variety, or to touch on specific issues.	PPT 4
Discussion	Friends Stories (0:30)	The instructor reads through the different stories and uses them to explore the idea of professional goals in the context of business communication. Two groups of friends are shown having a discussion about their successes and failures, how they have dealt with managing their professional goals, what they've learned about customer service skills, and their plans for improving their business communication skills.	PPT 5 – 6

		<p>Scenario 1: <i>Hana and Sabreen have both found employment and keep in touch to support each other. Hana works in a dress shop and Sabreen in an office setting. Hana is enjoying the work and has been told been the manager she's doing well.</i></p> <p><i>She tells Sabreen, "My biggest challenge is dealing with a number of customers who all come in at once. I'm fine one-on-one, but I get distracted and confused by multiple things to deal with. My manager is helping me work on this and says it's OK to focus on one customer at a time as long as I acknowledge the others and tell them I'll be there shortly."</i></p> <p><i>Sabreen said, "I wish I had that kind of support! At my office, people hardly talk to each other. The manager doesn't come into our area much. I've decided I need to request a meeting to find out if I'm doing alright in my job. I'm going to prepare for it carefully, first, so I feel less nervous."</i></p> <p>Scenario 2: <i>Mikal, Taj, and Fadil meet for tea. Mikal tells his friends he was getting discouraged last week as he still hasn't found work, although he's been for a few interviews.</i></p> <p><i>"But", he says, "I decided I needed to practice a bit more since I get nervous. So, I worked with my uncle since he's a lot like the interviewers I meet... and I got offered a job yesterday! Practice matters!"</i></p> <p><i>Taj congratulated Mikal and said, "You're right! I've been working on my written skills since that's such an important part of my job. I know it reflects on what people think of me at work."</i></p> <p><i>Fadil responded, "I don't have to worry too much about that since we mostly deal face-to-face with customers, but I do have to deal with some pretty angry or rushed people sometimes. For me, it's improving my listening skills and ability to keep calm even when a customer isn't."</i></p> <p>Ask the participants to comment on the scenario and the characters' successes and failures, how they have dealt with managing their professional goals, what they've learned about customer service skills, and their plans for improving their business communication skills.</p>	
Discussion	Closing (0:30)	Provide participants with the opportunity to share about what they have learned over the course of the learnings from this module and other modules.	PPT 7

Resources and Worksheets

Assignment Instructions

You will create a brief, but realistic, customer service situation that will be used in a role play. For the situation, **you'll need to include:**

The environment (like the location and type of business)

Some information about the personality types of the customer and the customer service representative

The customer's problem or need

A list of potential solutions the customer service representative can use to help the customer and solve the situation

Answer the questions on the following pages to get started on your own situation for the Customer Service and Communication Role Play.

1. What is the type of business?

2. Describe its location and a few details to make it realistic.

3. What is the personality type of the customer(s)? Describe how the person feels, thinks, acts and speaks.

4. What is the personality type of the customer service representative? Describe how the person feels, thinks, acts and speaks.

5. **What is the customer's** problem or need? Describe this in detail, if needed (some problems or needs are more difficult and may need to be broken down into smaller chunks to solve).

List the potential solutions the customer service representative can use to help the customer and solve the situation.

Problem or Need	Potential Solution

Course D – Succeeding in the Workplace

Module D1 – Teamwork

Time: 4 Hours

Objectives

- Identify and explain the stages of team development
- Identify and understand the impact of performance on a team
- Practice and apply techniques of effectively working in a team

Preparation

- **Supplies to conduct “Team exercise” Activity**
 - Option 1: Paper Tower - Give each group a one stack of newspaper, 1 large roll, of masking tape, and scissors
 - Option 2: Pasta Tower - Give each group spaghetti, and mini marshmallows
- **Supplies to conduct “How to Work Effectively with Others” Activity**
- Prepare necessary work for role plays (cutting up assignments)
- If applying online component be sure to have all logistics of computers and internet connection completed before class starts to ensure smooth transition between types of learning
- Optional: Print necessary documents and worksheets

Schedule Outline

Type	Title (minutes)	Description	Materials
Discussion	Two stories (0:15)	<p>Instructor provides participants with the scenarios, which touch on understanding your role on a team and how your individual performance affects the team. Managing personalities and working styles will also be mentioned particularly regarding conflict resolution.</p> <p><i>Fatima recently started a job in communications. In this role, one of her tasks is to work with a team that communicates with customers information about monthly sales. Fatima is frustrated because Asad who is responsible for deciding what the monthly sale is, often does not get the information to her on time leaving her with very little time to write the communication pieces. Because Fatima is relatively new, she doesn't want to say anything to get Asad in trouble. Fatima is also really quiet and sometimes feels that it is easier just to work late and get the task done and not say anything to Asad.</i></p> <p><i>Khaled loves working as a part of a team. He is often takes on a leadership role and enjoys working with other people. In his current work, there is a new person on his team who doesn't like taking direction from Khaled. Khaled has spoken to his boss for advice who has suggested that Khaled meet with the new team member to explain the team's goals, and clarify the new team member's roles and responsibilities as part of the team.</i></p> <p>Ask the following question to generate a discussion about teamwork: How do you think that Fatima and Khaled should deal with the problems? Are these typical problems that occur when you are working as part of a team or group?</p>	PPT 2
Activity	Activity D.1.1 Team exercise (0:30)	<p><i>Purpose:</i> To help participants learn to how to work in a team to accomplish a specific task and become more comfortable being aware of the benefits and challenges of working in teams</p> <p><i>Instructions:</i></p>	PPT 3

		<p>Break participants into groups of four or five participants. Each group will be provided with materials to build a tower. The group with the highest free standing tower at the end of the time limit wins.</p> <p>There are two options for materials to build the tower: Option 1: Paper Tower - Give each group a one stack of newspaper, 1 large roll, of masking tape, and scissors. Option 2: Pasta Tower - Give each group spaghetti, and mini marshmallows.</p> <p>Set a timer for 20 minutes. At the end of the 20 minutes measure the height of each tower. The group with the tallest, free standing tower wins.</p>	
Discussion	Discussion of Tower exercise (0:15)	<p>The group briefly discusses the challenges and successes of the activity. The instructor can note the discussion points related to the upcoming topics and use those examples/ideas/thoughts throughout the day in the related topic areas.</p> <p>Group discussion to review the results from the previous activity and discuss their findings. You can prompt with any of the following questions.</p> <ul style="list-style-type: none"> • What did you find difficult? • What was one of the challenges of doing this activity? • What did the group have to do or believe to be successful? • What was one good idea that someone on your team suggested? • Did your group have a clear action plan? • What advice would you give to another group working on this activity? • What would you do differently next time? • What did a fellow team member do that was really helpful? • Did you try different ideas? If so, why did you change your approach? • How did you figure out the solution? • How do you adjust to work together? • How do you work to keep improving your work with others? • Overall, what did you learn? <p>At the end of the discussion remind the class: Working in a team can be challenging, but many times, in the workplace, you will have to work as a member of a team to reach a common goal. Learning to work as a contributing member of a team is important. You must be able to share your ideas, willing to listen to the ideas of others, make a plan of action to accomplish the task at hand, assign roles and take responsibility for completing your share of the job.</p> <p><i>Tips for Success:</i> The Tower exercise and the following discussion can be used to make connections and build on the “Dynamics of teamwork” discussion.</p>	PPT 4
Lecture & Discussion	Dynamics of teamwork (0:25)	<p>Building off of previous exercise, instructor should introduces the dynamics of teamwork.</p> <p>The order for this discussion should be: (1) Definition of team (2) Dynamics of a team (3) Stages of team development.</p> <p>More details are available in PPT 6-8 (or see Quick Notes). A team is defined with examples given.</p> <p>Characteristics of great teams are introduced as well as the four stages of team development: 1. Forming, 2. Storming, 3. Norming, and 4. Performing (also see Quick Notes)</p>	PPT 5 – 8, Dynamics of Teamwork Document, Quick Notes

		<p><i>Tips for Success:</i> Be sure to review PPT for guiding questions. Use questions to generate responses from participants before providing the answers.</p> <p>For the stages of team development, use a story or example to illustrate the points and provide further contextualization.</p>	
Activity	Activity D.1.2 Understanding your role on a team (0:15)	<p>Participants explore their role on a team by answering specific questions about how they respond to various team situations. Some of their responses may be reflected upon in the next topic's lecture.</p> <p><i>Tips for Success:</i> This activity can be provided as a worksheet (Understanding your role on a team), or you can take the questions from the worksheet and provide them on different flip-chart paper, and ask participants to post their responses on post-it notes, and review responses together.</p> <p>Instructor may want to use this opportunity to also discuss the four different types of personalities that can be found on a team.</p>	PPT 9, Understanding your role on a team
Lecture & Discussion	How your performance affects the team (0:30)	<p>Instructor introduces how your individual performance affects the team as a whole. During this lecture the instructor can ask about the responses to some of the questions from the previous self-study activity to help the participants fully understand both how their role on the team and how their performance can affect the team. See Quick Notes II for details on what to cover (also included in PowerPoint).</p> <p><i>Tips for Success:</i> Prior to going into the lecture, ask participants to answer the questions: Describe a time when you worked in a team and someone did not perform well. What was the impact? After everyone has shared, ask them to make a list with you to answer the question: "What is the impact when someone does not perform well?" and "What is the impact when someone does perform well?"</p>	PPT 10 – 13, Quick Notes II
Activity	Activity D.1.3 How your performance affects the team (0:30)	<p><i>Purpose:</i> To help participants understand how their performance affects the team and become more aware of how others perceive their strengths and weaknesses.</p> <p><i>Instructions:</i> Participants break into two groups. Each person writes their name on a piece of paper; underneath they draw a line down the middle of the paper and on one side write "Strengths" and on the other "Weaknesses/Areas for improvement". Next, they pass the paper to the person on their left.</p> <p>Each member of the group then writes down one strength and one weakness, and passes the paper on. Once the paper returns to the person whose name is on it, they each read the comments and mark the ones they like the best. Each person in the group then stands up and states "I am ..." based on their favorite comment.</p> <p><i>Tips for Success:</i> Be sure to anticipate potential resistance to activity and also ensure there is a safe environment. It will be important to highlight the objective of this activity to the participants. The objective is to have participants self-reflect on their strengths and weaknesses and how they can impact performance.</p>	PPT 14
Lecture	How to work effectively with others (0:30)	<p>Instructor introduces various techniques used by successful teams to work effectively with others. Some of these include contributing actively, encouraging constructive feedback, providing support, and sharing information. The instructor can also refer to the video characters and discuss how their storyline is applicable to this topic. See Quick Notes III for the details on the lecture (also available in the PowerPoint)</p>	PPT 15 – 17, Quick Notes III

		<p><i>Tips for Success:</i> Start this subject by asking participants in pairs to share a time that they were able to work effectively with others or a time they did not. Ask for a few responses from the whole group to share after they have had a chance to share in pairs. Use these examples and stories to create a list of what to do and not to do when working effectively with others, and also a tips list. Then compare these responses with those provided on the PPT slides.</p>	
Activity	Activity D.1.4 How to work effectively with others (0:30)	<p><i>Purpose:</i> To help participants to learn how to work effectively with others and become more aware of how others perceive their strengths and weaknesses.</p> <ol style="list-style-type: none"> 1. Participants break into groups of 4 or 5. Each group is given the materials needed to make crowns. 2. The groups must divide the tasks between themselves to make as many, good quality, crowns as they can within the timeframe. 3. Each group's crowns are judged on quality and quantity and a winner is declared. 	PPT 18, Supplies: Paper, markers, scissors, glue or tape
Discussion	How to work effectively with others (0:15)	<p>Group discussion to review how to work effectively with others. The groups discuss how they worked as a team, including what worked well and what didn't. The instructor can guide the discussion if needed to related back to the content of the previous lecture.</p> <p>You can prompt with any of the following questions.</p> <ul style="list-style-type: none"> • How did your team work together? • What did you find difficult? • What did the group have to do or believe to be successful? • What was one good idea that someone on your team suggested? • What did a fellow team member do that was really helpful? • Did your group have a clear action plan? • What advice would you give to another group working on this activity? • How do you adjust to work together? • How do you work to keep improving your work with others? • Overall, what did you learn? <p>At the end of the discussion remind the class: Working in a team can be challenging, but many times, in the workplace, you will have to work as a member of a team to reach a common goal. Each individual brings their own strengths and weaknesses to the team.</p>	PPT 19
Discussion	Closing (0:15)	<p>Ask participants to share one key takeaway from this module.</p> <p><i>Tips for Success:</i> You may opt to do another type of closing activity, but the objective should ensure they have provided reflective feedback on the module.</p>	No PPT

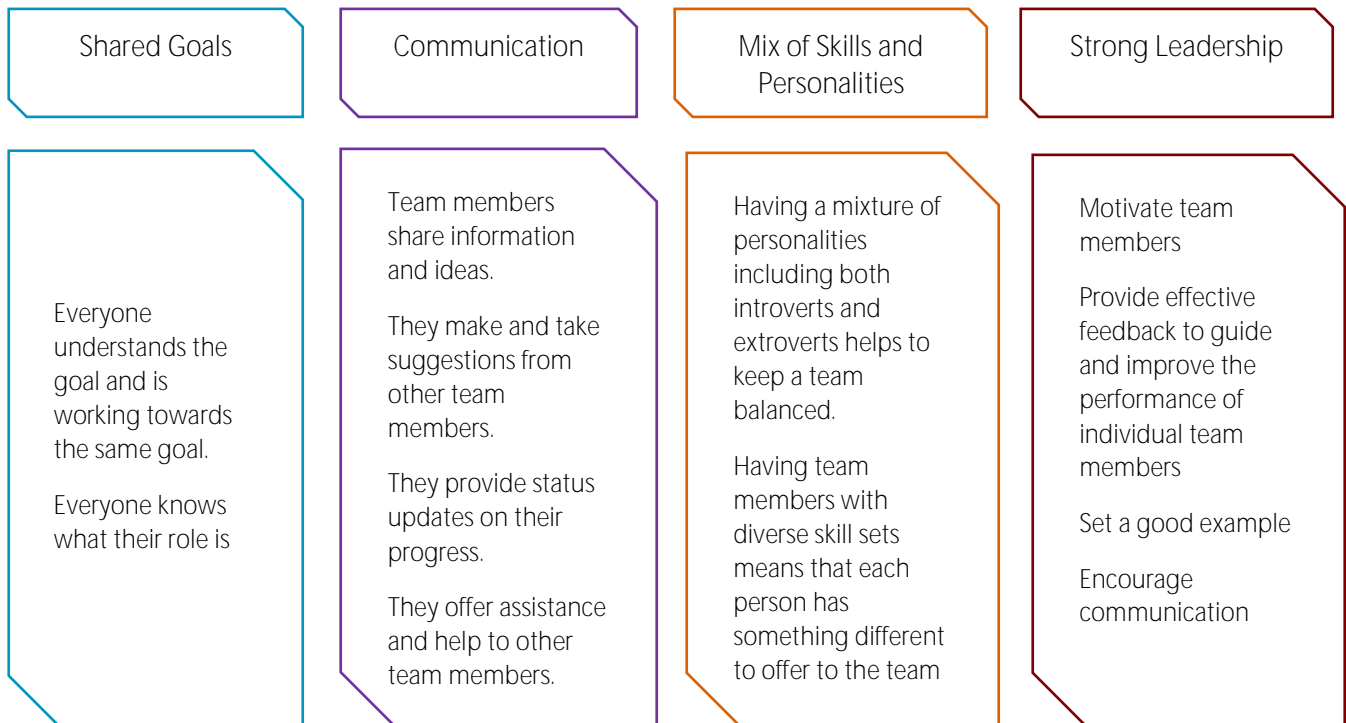
Resources and Worksheets

Dynamics of Teamwork Document

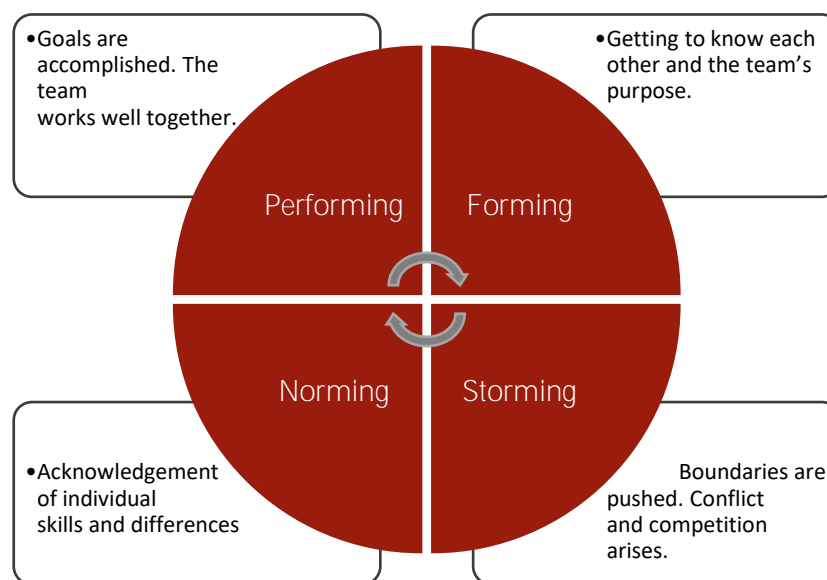
Definition:

A team is a group of people with complementary skills who work together to complete a task, job or project.

Dynamics of a Team:



Stages of Team Development:



Quick Notes

Slide 7:

Great teams have many characteristics in common.

Shared Goals

- Everyone understands the goal and is working towards the same goal.
- Everyone knows what their role is

Communication

- Team members share information and ideas.
- They make and take suggestions from other team members.
- They provide status updates on their progress.
- They offer assistance and help to other team members.

Strong Leadership

- Motivate team members
- Provide effective feedback to guide and improve the performance of individual team members
- Set a good example
- Encourage communication

Mixture of Skills and Personalities

- Having a mixture of personalities including both introverts and extroverts helps to keep a team balanced.
- Having team members with diverse skill sets means that each person has something different to offer to the team

Slide 8:

Explain that all teams go through four steps when they are developing.

Walk through the diagram with the students:

Forming – This is when the group is just starting to come together. Team members are cautious and tend to be polite and positive. Conflict and personal opinions are avoided. The focus for group members is to become **familiar with the team’s purpose, how it will be organized**, and how the team will work together. It is during this stage that team members get to know each other.

Storming – This is the stage where team members start to push against boundaries and conflict and competition can arise. Many teams fail at this stage. Some team members may resist taking on specific tasks, while others **might question the team’s goal. This is the stage that group leaders emerge. All members** have an increased need for clarification and will ask questions during this stage. These questions need to be answered in order to move to the next stage.

Norming - The group works well together in this stage. Team members acknowledge the skills that each member of the team brings, and the contributions of individual team members are acknowledged. A sense of community **is established, and the team remains focused on the team’s purpose and goals.**

Performing – This is the stage when teams where team members work well together, and work hard to accomplish the goal.

Understanding your role on a team

Instructions

Everyone has a part to play on a team. Teams which perform well rely on the participation and unique skills of each of the team members.

Things will not always go smoothly within a team. There can be problems that arise. Read each of the following situations and think about how you would react and respond. What would you do?

Type your answers in the designated boxes. Click on the box to type and expand.

1. You are part of a team that is trying to improve customer service at work. Everyone except one person on the team has been doing their part and working hard. What do you do?

2. At team meetings, there is one person that always seems to take up the majority of the meeting time talking about their ideas. You are having a hard time finding a chance to share your ideas with the rest of the team. What do you do?

3. You find that the team you are on has great ideas, but nothing ever seems to get accomplished or implemented. Meetings often start late and are very long. What do you do?

4. There is one person on your team at work whose ideas you do not agree with. You find it difficult not to end up in an argument at team meetings with them. What do you do?

Quick Notes II

Slide 10:

Each individual has an impact on the performance of a team. Strong teams work well together and have good communication skills. Remember Fatima? Fatima was frustrated because her co-worker often left things to the last minute and that left very little time for Fatima to get her work done. Instead of being frustrated, Fatima could have explained her point of view to her co-worker, and the impact that it was having on Fatima.

It is important to reflect on how your performance impacts the others on a team. In any workplace, everyone is part of a team working to provide a service to customers or sell a specific product.

ASK: How would you feel if you worked with someone who was disorganized, late, unprepared, **doesn't finish** their job on time, and leaves the workplace in a mess?

Slide 11:

Discuss: Consider a sports team. There are players, coaches, instructors, and fans.

Ask: Why are each of these groups important to the success of the sports team?

Possible Answers:

- The coach makes the plan and leads the team.
- The fans encourage and support the team by cheering.
- The fans pay for tickets to the game which helps to pay for the team expenses.
- Each player plays a specific position – defense, offence, forward, striker, center, goalie, and keeper. They have a specific job to do as part of the team.
- The instructor helps to warm up the team. They take care of injured athletes and are concerned about the health of the athlete.

Now, think about a workplace. Instead of players, you have co-workers, instead of fans, you have customers, and instead of a coach, you have a boss. Each person has a role to play on the team. It takes all types of team members to create a balanced, cohesive team. Each of these team members brings different skills and strengths to the team.

Slide 12:

Ask: Have you ever been on a team where someone was not doing their part? How did that impact the team?

Possible Answers:

- **The work didn't get completed**
- People got frustrated with the person who was not doing their part
- The work did not get completed on time
- The work was not completed as well as it could have been

At the end of the discussion remind participants that everyone has a role to play on a team. Each person brings unique skills and talent to the team. If one person does not contribute to the teamwork, it means that someone else has to do the work for them. It may mean that deadlines are not met.

Quick Notes III

Slide 15:

Regardless of where you work, you will need to be able to get along well and work with others.

Sometimes getting along with others can be challenging.

For example:

Fatima became frustrated with Asad because he was not getting the information to her that she needed to do **her job in a timely manner. What are Fatima's two options?**

1. She could talk to Asad about the problem and come to a mutually agreed upon solution.
2. She could ignore it. This will likely result in her becoming more frustrated and unable to work with Asad effectively.

Open communication in the workplace is key to working effectively with others.

Slide 16:

Ask: What can we do to get along effectively with others?

Possible Answers:

- Listen
- Be kind and caring
- Be patient
- Be understanding
- Be helpful

Ask: What is it like to work in an environment where people do not get along with each other?

Possible Answers:

- Stressful
- Frustrating
- Difficult
- Unhappy workplace

Slide 17:

Working in a team usually involves collaborating with others to solve problems and develop solutions. You will need to share tasks, and brainstorm ideas.

Recall the scenarios presented in the Self-Study activity. You were asked to think about problems that could occur on a team including:

- One person not doing their share of the work
- One person controlling and dominating the conversation
- Meetings that start late and always run overtime
- Meetings that do not result in anything being completed
- One person on the team who you always disagree with

Ask: What are some things that you could do to deal with these situations?

Share tips on working effectively with others with the participants.

These tips will help you work effectively with others:

- Communicate honestly and openly
- Listen and be open to new ideas
- Be accepting of others opinions and beliefs
- Contribute your ideas
- Provide constructive feedback
- Share information

Module D2 – Conflict Resolution

Time: 4 Hours

Objectives

- Identify and understand the advantages and benefits of conflict
- Identify and apply the steps of conflict resolution in workplace scenarios, particularly in a team setting
- Understand and value how resolving conflict can impact an individual

Preparation

- Prepare necessary work for role plays (cutting up assignments)
- If applying online component be sure to have all logistics of computers and internet connection completed before class starts to ensure smooth transition between types of learning
- Optional: Print necessary documents and worksheets

Schedule Outline

Type	Title (minutes)	Description	Materials
Activity	Activity D.2.1 Four-word build (0:30)	<p><i>Purpose:</i> Introduce and generate discussion around the topic of “conflict resolution” to prepare participant for the module</p> <p><i>Option 1:</i> <i>Instructions:</i></p> <ol style="list-style-type: none"> 1. Provide each participant with a piece of paper. Then ask the participants to form groups of four (try to ensure there is an even amount of people in each group). 2. Ask each participant to write four words that come to mind when they hear the word “conflict”. 3. Ask them to them to share with one other person in their group, and together they have to take their eight words down to four words. 3. Then ask the two pairs to work together to bring the new set of words back down to four again. 3. Conduct debrief about the results, and how they felt doing the activity and having to come to a consensus. How did they come to an agreement? Ask participants if the discussion about conflict would have been different if it hadn’t been done in a group. <p><i>Option 2:</i> Alternatively you can start with Chairs exercise (See Instructions for Chair Exercise for more details)</p> <p><i>Instructions:</i></p> <ol style="list-style-type: none"> 1. The instructor prepares papers with 3 sets of instructions. 1) Put all chairs in a circle, 2) Put all chairs near the door, and 3) Put all chairs near the window. Each learner receives an instruction and is told not to share (or you can split participants into three groups and give each group instructions). 2. The purpose of the activity is to create conflict and observe how it is resolved. The instructor sets a time limit and says “go!” 3. Follow this with debrief. For example, ask participants: “Did you follow your instructions?”, “How did you relate to others who wanted to do something different than you? “Did you cooperate, argue, persuade, or give in?”, “If you confronted others, how did you do it?” 	PPT 2, Instructions for Chair Exercise
Lecture & Discussion	Conflict resolution (0:15)	Instructor introduces conflict resolution and how it applies to groups working in a team environment. The first step to being able to deal with conflicts objectively and impartially is to become aware of our own behavior. The next step is to capture and use the productive side of conflict. Conflicts are not always negative, they should be regarded as an	PPT 2

		<p>opportunity for participants to learn different perspectives and to get to know and feel more comfortable with their own behavior in a group.</p> <p><i>Tips for Success:</i> Pause at this point and ask participants. "How can conflict occur in the workplace?" Make a list together of possible conflicts that can arise. Keep this list for later in the session.</p>	
Lecture & Discussion	Types of Conflict, Consequences and Cause (0:30)	<p>Instructor explains the different types of conflicts, consequences and causes of conflict, relevant to the workplace environment. Use Types of Conflict in the Workplace.</p> <p><i>Tips for Success:</i> Instructor should use previous conversation to help highlight these points and provide examples.</p>	No PPT, Types of Conflict in the Workplace
Activity & Discussion	Activity D.2.2 Steps to Resolve Conflict (1:00)	<p>Ask participants to share in pairs a time they had a conflict and how they resolved it. After pair share ask for a few volunteers to provide some of their responses. Then ask participants, "What can lead to conflict?"</p> <p>Make a list. Then ask: "How can we solve conflict?" Make a list. Then, explain that there are some important steps that one can follow to resolve a conflict.</p> <p>Provide participants with scenario that will help them explore how to resolve conflicts in the workplace.</p> <p><i>Tips for Success:</i> Show the slide at the end of the scenario, thus using the Scenario Worksheet to highlight information in slides 3- 6</p>	PPT 3-6, Scenario Worksheet and Instruction
Activity	Activity D.2.3 Role Play (0:40)	<p><i>Purpose:</i> Obtain additional practice in applying steps of conflict resolution through practical experience.</p> <p><i>Instructions:</i> Now that participants have gone through the steps of conflict resolution. Select from the different possible scenarios and role plays and have them work through additional practice of applying conflict resolution process in the workplace.</p>	No PPT
Activity	Activity D.2.4 Conflict resolution (0:10)	<p><i>Purpose:</i> Group activity to learn more about conflict resolution.</p> <p><i>Instructions:</i> 1. Participants break into pairs. The instructor tells the group to talk simultaneously about any complaints, gripes, or concerns they may have about anything. 2. When an individual has run out of issues they say "grumble, grumble" until all participants are finished.</p> <p><i>Tips for Success:</i> Be sure to encourage participants to feel comfortable complaining, as such allow them to choose their partners. Alternatively, if the group does not feel comfortable in pairs, ask them to write down their list, and when they are finished they can ball-up their piece of paper and say "grumble, grumble" and toss it.</p>	PPT 7
Discussion	Conflict resolution (0:20)	<p>The instructor asks the group questions about the exercise. Things like, How did you feel during the exercise? How do you feel now? Did you feel you were being heard during the exercise? What are the benefits of this exercise? Did you hear any issue that merit further discussion? How do we fall into the "grumble, grumble" trap in our daily lives?</p>	PPT 8
Activity	Activity D.2.4 Teamwork and Conflict resolution (0:30)	<p>Ask participants to complete the handout on teamwork and conflict resolution. This worksheet can be done online or offline.</p>	PPT 9, Teamwork and Conflict Resolution

Resources and Worksheets

Instructions for Chair Exercise

Instructions

Cut the following instructions out before class, and provide each participant with one of the pieces of paper. You may choose to have more participants with one set of instructions than the other. Instructor may also change the instructions slightly based on the classroom setup and resources available. The objective of the activity is that the participants have conflicting instructions, which creates a conflict. The participants have to negotiate and resolve the conflict—or not.

Put all chairs in a circle.	Put all chairs near the door.	Put all chairs near the window.
Put all chairs in a circle.	Put all chairs near the door.	Put all chairs near the window.
Put all chairs in a circle.	Put all chairs near the door.	Put all chairs near the window.
Put all chairs in a circle.	Put all chairs near the door.	Put all chairs near the window.
Put all chairs in a circle.	Put all chairs near the door.	Put all chairs near the window.
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Put all chairs in a circle.	Put all chairs near the door.	Put all chairs near the window.
Put all chairs in a circle.	Put all chairs near the door.	Put all chairs near the window.
Put all chairs in a circle.	Put all chairs near the door.	Put all chairs near the window.

Debrief Questions

- What happened during the exercise? What did you observe?
- Was there a conflict? Did people work as teams? Explain more.
- How did you resolve the conflict? If not, what happened to prevent this?
- How did you relate to others who wanted to do something different than you? Did you cooperate, argue, persuade, or give in? If you confronted others, how did you do it?

Tips

- Let the participants work through the exercise, do not provide too much guidance
- In some instances, there may be a solution, depending on the classroom
- Make connections between teamwork and conflict (particularly if students have done D1)

Types of Conflicts in the Workplace

Interdependence Conflicts	<ul style="list-style-type: none">• A person depends on someone else for cooperation, output, or input
Differences in Style	<ul style="list-style-type: none">• People complete tasks and conduct work differently (some are task oriented, others are process based)
Differences in Background	<ul style="list-style-type: none">• Education, personal experience, ethnic heritage, gender
Differences in Leadership	<ul style="list-style-type: none">• Leaders have different styles and switching across leaders can create conflict
Differences in Personality	<ul style="list-style-type: none">• Every person as a distinct personality, which can lead to conflict

Scenario Worksheet and Instructions

Instructions

Ask participants to read through the following scenario and review the steps to resolve a conflict. Instructor may elect to change and adapt scenario to be more culturally relevant. Have participants work in groups of three to complete the worksheet, and at the end have them conduct a role play together based on the scenario.

Scenario

Mohammed and Sophie both work together. Sophie was hired a few months ago and Mohammed has been with the company for eight years.

Mohammed is a good worker, but he tends to wait until the last minute to complete work. Sophie like to stay ahead of her work and works constantly. Sophie complains that she feels she has to worry now about **Mohammed's work and her own. And, because they rely on each other to complete their work, Sophie is uncomfortable with waiting until the last minute, when they will be forced to collaborate.**

Because of the conflict, Mohammed **is missing more work and as a supervisor you suspect it's because he wants to avoid Sophie.**

Step 1: Recognize the Problem and Prepare for Resolution

What is the problem? Consider what are some possible solutions? Anticipate as many solutions as possible.



More Information for Scenario

Both Sophie and Mohammed want to perform well, but they have different working styles. Sophie is also new and wants to make a positive impression, and while Mohammed is very good, he could benefit from trying to do things slightly differently. In some ways, their differences could also make them a great team. Use this information to complete the next step.

Step 2: Clarify Facts and Understand

Be sure to clarify information, collect the facts and make sure you understand everything clearly.



Step 3: Propose solutions and reach agreement

After considering all the information, propose solutions, reach an agreement, and then create an action plan.



Role Play

Explain to participants that the supervisor has called a meeting with Mohammed and Sophie to resolve the conflict. Ask participants to assign roles and conduct a role play to resolve the conflict.

Debrief Questions

- What happened during the role play?
- What went well? What was challenging?
- What would you do to improve?
- Refer back to list of other workplace conflicts. Ask participants to discuss what they could do to resolve these?

Teamwork and Conflict Resolution

You have learned about teamwork and conflict resolution skills. You have learned how important the contribution and skills of each individual are to the success of the team.

Now you will reflect upon your own professional goals, and how the things you learned can impact your plans.

Type your answers in the designated boxes. Click on the box to type and expand.

1. How confident are you in your teamwork skills? Do you think you would be good at member of a team? Do you think you would enjoy a job that required a lot of teamwork?

2. How confident are you in your conflict resolution skills? Do you think you would be good at resolving conflicts that may arise within a team? What could you do to prevent issues from arising?

3. Think about your plans for the future, and the types of jobs you envision for yourself. How does teamwork and conflict resolution relate to your plans? What kinds of problems are you likely to encounter?

4. How has today's lesson impacted your career plans? Has anything changed?

Module D3 – Negotiation

Time: 4 Hours

Objectives

- Identify possible negotiating outcomes and list the stages of the negotiation process
- Understand and identify different behavioral styles and adapt if necessary
- Apply successful negotiation techniques by responding to case studies and participating in practical cases

Preparation

- Optional: Print necessary documents and worksheets

Schedule Outline

Type	Title (minutes)	Description	Materials
Lecture & Discussion	The Fundamentals of negotiation (00:30)	<p>Ask the question: Why do we negotiate?</p> <p>Note the outputs on the flip chart without discussing them (7 to 10 answers)</p> <p>Ask the participants to analyze the answers and draw common ground from all the negotiations: What is the common thread of all the negotiations?</p> <p>Help the group find the first definition of negotiation: Satisfy one's own needs with resources that the other has mastery.</p> <p>Synthesis: This definition makes it possible to distinguish three fundamental components of the negotiating situation:</p> <ul style="list-style-type: none"> • Each party has first of all the needs that underpin the negotiation. • Each also has resources, which it has the capacity to commit so that the other one is satisfied. • Finally, each has relational intentions <p>What both parties are looking for is a contract that expresses what everyone intends to implement in relation to the other.</p>	PPT 2
Activity	Activity D3.1 Develop definitions (needs, resources, relational intentions) (00:40)	<p>Ask participants to form pairs and explain the following scenario:</p> <p>They are brothers and sisters and they come home to find that there is only one orange they want both of them.</p> <p>In pairs, ask participants to negotiate how they will handle the situation.</p> <p>Summary: What happened? How did you decide? What strategies did you use?</p> <p>Now, give the participants this additional information:</p> <p>One of you wants orange to prepare a cake for your mom's birthday and the other wants to make juice.</p> <p>In pairs, again discuss and negotiate.</p> <p>Summary: What happened this time? How were the results different?</p>	PPT 3 Definitions and characteristics of needs, resources or relational intentions.

		<p>Note: There is a way to share the orange to meet the needs of both people: the orange peel can be used for the cake and the rest can be used for the juice.</p> <p>Now ask participants to form groups and consider needs, resources and intentions. Each group develops definitions of needs, resources or relational intentions. In a second step, each group presents its conclusions to the others. Provide definitions and characteristics of needs, resources or relational intentions.</p>	
Discussion	Reasons Negotiations Fail (00:20)	<p>Ask participants: Why do negotiations fail? Write the answer on the flip-chart. Show list and compare.</p> <p>Explain that preparing for negotiations is important and critical for success. Explain that 80% of a problem can be explored by examining the technical, legal, commercial, financial, political and socio-human aspects.</p> <p>Show participants the concept of "The Balance of Power" as a tool to prepare for a negotiation.</p> <ul style="list-style-type: none"> • In any negotiation you need to carefully consider where currently resides balance of power. • What items can you leverage? What can you give up? • What are the elements of power of the customer? What do they have, and what can they give up? • Make a list and evaluate the balance of power and what you need to do to change it. Ultimately you want to get to a desired state where both parties are happy. 	PPT 4
Activity	Activity D3.2 Negotiation Tactics (00:40)	<p><i>Purpose:</i> To have participants recognize negotiation tactics and provide participants with techniques to deal with various negotiation tactics.</p> <p><i>Instructions:</i></p> <ol style="list-style-type: none"> 1. You will read statements one by one. 2. After each one, you will ask the participants to identify from a grid, the correct label/name for the tactic used. 3. Then you'll ask the students to offer suggestions about what they can do to counter that tactic. 4. Try to keep a fairly quick pace through this activity, to promote students to think quickly as they would need to in negotiations. <p>The Power of Print → <i>"It says here in this internal memo that, "At that date all suppliers will be paid after 90 days. "</i> Counter with: Treat the words written in the same way that the statements made. Silence → "You ask for the sale and there is no response." Counter with: Be at ease with this silence. Look elsewhere or take notes in a natural way. Ask questions to prompt a response, "Are there any other concerns that you would like discuss before making your decision?" Higher Authority → <i>You spent a lot of time to presenting a product to a client who says, "I need to discuss this with my boss first."</i> Counter with: Always try to deal directly with the decision makers. If this is not possible, say as in the example, after you make sure that you have the commitment of your contact. Example: "You will recommend that the product will be placed in the shelf, yes?" Selective Memory → <i>You can have provided good services for years but have recently had a supply problem, a long-time customer focusses on the problem. Look at the big picture and bring in perspective. Example, "Yes, we recently had a problem that we satisfactorily resolved for you. It was the only time we had this kind of problem in the past five years? "</i></p>	PPT 5- 7

		<p>New Issue → <i>The negotiation has been concluded and you're ready to go when the customer says, "There's just one other thing, we opened a distribution center in Khouribga, we can have a free shipping there, right?"</i></p> <p>Counter with: If the request impacts on the profitability, explain the cost associated with free shipping. You may need to renegotiate. Try to remember to ask, "Is there something else you'll like to discuss before I draw up the agreement?).</p> <p>Better Offer → <i>"You're shipping prices are higher than your competitor's."</i></p> <p>Counter with: Do not be drawn into a discussion about your competitor. Take the opportunity to remind the customer of the value-added of your products and services.</p> <p>Attack → <i>"You should do your homework, there are other products out there that are better than yours."</i></p> <p>Counter with: Stay calm and do not become emotional. Know when attacks cross a line, you don't have to take it. You can always speak to your manager/supervisor for support if needed.</p> <p>False Deadline → <i>"I need your answer now. "</i></p> <p>Counter with: Never give your time to the other party and do not be put under pressure to make decisions on the spot.</p> <p>Assumptions → <i>"Of course you'll have this ready in two days, right?"</i></p> <p>Counter with: Don't allow the customer to assume without making agreed concessions. Be involved in writing agreements to eliminate unfair assumptions.</p> <p>The Noose → <i>"I'll give you another chance, don't disappoint me."</i></p> <p>Counter with: Ignore it and stand firm.</p> <p>Good Cop, Bad Cop → <i>"In a meeting, to purchase equipment, one rep says the price can't come down, while the manager agrees to throw in a free sample product."</i></p> <p>Counter with: The goal of this tactic is for you to think you were lucky to get what you did. Always remember what you want, and your goals, and be clear and firm. You could also turn the tables and point out the other sides' failure to make more progress.</p> <p>Fragmentation → <i>"All I'm asking for is a mere reduction of 5¢ per unit."</i></p> <p>Counter with: Explain the costs. On the surface, 5 cents has no impact on profitability, but if there are 24 units in a box and the customer buys 10,000, then we are really talking about \$12,000.</p> <p>Brick Wall → <i>"We've never done it this way."</i></p> <p>Counter with: Ask why, "Can I ask why your company has never tried doing it that way before?"</p> <p>Invent Problems → <i>"I was expecting the site plan to be in 3D, I'm not sure I can visualize."</i></p> <p>Counter with: Recognize and ignore if the problem is not real. If it's a real problem, then fix it.</p> <p>Colombo → <i>"Oh is that how the process works? I didn't realize it was so complicated."</i></p> <p>Counter with: Treat it as you would with the sharpest negotiator that you met. In new situations you may want to give the impression of a degree of naivety.</p> <p>The Dramatic! → <i>"You want to charge me HOW MUCH?!"</i></p> <p>Counter with: Recognize this tactic for what it is, ignore it, and stay on your position.</p>	
Activity	Activity D3.3 : Practice negotiation (1:00)	<p><i>Purpose:</i> Provide participants with an additional opportunity to use negotiation tactics</p> <p><i>Instructions:</i> Be sure to explain difference between purpose and objective. Provide participants will role play to work through the preparation for a negotiation. Then</p>	PPT 8-12 Role Play: The Tenant and the Owner

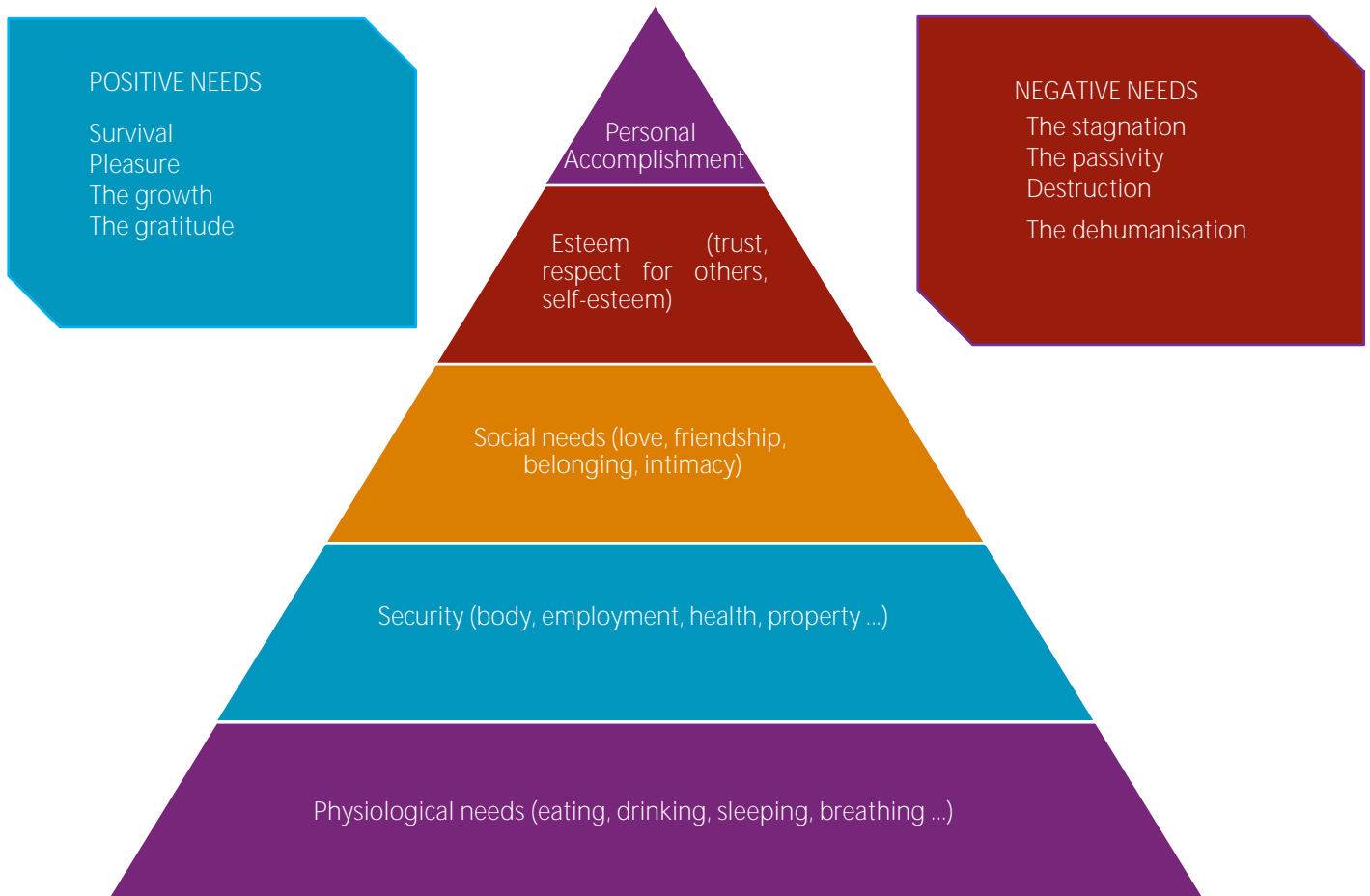
		have them conduct the negotiations. Conduct debrief on results and lessons learned.	
Discussion	Saying “No” to Unreasonable Requests and Discussion Skills (00:30)	<p>Quickly review some of these methods for saying “no” to unreasonable requests.</p> <p>Having difficult conversations is one of the hardest things new supervisors have to do.</p> <p>To make it easier, follow this three step approach: Prepare: Gather all facts, be clear about the goal, and be specific about required actions. Focus: Don’t get side-tracked, keep to the topic, and stay calm and rational. Follow up: Employees want to know their efforts are noticed and appreciated. Serious conversations should also be documented.</p> <p>If comfortable doing so, have student’s share some of their experiences. Did it go well, or not? Why.</p> <p>Ask the class to provide their ideas as to what can help them get better at handling difficult conversations. Write the answers on the flip chart.</p>	PPT 13-15
Activity	Activity D3.4 Discussion Skills Activity (00:20)	<p><i>Purpose:</i> To have participants practice having difficult conversations and to experience different ways to have difficult conversations for various situations.</p> <p><i>Instructions:</i> Have pairs of students come to the front of the class to role play each of the situations listed below. The person who is initiating the difficult conversation can refer the list of tactics on the flipchart (from the previous slide). Allow 1-2 minutes per situation.</p> <p>After they are done the conversation, have the class identify what went well, or provide other options that could have been used in the conversation. Six situations:</p> <ol style="list-style-type: none"> 1. You are managing an older person who is working as a technical writer. Despite your coaching, she is still struggling with using the basics of Microsoft Word and is creating a lot of rework, and taking up a lot of your time. How do you address her performance with her? 2. You’re the team lead at a company that is downsizing. You’ve been told you need to lay off a member of your team. How do you facilitate that conversation? 3. Despite the hard work and effort put in by your team, you realize that you are not going to make your deadline. You need to tell your manager. What do you say? 4. Two team members are constantly disagreeing with each other. It’s gotten to the point that they’re avoiding each other. It’s making you and the rest of the team uncomfortable. How do you discuss this with them? 5. You have learned that a colleague is deliberately overcharging on his travel expenses. He’s been bragging to you about how clever he is. You decide to speak to the Human Resource Manager at your company about it. How do you approach the subject? 6. You get an angry email from your client—she’s not satisfied with the quality of the work you’ve delivered. The worst part is, she’s not wrong. How do you approach that conversation? 	PPT 16

Resources and Worksheets

Definitions and characteristics of needs, resources and relational intentions

Needs

The basic needs of negotiation. There are positive needs and negative needs.



- One need often caches another.
- Beyond what is expressed during the negotiation are also the issues, i.e. what negotiation once completed will allow each party to do or to be.
- The issue of negotiation is:
 - What are the consequences for me if this negotiation fails?
 - In the end, is it important or not for me
- The importance of the issue determines the amount of energy to be used to achieve its objectives during the negotiation.

Resources

Resources are opportunities for action.

Types of Resources:

- Physical Abilities
- Money and time
- Material support
- Intellectual capacities: working powers, creativity, spirit of initiative ...
- Psychological skills: mastery of relational processes, leadership

Relational Intentions

Relational intentions value resources:

It is the relational project that one has with regard to the other:

- Get as much as possible by whatever means
- Build a relationship
- Be generous
- Prove that we are the strongest
- Do not get caught
- Trapping
- Make them feel I am the masters
- Saving furniture, limiting damage
- Be perceived as friendly no matter what happens
- Positive version: respect for others and for oneself
- Negative version: will to violence and manipulation

Role Play: The Tenant and the Owner

The Tenant

- You have recently been promoted by your company for a position in TANGER on the basis of a 2-year contract. As part of your contract, your company will pay your rent up to a maximum of 5,000 DH per month.
- You have found an apartment that looks ok, but the landlord asks for a rent of 6,000 DH per month. Any sum above DH 5,000 per month will be paid by you personally. But if you find a cheaper apartment you will receive the difference.
- From what you saw in similar apartments the rent seems exorbitant. In addition, you know that the demand for apartments has declined lately. You also noticed that the apartment needed to be repainted. The owner also wants to ask you 500 DH per month for a place of parking for your SUV.

Your goal is to get the best deal possible for you.

The Landlord

- You own several rental properties in TANGER. You had difficulty finding a tenant for one of your houses that has been vacant for a month.
- You put the apartment on the market at a rental price of 6,000 DH per month, plus DH 500 per month for car parking.
- The rent is a bit high compared to similar apartments but this one is well located with a beautiful view of the port. The last two tenants only occupied the house for 12 months each, and you know it is expensive to find a tenant each time.
- You hope to find a tenant who can commit to stay longer. You are concerned that the apartment is still unoccupied and does not earn you any income.

Your goal is to make the rental a very good deal for you.

Module D4 – Workplace Leadership

Time: 5 Hours

Objectives

- Gain an introductory level knowledge to key concepts around workplace leadership
- Explain key concepts connected to workplace leadership, such as organizing a team, team motivation, conflict resolution, taking initiative
- Use information in consideration for development of professional goals in the workplace

Preparation

- If applying online component be sure to have all logistics of computers and internet connection completed before class starts to ensure smooth transition between types of learning
- Optional: Print necessary documents and worksheets

Schedule Outline

Type	Title (minutes)	Description	Materials
Discussion	Defining Leadership (0:30)	<p>Before starting the discussion. Ask participants to share stories in pairs about a person they admire, and why they admire that person. After going through slides, ask if the person they shared about is also a leader. Ask participants to justify their responses through a discussion.</p> <p>Instructor leads participants through a discussion around leadership to introduce topic by using two stories.</p> <p>Ask the class to describe people who embody leadership to them (present or past, people they do or don't know). Why? What makes them great leaders? Ask the students to reflect upon what makes a bad leader.</p> <p>Read these two stories. Are both of these people leaders?</p> <p><i>Ali is a store owner. He assigns tasks to staff as he sees things that need to be done. He's always runs daily sales reports to see how the store is doing. He regularly checks inventory to restock when low, he wants to make sure they don't run out. Ali lets employees know when things aren't done properly.</i></p> <p><i>Yusuf is also a store owner. He has daily checklists to follow, to make sure the store is clean and all daily jobs get done. He assigns daily tasks to each employee so everyone shares in the responsibility. He follows up on the lists to make sure that tasks are being done. He holds monthly team meetings to generate sales ideas with team. He coaches team members in areas of weakness and also gets them to coach their peers in areas where they are strong. He provides positive feedback to the team when they do well. He is constantly on the lookout for new products to keep things fresh in the store. His ultimate goal is to open a second store.</i></p> <p>Answer: Ali is a manager. He effectively makes sure that things get done in his store to his standards. Yusuf is not only a manager, but he is a leader. He puts systems in place and allows his employees to take responsibility for their jobs. He also works at</p>	PPT 2 – 5, Leadership Styles Handout

		<p>developing his team, to involve them by listening to their ideas, and to help them be the best they can be.</p> <p>Review the differences between leadership and management qualities with the class. Refer back to Ali and Yusuf to demonstrate the points. They are both effectively doing their jobs of running their stores. But Ali is managing, whereas Yusuf is showing leadership.</p> <p>Be clear that you don't have to be a manager or supervisor in order to be a leader. You can be a leader in any job you have.</p> <p>Discuss types of leadership styles. See Leadership Styles Handout</p> <p>Ask participants to list what they think that leaders do. You can write the answers on a flip chart, or just listen to them. When participants are done giving answers, reveal the list.</p> <p><i>Tips for Success:</i> For the types of leadership styles, provide the descriptions and ask participants to self-identify before providing the details on the leadership styles.</p>	
Lecture & Discussion	Organizing a team (0:30)	<p>The instructor demonstrates how to build a leadership model by introducing goal oriented team organization and explaining how defined goals and objectives work as a guideline for the team and make it easier for the team to focus on the outcome.</p> <p><i>Tips for Success:</i> Provide a video that demonstrates a strong team. For example, a sport video or a band. Use this to lead into the discussion around what makes a strong team and thread into other talking points under this subject.</p> <p>Ask participants to list what they think makes a strong team. Make connections to D1, if appropriate.</p> <p>Strong teams:</p> <ul style="list-style-type: none"> • Share a common goal and vision • Have team members who work together, and not alone • Have team members who have a mix of different skills, characters, experiences, styles, and approaches. Teams with a healthy balance of skills collaborative more effectively, and have increased morale and job satisfaction. • Includes an respects a well-rounded collection of personality types <p>A successful team depends on its players, including its leaders! They also have a common direction.</p> <p>Discuss:</p> <p>Vision: Is sharing an image that captures the attention of others, toward an achievable future. You can have both personal and professional vision. Good leaders share their vision with their team. It describes what you want you and your team to achieve, and the way you want to achieve it. It's a map of where you want to be, and how you're going to get there, together.</p> <p>Share one of you own stories of leadership vision with the class to get things started.</p> <p>Ask the class to share times where they have demonstrated personal leadership vision (through school or community or family) or have witnessed positive leadership vision from others. Write down the responses on a flip chart.</p>	PPT 6 – 12 , Quick Notes

		<p>Engage in a discussion about how the vision was shared and what impact it had on others.</p> <p>Explain that having a shared vision is important. Businesses are started because of visions about what they could create, do, or change. A shared vision:</p> <ul style="list-style-type: none"> • Inspires new ideas and also affect change. • Empowers people to make a difference. • Encourages teams to problem solve. • Motivates people. <p>Explain that there are some general guidelines about creating vision:</p> <ul style="list-style-type: none"> • Write it down. Keep it brief and clear. It should include the destination, purpose, and values you want to achieve. • Celebrate uniqueness. What makes your vision different? • Involve people. • Inspire people by showing them how they are part of the bigger picture. People want to feel that what they do makes a difference. • Communicate, communicate, and communicate. Share your vision. • Give people the opportunity to shine, to show what they are capable of. <p>See Quick Notes on Organizing Team</p> <p><i>Tips for Success:</i> Provide participants with an example of a successful team or organization and ask them to analyze it from the perspective of vision and organization to make discussion more learning by doing.</p>	
Discussion & Activity	Activity D4.1 Motivating your team to be their best (0:30)	<p><i>Purpose:</i> To explore and understand how to best motivate teams in the workplace</p> <p><i>Instructions:</i></p> <ol style="list-style-type: none"> 1. Ask the class to break into groups of 4. 2. Each group will take 5-7 minutes to figure out how they would help motivate a team. 3. After 5-7 minutes, have the class come together to give their answers. Write the answers on a flipchart. 4. Read the following scenario to the class: <i>You're a new supervisor at a website development company. The owner is hoping you can help solve a problem happening in the Information Technology (IT) Department which has two Software Engineers.</i> <p><i>The main job of the IT Department is to maintain the company's network and to keep the software up-to-date. This involves minimal daily maintenance with upgrades planned periodically. Thus, the Engineers can focus most of their time developing custom software, an electronic photo library system.</i></p> <p><i>So far, they have been working on creating the software for roughly two years, which seems like a long time to you. They've finished the planning and design work. They are now doing coding development, with no end date planned. You suspect there isn't much motivation. They are well-paid with benefits, but you notice they watch the clock and don't put in a minute more than they are required to. They don't seem to take ownership of the project.</i></p> <ol style="list-style-type: none"> 5. In their groups, they are to answer the following questions: <ul style="list-style-type: none"> • Is this project worth saving? • Is it possible to motivate the team to complete the project with enthusiasm? • What would you do to motivate them? 	PPT 14 - 15

		<p>Ultimately a great way to help motivate a team is through building trust and respect. Here are some of the possible anticipated answers.</p> <ul style="list-style-type: none"> • Setting clear goals and timelines • Focusing on shared, not personal, goals • Setting realistic expectations • Trusting that your team members will do their part. And they depend on you to do the same. • Sharing knowledge • Being accessible to the team, helping to solve problems/barriers • Encouraging collaboration • Creating a pleasant atmosphere • Paying attention to the interests of the team (what do they like to do, what matters to them) • Showing empathy, giving the benefit of the doubt (i.e., if people are sick or have personal problems) • Being fair. When handing out tasks, giving feedback, or resolving conflict, do not play favourites. • When faced with challenges, dealing with the problems, or resolving crises, do so with professionalism and courage. • Participating, being available, but also being able to join in and do the work if help is needed • Asking questions • Listening actively • Taking initiative • Not blaming • Considering all points of view • Providing feedback • Giving advice and guidance to help people develop professionally. • Using failures to teach • Encouraging people to inform you of problems, questions, or ideas - and listen to them. • Rewarding good work with a ‘thank you’ for your hard work. <p>6. Invite the class to share their own personal experiences with positive (or negative) motivation throughout this discussion.</p>	
Lecture & Discussion	Basic managerial skills (0:15)	<p>Instructor introduces basic managerial skills that are required to become an effective leader and help define the leader’s responsibilities. See Quick Notes II. These skills include Managing yourself, Communicating effectively, Managing meetings, Delegating, Problem solving and decision making, Team building and goal setting, Mentoring and motivating, Providing constructive feedback, Addressing performance issues, and Conducting performance reviews.</p> <p><i>Tips for Success:</i> While working through the different skills elicit examples from participants or your own examples and stories to highlight the concepts. Some of these concepts can also be linked to other modules, if participants have received them.</p>	PPT 16 – 19, Quick Notes II
Discussion	Techniques for effective work delegation (0:30)	<p>Group discussion about techniques for effective work delegation. The instructor asks leading questions to see how many techniques the group can come up with. If needed the instructor will introduce other techniques that can be used.</p> <p>Ask the class the following questions: Why do you think some people don’t delegate? [Possible answers include:]</p> <ul style="list-style-type: none"> • It takes a lot of up-front planning and effort 	PPT 20 - 21

		<ul style="list-style-type: none"> • They feel they could do it better and faster (easier to do it yourself than explain) • Want control over the work • Maintain a false sense of power • A lack of trust in the ability of others <p>Is there ever a time when you shouldn't delegate? [Possible answers include:]</p> <ul style="list-style-type: none"> • When people don't have the expertise or skill to do the task • If you don't have enough time to delegate properly. • Task is too important (like hiring) • If there is no room for risk. <p>Think about your own experiences, have you ever worked with someone who was good at delegating work? Why was that? What techniques do they think could be made for delegating work? [Here are some general guidelines] Follow these six steps to delegate effectively:</p> <ol style="list-style-type: none"> 1. Explain the task, when it's due, and the desired result. 2. Determine the task is understood by asking questions. 3. Provide expectations of what's considered a good result. 4. Give authority to complete the task. 5. Provide support to ensure a successful result. 6. Check in to be sure everything is going as planned and provide feedback and recognition. <p>Share the list with the class and discuss as needed.</p> <p><i>Tips for Success:</i> Use stories and real life examples and use these to generate discussion around the "dos" and "don'ts" of delegation.</p>	
Activity	Activity D4.2 Conflict resolution as a leader (0:40)	<p><i>Purpose:</i> To get participants engaged in methods for resolving conflict and help participants gain experience in resolving conflict, and to internalize the challenges of resolving conflict for later discussion</p> <p><i>Instructions:</i></p> <ol style="list-style-type: none"> 1. Group activity to understand the intricacies of conflict resolution as a leader. Participants break into groups of 4 or 5. Each group is given a conflict scenario. (Conflict Resolution Activity Scenarios) 2. The members of the group take turns being the team leader and try to resolve the conflict. 	PPT 22 – 23, Conflict Resolution Activity Scenarios
Discussion	Conflict resolution as a leader (0:15)	<p>Instructor uses previous activity to review conflict resolution as a leader and explains the differences solving conflicts as a leader as opposed to being a member of the team. Use the previous activity to elicit the key points from the participants.</p> <p>Discuss the outcomes.</p> <ul style="list-style-type: none"> • Find out how many leaders were able to resolve the situation. • Ask what the hardest part was. • Did they feel emotion coming into it at all? • What strategies did they use to resolve the conflict? • Ask the people who played the employees, what strategies worked for them. What didn't? <p>Note the following: Working in teams, conflict is often unavoidable. But keep in mind that conflict isn't always a bad thing.</p>	PPT 24

		<ul style="list-style-type: none"> • Healthy and constructive conflict can build strong teams. • Understanding everyone's viewpoints is important. • How you handle conflict determines whether it works to your advantage, or weakens the team. <p>Learn to manage conflict. When you see conflict creeping into your team, address it immediately. Start by recognizing positive and negative behavior.</p> <p>Stay positive:</p> <ul style="list-style-type: none"> • Be in control of your emotions: frustration, anger, or sarcasm prevents cooperation. • Express yourself clearly and constructively—be direct, factual, and sincere. • Address conflict directly: face-to-face is the tried-and-true method for resolving conflicts. • Listen actively to show you care and are trying to understand. • Think positively and assume that your team means well. Removing negative thoughts lets you deal with the real issues. <p>Avoid negative behaviors:</p> <ul style="list-style-type: none"> • Finger pointing and blaming do not help you find a solution. • Insults and complaining don't encourage good teamwork. • Defensiveness and being stubborn builds barriers, making agreements difficult. • Avoiding issues and hoping they go away won't resolve anything. • Assuming the worst discourages productivity. 	
Discussion	Taking initiative (0:15)	<p>Group discussion about taking initiative and what the members of the group think it means. The results can be written down on a white board or flip chart.</p> <p>Discuss the following:</p> <p>Initiative is...</p> <ul style="list-style-type: none"> • The desire and ability to take action before someone asks you to do so. • Taking the first step. • Doing something without being prompted by others. <p>When you take initiative you'll...</p> <ul style="list-style-type: none"> • Stand out and be appreciated. • Improve relationships, promote teamwork, and contribute to organizational and personal success. • Help improve processes, save time, or increase quality. <p>Look for little ways to improve the workplace</p> <ul style="list-style-type: none"> • Cleanliness, efficiency, and great customer service are valued in every workplace. • Some workplaces have suggestion boxes or idea boards. • Actively participate in discussions and meetings. <p>What could you improve in your own job or life?</p> <ul style="list-style-type: none"> • Is there an easier way to do something? • Pay attention to recurring issues and try to get to the root of why it's happening. Is there a process that could be simplified? 	PPT 25
Lecture	Taking initiative (0:15)	<p>Instructor talks more about taking initiative and provides examples to show the group how taking initiative can have results in a workplace situation.</p> <p>Initiative is a very important characteristic because direct supervision is often not a feature of the modern workplace. Without initiative, procrastination and missed opportunities can become a real problem. Sometimes poor performance results and leads to loss of a job, without any second chances.</p>	PPT 26

		<p>Consider the salesperson who works out of a home office or the small business owner who works out of the house. If these people do not exercise initiative, there will probably not be anyone to say anything about it. As performance declines, however, the results will reflect what has been happening with the job.</p> <p>Ask students what they can do to start taking initiative.</p>	
Activity	Activity D4.4 Leadership Do's and Don'ts (0:15)	<p><i>Purpose:</i> Review key concepts around leadership covered in the session</p> <p><i>Instructions:</i> Ask participants to create lists of Do's and Don'ts of leadership based on today's discussions.</p>	PPT 27
Online Activity	Activity D4.5 Workplace Leadership (0:30)	<p>Online module provides information about Workplace Leadership (Supervisory Skills). Quizzes and interactions will validate immediate understanding and provide immediate feedback.</p> <p><i>Tips for Success:</i> Use the Blended Learning Guidance Worksheet. If there is not an online connection, you may skip this activity.</p>	PPT 28, Blended Learning Guidance Worksheet
Activity	Activity D4.6 Daily Learning Journal (0:15)	<p>Participants write in their daily learning journal about their professional goals. Participants can add their leadership strengths and weaknesses, and other information they have learned that will benefit them later in the workplace.</p> <p><i>Tips for Success:</i> This can be an activity they do on their own. If there is not internet connection, you can provide activity as a handout.</p>	PPT 28, Daily Learning Journal

Resources and Worksheets

Leadership Styles Handout

A leadership style is a leader's way of providing direction, implementing plans, and motivating people. There are many different leadership styles proposed by various authors that can be exhibited by leaders in the political, business or other fields. Here are five to consider:

Captain:

- As a Captain, team means everything to you. Just like a sports coach, they keep things running smoothly. When the team wins, they credit the players. If they lose, the coach takes the blame. **If someone drops the ball, they're there to catch it. If a last minute assignment comes in, they'll take it on. A captain's main goal is to run their team efficiently.**

Teacher:

- Teachers take employees under their wing and try to teach them everything they wished they knew when they started the job. They never think any question is stupid. Learning, even by making mistakes, is their goal. As a teacher, you want every employee to succeed.

Know-it-all:

- As the name implies, a know-it-all type supervisor knows everything. No matter what employees do, know-it-alls like to tell them how it could have been done better. They give vague instructions and expect your employees to figure it out. Know-it-alls prefer to have their employees think that they are the smartest person on the team.

Ghost:

- **The ghost is the supervisor you never see, they are never "available" but they are constantly emailing and calling to make sure everyone has plenty to do. Employees of ghost style supervisors either become independent or don't do much at all. The main goal of a ghost style supervisor is to get the work done without having to deal with people.**

Best friend:

- This type of supervisor treats their team like their best friends. They share details of their life and feel you should too. There are almost no personal boundaries for best friend style supervisors. Their main goal is to be liked by everyone.

Quick Notes

Slide 11:

Leaders have vision, but they also know how to build a good team. Leaders understand that teams with a healthy balance of skills collaborative more effectively, and have increased morale and job satisfaction. Take for example the story of Thomas Edison and the development of the lightbulb.

He pulled together a team that was made up of:

- Charles Batchelder a British machinist. He was valued for his versatility and his good mechanical sense. It was his nimble hands that threaded a carbon filament into a bulb.
- John Kruesi was a Swiss clockmaker and machinist. He **“understood work in the drafting room and could decipher one of Edison's sketches no matter how crude it was.”**
- Ludwig Boehm was a German glassblower. Boehm created the glass bulbs and removed air out of them.
- Francis Upton was a Princeton-trained mathematician and physicist, whose knowledge was fundamental to the development of the invention. Upton bought the instruments that led to a breakthrough insight on electric lighting.

On Oct. 22, 1879 this team of five men of four nationalities were successful in creating a bulb that burned 14 hours.

It was Edison's leadership that used their skills to turn his vision into real products.

Slide 12:

We all bring different skills, characters, experiences, styles, and approaches to teams. Effective teams have a well-rounded collection of personality types. Know your strengths, and embrace those that others have.

Review each skillset with the class. For each skill, ask for a show of hands if students feel they have that skill. If they do, ask students who have those skills if they can identify the strengths of that skillset. Also, if they know of ways in which each can be fostered. You can keep notes on the flipchart if you wish.

Leadership

Strengths:

- Delegating and letting go
- Strong communications skills, making sure everyone is heard
- Helping others find their strengths

Lead by:

- Having a clear vision and coaching (not bossing) everyone to success
- Keeping things on course
- Updating team on status and what needs to be done
- Motivating others

Collaboration

Strengths:

- Working for a common good
- Valuing group success over own accomplishments
- Settling team conflicts calmly

Collaborate by:

- Being eager to help
- Bringing everything together
- Being open to compromise

Knowledge & expertise

Strengths:

- Being a go-to person when team has questions
- Knowing the best resources to find answers

Bring knowledge and expertise by:

- Getting information necessary to complete tasks
- Determining any overlooked questions to prevent future problems

Organization & planning

Strengths:

- Self-motivated and a natural planner
- Organizing processes and providing guidance
- Meeting timelines

Organize and plan by:

- Loving lists, charts, and calendars
- Anticipating curveballs
- Improving processes, increasing team efficiency

Creativity

Strengths:

- **Delivering fresh ideas and solutions so the team's work stands out**
- A strong imagination
- Coming up with new ideas and approaches to problem solving

Be creative by:

- Thinking originally
- Challenging everyday norms
- Coming up with new approaches

Communication

Strengths:

- Sincerity, honesty, and transparency
- **Art of communication (not just by "talking") and the art of persuasion (keeping team members committed)**

Communicate by:

- **Sharing information with the team, keeping everyone "on the same page"**
- Not waiting until there is a problem before acknowledging it
- Providing proactive feedback

Quick Notes II

Slide 16:

Being a leader is more than just telling people what to do and when to do it. Leaders must communicate effectively, manage meetings, delegate, problem solve and make decisions. They Providing constructive feedback, conducting performance reviews, and addressing performance issues are also important tasks.

Ultimately though, leaders must be able to manage themselves first before they can effectively lead others!

- Budget your time:
 - Deal with interruptions by being organized, planning ahead, and delegating.
 - **Don't procrastinate.**
- Stay motivated:
 - Even under difficult conditions; stay focused on the goal and under control.
- Be assertive:
 - Act confident without being bossy by using your self-control. Develop your communication and negotiation skills to gain confidence.
- Share openly and willingly
 - Share what you know, your experiences, and ideas. Do this in and outside of meetings.
 - Give people the information and tools they need to get the job done and prevent surprises.
 - **Don't be afraid to point out problems.**
- Respect your team members
 - Listen to and respect the ideas of others.
 - Be positive when solving disagreements.
 - Be kind and understanding.
 - Help others when they need it.
- Solve problems
 - Be active in discussions to help find solutions.
 - **Deal with problems responsibly (don't dwell, blame, or avoid).**
 - Do what you say you are going to do to help solve problems. People are depending on you.
- Be flexible
 - **Accept change; don't complain when it happens.**
 - Be firm on your viewpoint, yet open to others.
 - **Be ready to give in a little; don't argue your points to death.**
- Stay positive
 - Try not to let things get you down, especially during tough times.
 - Your positive attitude will make people want to work with you.
 - **Complaining doesn't solve anything**—instead, put your energy into positive actions.

Effective leader is measured by the success of the team that they lead.

Slide 17:

As a leader you're responsible for **regular communication**. **This will help increase your team's** productivity and quality of work. Having effective communication skills is the best way to ensure you get the results you want. You need to create an environment of trust and open communication. If

employees don't feel they can talk to you, they'll find someone else to talk to. You don't want to be the last one to find out about a problem!

Ask the class to come up with good rules for communication. Write down their answers. Here are a few:

- Think about what you say before you speak.
- Select your main idea and avoid remote threads/tangents.
- **Know when not to speak, but to listen. Don't talk just to hear yourself talk.**
- **Say what you have to say, don't be dramatic or emotional.**
- Speak clearly, without hesitation. Try to avoid words like «if» «but» «probably» «I think» «well» «uh/umm» «as you know»
- Use language that your audience will understand.
- Avoid fidgeting or covering your mouth.
- Be mindful of your tone and body language. Do they match – is your messaging consistent?
- Ask questions, and rephrase what you think the other person is saying.

Explain that the rules can be divided into these groups:

Clear

- What is your purpose? Be clear about your goal or message.

Concise

- Stick to the point and keep it brief

Concrete

- Give details, but not too many.

Correct

- It fits your audience and is error-free.

Coherent

- **It's logical.** All points are connected and relevant to the main topic.

Complete

- The audience has everything they need to be informed and, if applicable, take action.

Considerate

- Friendly, open, and honest. There are no hidden insults or passive-aggressive tones.

Slide 18:

A large part of a supervisor's job is solving problems and making decisions. You need to learn how to get to the best solutions, instead of just reacting and getting stuck in a cycle of trying to solve the same situation over and over again. Follow this five step process to find the best solution to your problem.

Define the problem.

If you react before you understand the problem, you likely **won't find the best solution. Take the time** to write down a full description of the problem. Include what, where, how, when, with whom (not **who's the cause**), and **why, and any potential barriers (like lack of resources or budget)**. You also need to get input from others affected by the problem to get a complete picture.

Come up with solutions.

Brainstorm for solutions, and involve others when possible. Write down all the ideas; don't judge them at this stage.

Evaluate and pick the best.

Ask yourself:

- Which solution will work for the long term?
- Which solution is most realistic for now?
- Do you have the resources?
- Is the solution affordable?
- Do you have enough time?

Answering these questions will point you to the best solution.

Create and implement an action plan.

Create an action plan and carry it out. Include the steps required and the expected result. Monitor the implementation and make changes if necessary.

Evaluate and adjust as required.

Find out if the problem has been resolved, if not, start over again. Make note of any required changes **to processes or procedures to prevent this problem from happening again. It's also a good idea to** write a brief memo about the successful result and the lessons learned and send it out to your team.

Slide 19:

As a leader, you are likely to attend or even arrange meetings. An effective meeting is more having people meet at a particular time and place. For meetings to be effective, they require order and structure, otherwise they can waste time and accomplish nothing.

Create two columns on the flipchart.

Write "effective" at the top of one column, and **"ineffective"** at the top of the other.

Ask the students to give you some ideas as to what makes a good or poor meeting experience. Write the answers under the appropriate heading.

So what makes a meeting effective?

Explain that:

1. The meeting's objective is achieved.

2. It takes up a minimum amount of time.
3. Participants feel that it follows a reasonable process.

Some ways this can be done are:

- Obtain or create a written agenda in advance of the meeting.
- Look at the list of attendees.
- Come prepared.
- **Use a “Parking Lot” to accommodate off topic items, so if time permits you can go back to them later, or in another meeting.**
- Stay focussed on the important points.
- Keep track of time.
- Take notes.
- **Follow-up on the meeting and any action items. It’s a good idea to send out a summary of notes and next steps to all parties involved.**

Blended Learning Guidance Worksheet – Workplace Leadership

Topics Covered on this module

- Workplace Leadership Scenarios
 - Negotiating deadlines
 - Writing emails
 - Solving problems
 - Managing conflicts

Ways to use this module

- Promote independent study
- Practice pair and group work
- Review of concepts covered
- Combine above methods

Promote independent Study

If participants are able to connect online and there are enough computers, ask participants to go through the module independently. This can be a great opportunity to review concepts already covered during the session.

- It is important to circulate and ensure all participants are following the module
- Make yourself available to answer questions as they move through the module
- Consider determining stopping points and providing times for the sections

Welcome – 5 Minutes
 Help Get a Project Going – 25 Minutes
 Summary -5 Minutes

Practice Pair and Group Work

If you have internet connectivity and limited resources for the class, go through the module using a mixture of class discussion and pair work sharing resources.

- Review the module prior to the class
- Preview content for participants with questions
- Pause and have participants work in groups or pairs to explore the module

Opportunities for Teamwork

- Help Get a Project Going: Complete the responses to the questions as a group or in pairs.

Daily Learning Journal

Instructions

To be a leader at work, you don't necessarily have to be a manager or supervisor, you can lead people no matter what job you do. That's because leadership is all about:

- Organizing and motivating teams
- Having basic leadership skills like self-discipline and communication
- Taking initiative and delegating work
- Giving and receiving feedback
- Effectively managing conflict
- Having difficult discussions and negotiations

Take some time now to reflect on what you learned during the day and how it contributes to your personal learning goals

Type your answers in the designated boxes. Click on the box to type and expand.

1. What areas of leadership do you find the most interesting? Explain why.

2. What areas some leadership skills you would like to work on for your own professional development?

3. Describe what steps you will take to improve your leadership skills.

4. Describe what kind of leader you would like to be.

Module D5 – Workplace Skills & Practicum

Time: 6 Hours

Objectives

- Provide participants opportunity to observe and discuss real-life examples of the work environment
- Apply information from previous modules to individual presentations to express professional goals and action plans (D1 – D4)

Preparation

- This module can only be provided if participants have completed Modules D1-D4, or have otherwise demonstrated knowledge of content in Modules D1-D4.
- Optional: Print necessary documents and worksheets

Schedule Outline

Type	Title (minutes)	Description	Materials
Discussion	Putting it all Together (0:30)	Instructor and participants review concepts learned in previous days. <i>Tips for Success:</i> If this is being completed as a standalone, still review concepts to ensure common knowledge.	PPT 2
Practicum (offsite)	Activity D5.1 Work Environment Experience (1:00)	Participants have 1 hr time to conduct their work environment experience and write up their notes. <i>Tips for Success:</i> Conduct this activity as logistics and context are allowable and appropriate.	No PPT
Discussion	What was learned at the Work Environment Experience (0:30)	Instructor leads a group discussion about their experiences in the work environment.	PPT 3
Activity	Activity D5.2 Assignment: Finalizing professional goals and plans presentation (0:30)	Participants use this time to complete the Workplace Leadership Assignment, which they will use to put together a 5-minute presentation. Provide them time to finalize and practice their presentations. <i>Tips for Success:</i> If there is not internet access, provide as a handout.	PPT 4, Workplace Leadership Assignment
Practicum	Activity D5.3 Participant presentations (1:30)	Each learner makes a 5-minute presentation. The other class members take notes for a later discussion. The notes can include things like strengths and weaknesses or whether or not the goals seemed attainable and realistic (SMART).	PPT 5
Discussion	Instructor Feedback (1:30)	Instructor provides individual participants with feedback to improved or solidify their goals and the plans to meet them. Conduct in a one on one meeting. (Approx. 3 minutes per learner) <i>Tips for Success:</i> Complete feedback forms that can be provided to participants and/or be used as a guide during the one to one meetings.	PPT 6, Feedback Form
Discussion	Workplace Skills Question	The group discusses the day's experience, as well as the experiences of the past week. This is an open question and answer period where the instructor answers any final questions.	PPT 7

	& Answer (0:10)		
Lecture	Closing Summary & Next Steps (0:05)	The instructor summarizes all main teaching points, provides information about the next steps, thanks the class and offers well-wishes.	PPT 8

Resources and Worksheets

Workplace Leadership Assignment

Type your answers in the designated boxes; they will expand as you type.

Look at this list of leadership skills. Use it to help you create a list of the skills you have, and those you'd like to work on. **Type your skills in the appropriate column of the table.**

Self-motivation	Conflict resolution	Verbal communication	Strategic thinking
Confidence	Collaboration	Initiative	Resourceful
Optimism	Assertive	Logical thinking	Respectful
Responsible	Fair and open-minded	Vision	Team building
Give effective feedback	Goal setting	Meeting management	Technical abilities
Personable	Honest	Negotiation	Delegation
Ethical	Motivating others	Persuasive	People-focused
Coaching/teaching	Listening	Organization	Written communication
Time management	Problem solving	Results-oriented	Planning

Leadership Skills I Have	Leadership Skills I Want to Develop

List what leadership skills you have and what abilities you have that will inspire and motivate others. Describe how you will use your skills to approach leadership challenges, and also what weaknesses you need to be mindful of when leading.

My Leadership Skills	How I Motivate Others	How I Solve Problems	What Do I Need to Be Careful Of?

From the above, create a simple statement that describes you as a leader.

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Feedback Form

Instructions

Complete the following form for each participant. Participants can also complete for themselves, and this can be used to provide feedback. If participants need additional guidance on conducting presentations, please refer to resources in Course A4.

Skill	1 = Not Sufficient	2 = Somewhat Sufficient	3 = Sufficient	4 = Very Sufficient
Know your audience: Did you speak at the right level? Did you reach everyone? Did you keep their interest?				
Understand your environment: Did you speak loud enough? Did you use visuals? If so, could they be seen? Did you convey the correct feelings?				
Perceive clearly: Did you seek out information? Did you recognize other's differences? Were you open minded?				
Fulfill expectations: Did you find mutuality? Were you nonjudgmental? Were you honest and respectful?				
Would did you do well?				
What could you improve?				