

Training Manual

Essential Soft Skills
for
Non-Academic Staff
(Executive grades, Secretarial Staff,
Technical Staff
and
Clerical Grades)

Compiled by

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Essential Soft Skills

for

Non-Academic Staff

B.M.K. Perera

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Commissioned Resource Persons

Dr BMK Perera ,
Director, Career Guidance and Counselling Unit
University of Peradeniya, Sri Lanka

All inquiries and correspondence should be addressed to

The Secretary
University Grants Commission
20, Ward Place
Colombo 7
Telephone: 011 2694093
Fax: 011 2688045
E-mail: secretary@ugc.ac.lk

Project Director
Higher Education for the Twenty First Century (HETC) Project
Ministry of Higher Education
23/135, Diyawanna Gardens, Chandra Silva Mawatha, Nugegoda, Sri Lanka
Tele: 011 2814279
Fax: 011 2814283
E-mail: ppdu@hetc.lk

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Preface

Human Resource Development of the University System is one of the statutory responsibilities of the University Grants Commission (UGC) and also a key component of the Higher Education for the Twenty First Century (HETC) Project (2011-2016), the second phase of World Bank assistance provided for higher education sector in Sri Lanka. The UGC being the apex body of the university system bears the responsibility of providing opportunities for growth and career development to as many as possible through in-service training. In-service training for all categories of staff is vitally important not only to impart specific knowledge and skills required to perform in the employee's assigned tasks but also to promote right attitudes and behavioral attributes such as allegiance, commitment, initiative, compliance with codes of practices and ethics, which are indispensable elements required for improving the productivity of employees and that of the entire system.

In executing its mandatory role, the UGC has established Staff Development Centers through the Commission Circulars No. 820 of 20th February 2003 and expanded and strengthened the role of SDCs through the UGC Circular 937 of 10th November 2010. The UGC is providing additional funds beginning from 2011 for improving physical and human resources and expanding the scope of continuing education programmes. This initiative has been assisted by the WB-HETC Project (2011-2015) commencing from 2011. The -HRD-ST sub-project under the direction of the Standing Committee on Staff Development of the UGC has developed a comprehensive programme aimed at human resources development of universities, covering academic and other staff (i.e. senior administrative staff, executive staff, technical staff, non-academic support staff, etc.).

The aim of the UGC-HETC joint endeavor is to design and develop a series of Training Programmes and Manuals on diverse topics relevant to the staff of higher management, academic, executive and non-academic categories. The Training programmes and manuals are developed by the identified resource persons in close liaison and consultation with Professor Harischandra Abeygunawardena, Chairman of the Standing Committee on Staff Development of the UGC and Professor Lalith Munasinghe, Consultant of the HETC Project. All manuals are approved by the UGC for the use in the Staff Development Centers of all Universities.

This **Training Manual on Essential Soft Skills for Non-Academic Staff (Executive grades , Secretarial Staff, Technical Staff and Clerical Grades) (CPD/Academic/03)** was developed by Dr. B.M.K.Perera, University of Peradeniya as a commissioned assignment and would provide details of the prescribed training course. He will also act as training guides for prospective trainers of all universities.

Professor Gamini Samaranayake
Chairman
University Grants Commission
No. 20, Ward Place
Colombo 7

Professor L. L. Ratnayake
Project Director
HETC Project
23/135, Chandra Silva Mawatha
Nugegoda

29th May 2012

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HOW TO USE THIS MANUAL

This training manual covers the important topic of ‘soft skills development’ in a university setting. All types of organizations now talk about soft skills development as a means of enhancing personal and organizational effectiveness and efficiency. Private sector places considerable emphasis on soft skills development especially for maximizing customer satisfaction. The government and semi-government organizations, however, have only recently started to realize that it is important to develop a variety of ‘people skills’ for organizational success. The fact that you are reading this manual indicates that you too are interested in sharpening your soft skills or that of others.

First, let’s differentiate between the two terms viz. ‘soft skills’ and ‘hard skills’. Hard skills refer to technical or administrative procedures which enable a person to perform a job of work relevant to the core business of the organization. These skills are often taught or imparted in training programs. Thus, hard skills enable a person to do a job of work in a given field, and their level will show the ‘level of expertise’ of a person in being able to attend to a specialized task successfully. Usually, hard skills are easily observable, measured and evaluated in a work setting. Further, hard skills need to be frequently updated as some hard skills may become redundant with the change of technology or transfer of a person from one unit to another, as is the case of a lateral or upward career change.

In contrast, ‘soft skills’ also called ‘people skills’ are not easily quantifiable or measurable. Often, these are ‘everyday skills’ concerning dealing with customers, communicating with various stakeholders, giving and receiving feedback, resolving conflicts, team work, etc. Most soft skills are interpersonal skills which can be transferred from one job to another. Therefore, they are also referred to as transferrable skills. Even a short list of soft skills will contain well over 50 different subsets of skills. For example, the ability to influence others’ perspective, make appropriate decisions, resolve conflicts without disrupting office life, communicate ideas to others effectively, work as a team member and manage resources effectively can make difference between a productive employee and one who is despised and rejected by others at work. If you are planning to use this manual to impart soft skills to others, the biggest payoff is that you will benefit tremendously by the improved quality of your own life. So, good luck to you!

This manual is organized under five modules each of which contain a few subsets of soft skills. These skill subsets were purposively selected assuming that they are critical to enhancing job performance and ensuring individual satisfaction in a university setting. It is recognized that all of the soft skills given in this manual may not be taught/ trained in a few training sessions or in a half day session. You could initially browse the manual and then select items of your choice for in-depth study, depending on own perceptions concerning the importance of a given subset of soft skills to your university or work environment.

Each module is dealt with by subdividing it into several lessons. Each lesson spells out aims and objectives, learning outcomes, material resources, method of delivery and discussion

points. Case studies, scenarios, role plays, exercises and activities have been developed to impart certain soft skills while focusing on bringing about lasting attitude change. Discussion points have been developed to make the trainer focus on topics and issues to be dealt with in a training session. The discussion points may also be included in a summary.

The role plays or exercises given in the manual may be modified to suit situations in your own organization and its demands for a particular soft skill. It is understood that not all soft skills given in the manual would be equally important to an organization. Hence, you may skip some soft skills/ exercises and select others of greater relevance and even add exercises and scenarios of your own to emphasize a point. Adults usually try to relate their accumulated work experience to what is being taught in a training session. Hence, examples which are applicable to given situation greatly enhance changing of attitudes. When dealing with adults, make them do some hard thinking: do not try to cram in new information like it is done in schools. Work group related activities, role plays and open forum discussions can go a long way in changing peoples' attitudes.

It is important for the trainer to have a good team to support the conduct of the training sessions. A well organized auditorium with adequate ventilation and lighting is essential for conducting the training. Preferably, the room should have a clean tiled floor. This would make it pleasant for teams to do group work which involves preparing flipchart-based presentation materials. The supporting team should look after the organizational arrangements and see that the necessary equipment is in good working order. Handouts related to training and case studies should be proof read carefully and prepared in advance with a few handouts in excess of the number of participants.

Lectures are conducted to impart theoretical knowledge but much of the activities must be conducted using workshop methodology. Always plan ahead so that lectures are interspersed with activities where participants will engage in group work or presentations. Long-winded discourses should be avoided at all costs.

Do not expect all participants to show a high level of enthusiasm in a training session. Some might even make you uncomfortable with hostile actions or derogatory comments. Always keep your calm and never allow participants to ruffle your feathers. It is important for you to refrain from making putdowns even if the temptation is high, when someone provokes you. If there is disagreement and an argument occurs between participants never take a side or support your favourite trainee. If you want to have a suitable training environment, you may establish ground rules for the workshop on the first day itself. But it is important that you do it using a participatory approach.

Conducting workshops directed at changing peoples' attitudes is a science and an art. This manual gives you salient aspects related to the science of doing it: it is up to you to perfect the art.



Trainer skills for developing soft skills

1. Build positive behaviors

Use positive reinforcement as much as possible. Consider the behavior of each trainee individually. Peoples' behaviors often reflect their values and associated thoughts. Some people may have attitudes towards resisting new behaviors. Of the many behaviors, find an important behavior to reinforce. Then, look for even small changes in the behavior you wanted to reinforce. You can notice this change in an approving way either in words, looks, or commendations. Use genuine complements to encourage the participants, whenever possible.

2. Make use of all opportunities to 'catch your trainees doing the right thing'.

Check whether your praise is working. Some people are not very comfortable with praise, especially if they have had little or no praise in their day-to-day lives. May be they do not believe you if you praise them. In either case, look for behavior change and if the positive reinforcement is not working try to go for 'melting' of attitudes.

3. Complements should be believable

The best way to make praise believable is to make it specific. Describe how the trainee could make things better.

"I liked the way you" These sentence structures are a very good opening for making specific praise.

4. Be a trainer, a coach as well as a mentor

A trainer is expected to teach some skills, give some knowledge or improve some attitudes.

A coach is expected to ensure that the learner develops certain Attitudes, Skills and Knowledge in a more structured manner. The coach has to go from one step to another in imparting skills or knowledge. Always go from simple to more complex behaviors. Start with what is more natural to the trainee's world

before explaining something complex and strange. Your world, experience and the background may be far removed from that of the trainee. Use examples that the he or she can understand. Monitor the trainee's progress together with him/her. Remember that different persons may have to be taken to the next level at a different pace. A slow learner may not necessarily be a stupid one. For example, teachers at school thought that Albert Einstein was below average!

Be a mentor, as others will use you as a role model. Set an example! Be good from the inside out.

5. **Be culturally sensitive**

Respect the trainee's cultural, ethnic, religious background and never use remarks which undermine these sensitivities.

6. **Establish training session norms at the outset**

You can get your trainees to **participate** in setting these norms. Respect established norms and see that others respect them too. If there is a deviation from normative behavior, take immediate steps to restore agreed upon norms.

7. **Never take sides in a conflict or argument**

See that there are no biases. Having favorites can lead to disaster. Don't let the sex, beauty or intelligence make you give preferential treatment to some trainees while neglecting the needs of the others. Remember that no two persons are the same! Each person, being unique, deserves respect. Never say or do things that might reflect badly on the self-esteem of a person.

8. **Take the trainees from a lower level to a higher one in a step by step fashion**

- a. **Self-mastery** – Let your trainees acquire skills by doing. Learning by doing is practical and appeals to multiple senses. Guide them in the right direction. Show what was done correctly and indicate where they had failed
- b. **Vicarious learning** –Make them see that others are doing it. Make them observe how others are doing it and use the observations to correct what they themselves are doing.
- c. **Use verbal encouragement.** Promote goodness. Congratulate, complement, and praise good behavior or attitudes or work.
- d. **See that arousal occurs.** You can inspire! The arousal happens in the trainee at his/her own pace

Dealing with resistance, non-standard behavior or defiance

1. If someone makes a remark that some bad or unacceptable behavior is good intentionally, the trainer should not get irritated.

Ask open-ended questions inviting reflection or an opportunity to explore their own thinking.

You may ask, 'Could you be more specific please?'

I'd like you to explain why you think so!'

Can we find out if there are other ways to solve this problem?'

2. Go for active listening
 - Don't let your mind distract you from taking in a message. If several people start to talk at the same time, the person who posed the question may feel that he/she was not listened to.
 - Suspend your judgment: don't jump to conclusions
 - Repeat the question using your own words (This is called paraphrasing). E.g. The trainee says; 'All these theories are utter nonsense!' To take the edge away from the question, you can say 'You wanted to say that there's disagreement concerning the applicability of these theories in a practical setting?'
 - Do not interrupt a question. Wait until you have heard the opinion expressed completely. Be responsible for taking in and understanding the complete message.

Be aware of blockers of communication:

- Accusing
 - Criticizing
 - Blaming
 - Making a person look small
 - Disregarding or distracting
 - Judging
 - Moralizing
 - Sympathizing
 - Rejecting ideas out of hand
 - Unsuitable non-verbal behaviors
 - Expression of strong negative emotions such as outbursts of anger
3. Recognize your own limits. If a trainee's behavior is causing you to lose your temper, take time out and reflect. Resume training when you have managed to restore your mental balance.
 4. Feedback is sometimes best served alone and not in front of others
 5. Always stay calm and clear. Take time out if you want to regain your composure. If you really get angry, tell them what made you angry without making nasty comments about the person who made you angry. Share your feelings and emotions. That will make you more human and understandable.

The biggest challenge to the trainer would be that he/ she is dealing with an adult learner. To be an effective instructor, you have to understand how adults learn best. Compared to children and teens, adults have special needs and requirements as learners. The field of adult learning was pioneered by Malcom Knowles. He identified the following characteristics of adult learners:

- **Adults are *autonomous and self-directed*.** They need to be free to direct themselves. The trainer should serve as a facilitator, guiding participants to their own knowledge rather than try to cram new knowledge into them. The trainer must show participants how the class will help them reach their own goals.

- Adults have accumulated a foundation of *life experiences and knowledge* that may include work-related activities, family responsibilities, and previous education. They need to connect the current learning to this knowledge/experience base. To help them do so, they should draw out participants' experience and knowledge which is relevant to the topic.
- Adults are *goal-oriented*. Upon enrolling in a course, they usually know what goal they want to attain. They, therefore, appreciate an educational program that is organized and has clearly defined elements. Instructors must show participants how a training session will help them attain their goals.
- Adults are *relevancy-oriented*. They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. Therefore, instructors must identify objectives for adult participants before a session begins. This means, also, that theories and concepts must be related to a setting familiar to participants. This need can be fulfilled by letting participants choose projects that reflect their own interests.
- Adults are *practical*, focusing on the aspects of a lesson most useful to them in their work. They may not be interested in knowledge for its own sake. Instructors must tell participants explicitly how the lesson will be useful to them on the job.
- As do all learners, adults need to be shown *respect*. Instructors must acknowledge the wealth of experiences that adult participants bring to the training session. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.

Motivating the Adult Learner

Another aspect of adult learning is motivation. At least six factors serve as sources of motivation for adult learning:

- **Social relationships:** to make new friends, to meet a need for associations and friendships.
- **External expectations:** to comply with instructions from someone else; to fulfill the expectations or recommendations of someone with formal authority.
- **Social welfare:** to improve ability to serve mankind, prepare for service to the community, and improve the ability to participate in community work.
- **Personal advancement:** to achieve higher status in a job, secure professional advancement, and stay abreast of competitors.
- **Escape/Stimulation:** to relieve boredom, provide a break in the routine of home or work, and provide a contrast to other exacting details of life.
- **Cognitive interest:** to learn for the sake of learning, seek knowledge for its own sake, and to satisfy an inquiring mind.

1. Title	Development of Training Programme and Manual for Soft Skills enhancement for University Non-Academic Staff
2. Synopsis	<p>Non-academic staff of state universities perform a variety of functions which require the use of soft skills, as they are expected to deal with diverse clientele. Soft skills are non-technical skills, abilities, and traits required to function in a specific employment environment. Soft skills are necessary to work effectively as a member of a team, to learn or acquire the technical skills necessary to perform a task, to inspire the confidence of various stakeholders and to understand and adapt to the cultural norms of the workplace.</p> <p>Important components in soft skills inventories include skills in communication, interpersonal relationships, problem-solving, and conflict management along with personal qualities such as ethical behaviour, self-esteem and motivation all of which are vital for enhancing workforce productivity.</p>
3. Target Group	Executive Grades, Secretarial Staff, Technical Staff and Clerical Grades
4. Prerequisites and Co-requisites	The envisaged training is a conducted off-the-job and should be granted duty leave for this purpose
5. Aims and Objectives	<ul style="list-style-type: none"> • The trainee will understand the role of soft skills in dealings with others at work and how such skills can enhance workplace productivity • The trainee will determine gaps in soft skills applicable to oneself through activities promoting self-awareness and team work and strive to address identified problem behaviors
6. Learning Outcomes	The trainee will: <ul style="list-style-type: none"> • Understand theories and concepts relevant to soft skills and their development

	<ul style="list-style-type: none"> • Be able to relate to and use such skills in his/her workplace for healthy interpersonal relationship development
7. Syllabus	<p>Soft skills covered in the training programme fall into the following four broad categories:</p> <ul style="list-style-type: none"> • Personal Qualities and Work Ethic: personal qualities important to job performance include personality dimensions important to job performance, self-esteem, core self-evaluation, personal values, self-management, responsibility, and motivation. • Problem Solving and Conflict Resolution Skills: these skills involve the identification of problems or sources of conflict and the formulation and evaluation of alternative solutions by weighing risks and benefits. • Communication Skills: communication skills include the ability to communicate well orally (telephone, make presentations) and in writing (memos, letters and emails), listen well, give and understand instructions, and communicate in ways appropriate to the situation and audience. • Interpersonal and Teamwork Skills: interpersonal and teamwork skills are those needed to collaborate with others, to participate as a member of a team, and to develop synergy in group or tem work.
8. Assessment Strategy	<p>The training will include workbook type activities designed to create self-awareness and exploration, presentations, role plays, group and individual discussions and instructor talking points.</p> <p>Instructors may improvise as the situation demands by adding or modifying activities given here. Reflective diaries would be used to assess individual development and understanding of a particular theme.</p> <p>Individual assignments would be used to evaluate the understanding of a given set of soft skills, needed for development in a given university setting and determining steps taken to move in the right direction.</p>

1. Module Title	Positive attitudes and behaviours
2. Module Summary	The module covers several aspects related to performance at work and job satisfaction. The aspects covered will include the role of positive attitudes towards work, personality dimensions essential for success at work and the role of self-motivation and initiative shown at work in achieving personal and organizational objective
3. Prerequisites and Co-requisites	Workbooks, demy paper, Bristol paper, marker pens, blu-tack, name tags, scenarios for the case study multiplied in required numbers
4. Module designation	
5. Module Aims and Objectives	<ul style="list-style-type: none"> • To develop an understanding of the concepts of attitudes, norms, values and organizational commitment and link these aspects to job related attitudes and values • To understand personality dimensions important for effective and efficient work • To understand and develop motivated behavior at work
6. Learning Outcomes	<ul style="list-style-type: none"> • The participant understands that all workplace behaviors stem from attitudes which in turn are based on underlying belief systems • The participant will understand the role of values and attitudes identifies areas for further improvement
7. Assessment Strategy	<p>The training will include workbook type activities designed to create self-awareness and exploration, presentations, role plays, group and individual discussions and instructor talking points.</p> <p>Entries made by trainees in their reflective diaries would be used to assess individual development and understanding of a particular theme.</p> <p>Individual presentations and group discussions would be used to evaluate the understanding of the soft skills relating to attitude development and behaviors.</p>
8. Syllabus	1. Concepts of values, norms and attitudes

	<ol style="list-style-type: none"> 2. Ethical behavior at work 3. Core personal values 4. Personality dimensions essential for success at work 5. Taking directions and accepting criticisms at work 6. Self-motivation and showing initiative
<p>9. Bibliography</p>	<ol style="list-style-type: none"> 1. Robbins SP and Judge TA. Organizational behavior. 13th edition. PHI Learning Pvt. Ltd. New Delhi. 2008 2. Davies P. Personal power. How to achieve influence and success in your professional life. Pratkus. London. UK. 1991 3. Wallace HR and LN Masters. Personal development. 9th Edition. Thomson Asia Pte. Ltd. 2001

Module 1: Lesson 1: Understanding positive attitudes towards work

1. Aim and Objectives

- To develop an understanding of the concepts of attitudes, norms, values and organizational commitment
- To understand the link between attitudes, values and job satisfaction.
- To learn how to make decisions when values come into conflict.

2. Learning Outcomes

Trainee understands;

- That all workplace attitudes are based on underlying belief systems and affect component of attitudes not visible on the surface as behaviors
- the differences between a full value and a partial value
- identifies appropriate attitude changes needed in the university system

3. Learning Material/Resources

- Case study write-up with a listing of talking points

4. Method of Delivery & Activities

- Lecture outlining the concepts of values, norms and attitudes
- Case study followed by discussion, structured along talking points presented by the instructor
- Stated actions of participants will be discussed in terms personal values systems

Exercise 1.1: Ethical behavior on the Job

Objectives: To understand how one's values affect behavior and interpersonal interactions in the workplace.

To learn how to make decisions when values come into conflict.

Directions: Distribute Case 1. Read the scenario, or request a volunteer to read it aloud. Follow with open-ended discussion questions.

Scenario: You are compiling a progress report for your unit. The resource availability for your unit will depend on this report being able to convince the top management of your organization's efficiency. Your supervisor has prepared the draft and you are expected to do the word processing. You notice very clear discrepancies in the data presented and the actual performance for the year in question. You bring it to the notice of the supervisor. He smiles and winks at you and says that it is what everybody does in the system. He says that a little white lie shouldn't be a problem. Your supervisor is a nice person and you like your job. Increased flow of funds is definitely going to help your section work better. What would you do?

- **Talking points to introduce the scenario:**

- i. Values play a key role in establishing and maintaining our identity.
- ii. We generally go about our day-to-day business without thinking too consciously about our values.
- iii. However, we do become aware of our values when another person or others' actions challenge the values.
- iv. This exercise is designed to stimulate discussion about how you would or should respond to a request that challenges your personal values.

- v. **Instructor may wish to open the discussion with the following questions:**

- vi. How would you respond? Will you do as your supervisor has requested or go against his/her request?
- vii. What, if any, are the legal implications? Would this affect your response?
- viii. If your supervisor told you that there were no legal implications, would you still do as requested?
- ix. What would you do if your supervisor told you that you have to do as he told or else face undesirable consequences?
- x. Would you consider 'whistle-blowing' as an option?

After listening to the discussion, the instructor takes note of the general consensus. If the response is to say 'no' to the writing of incorrect data in the progress report how would the participants tackle the issue? If this is the case, the instructor may wish to engage in a discussion on proper ways to say 'no'.

- Understand that you have a right to say 'No', but need do it in a positive way.
- Show ways to draw funds for your unit in other ethically correct ways
- Review the situation before you decide what to do
- Indicate how it might backfire and cause problems to your supervisor (Show legal implications)
- Say no politely but firmly, explaining why you have made the decision.
- Offer alternatives

Exercise 1.2 Understanding how values shape our interpersonal behaviors

Objectives: To understand how your values affect your interpersonal relationships. To identify appropriate responses to challenging workplace situations.

Directions: Distribute Exercise 1.2 to participants. Walk through the Talking Points below. Read the scenario aloud and ask the class to follow along. Follow with the open discussion questions.

Scenario: You are working for a supervisor who is a very obnoxious person in his mid forties. He is well known in circles as a man who makes sexual advances to beautiful young ladies coming to the section. A young lady in your section has turned down his sexual advances and is now being penalized in various ways by the boss. You have seen this girl in tears in the wash room on several occasions. He has graded her poorly in her performance appraisal and comments very badly about her in her absence. He is also very rude to her and uses putdowns at all times. You know that the allegations this person makes are wrong and unfair. The supervisor occupies a privileged position in the system and is not a good enemy to make. What would you do?

- **Talking points to introduce the scenario:**
 - This is linked with workplace behaviors which cause cognitive dissonance or discomfort in having to do what you do.
 - Would you feel comfortable in becoming a passive observer who is helpless to do anything to correct an undesirable situation?
 - How would you relate to your supervisor with the knowledge you have of him and his vindictive activities?
- **Instructor may wish to open the discussion with the following questions:**
 - How would you handle the situation?
 - What if the individual was a peer instead of your supervisor? Would that affect how you responded? Should it? What if it was a subordinate?
 - How might this affect your relationship with this person?
 - Would you turn a blind eye as you personally have no problems with your supervisor?

Exercise 1.3 Identifying our core values

Objectives: To understand how your values shape the way you evaluate others

Directions: **The trainer asks the participants to do the following:**

- Take a sheet of A4 paper and divide it into two columns by drawing a vertical line in the middle.
 - Think of a person well known to the participant
 - On the left hand column list characters the participant appreciates in this person (give 5 minutes)
 - On the right hand column, list characters the participant dislikes or even hates in this person (give 5 minutes)
 - Do the same with three other persons who are well known to the participant without repeating characteristics
 - The trainer then asks randomly selected participants to read out what they have written
- **Discussion points:**
 - Do the participants all have the same characters in their lists? The answer will be ‘No’. Ask them ‘Why?’ The answer will be that they have chosen different people for the exercise.
 - The trainer states the punch-line ‘You didn’t write about another person but yourself! You have disclosed your core value systems.’
 - Participants are made to understand how our core values shape the way we evaluate, judge or criticize others around us.

- **Instructor talking points:**
 - While values remain consistent, people show different behaviors based on evaluation of a situation.
 - Values make up your character and personality.
 - When in a work situation, you may be asked to do something that conflicts with your values. It is important to understand what your values are so that you can make appropriate decisions.
 - It is important to say ‘No’ positively.

Louis Rath's work on values emphasized the importance of focusing on the "process of valuing" considering that values are conscious choices which people make. A partial value becomes a full value with each step from 1 to 7 given below:

1. Are you proud of your value - do you prize and cherish it?
2. Have you publicly affirmed your position - do you stand up for it when and where it matters?
3. In choosing your position have you thoughtfully considered many alternatives?
4. Have you evaluated the pros, cons and consequences before choosing your position?
5. Have you chosen your value freely - without duress or pressure from people or situation?
6. Have you done anything about your values i.e. taken action to live or implement your values?
7. Have you acted with repetition pattern and consistency on this value?

- **Instructor should end the discussion by summarizing the key lessons learned and entertaining any last questions.**

Module 1: Lesson two: Understanding personality dimensions essential for success at work

1.2.1 Aims and Objectives

- To develop an understanding of the key five factors determining success at work
- To become aware of dysfunctional personality factors and discard them and adopt new behaviors and thinking in their place.

1.2.2 Learning Outcomes

Trainee understands;

- That personality factors play a key role job performance
- Personality factors determine how people interact and respond to others at work

1.2.3 Learning Material/Resources

- Big Five dimensions of Personality questionnaire (available online <http://www.outofservice.com/bigfive/>)

1.2.4 Method of Delivery & Activities

- a. Lecture/ presentation outlining the concepts of Big Five personality factors developed by Paul Costa and Robert McCrae

The Big Five are five broad factors (dimensions) of personality traits. They are:

- **Extraversion** (sometimes called Surgency). The broad dimension of Extraversion encompasses such traits as talkative, energetic, and assertive.
 - **Agreeableness**. Includes traits like sympathetic, kind, and affectionate.
 - **Conscientiousness**. Includes traits like organized, thorough, and dependable.
 - **Neuroticism** (sometimes reversed and called Emotional Stability). Includes traits like tense, moody, and anxious.
 - **Openness to Experience** (sometimes called Intellect or Intellect/Imagination). Includes traits like having wide interests, and being imaginative and insightful.
- b. Determining one's own Personality Traits using the big-five questionnaire
 - c. Reviewing the self evaluation and having group discussion on areas to improve either by discarding inappropriate traits and incorporating desirable ones
- **Discussion points:**
 - What personality factors are strongly present in the participant?
 - What do they need to improve?
 - How do they plan to do it?
 - What strategies can the trainee use to develop desirable traits?

The trainer could talk about the importance of identifying important areas to develop and set targets to achieve them.

The trainer explains the need to develop SMART targets to achieve desirable goals.

Module 1: Lesson three: Taking directions and accepting criticisms

1.3.1 Objectives:

- To learn how to take direction from supervisors and co-workers.
- To understand how to give and take constructive criticism.
- To understand the difference between cynicism and constructive criticism

1.3.2 Learning Outcomes

Trainee understands;

- The advantages of receiving directions from concerned persons including supervisors and co-workers
- How to respond to given criticism and offered suggestions

1.3.3 Learning Material/Resources

• Script of scenario 1

The supervisor rudely admonishes an employee for a job of shoddy work. He uses very rough words to describe the work done and reminds something from the past relating to errors made in a previous report submitted by the employee. He criticizes the person as well as the task performed by the employee. This is done in front of few others at work including a few subordinates of the employee. The supervisor's comments are vague and are more like putdowns. The employee acts submissively and makes weak excuses for any mistake on his/her part.

Example of supervisor's comments would be like the following:

"This is what you call a monthly report! How dare you give me this piece of junk! Not only did you not follow *any* of my directions, but this is the worst report I have ever received in my eight years in this company. I want you to redo this report before you leave today or face consequences!"

• Script of scenario 2

The supervisor points out mistakes made by the employee and invites ideas on ways to improve the work done. He offers help in areas where the employee is not very sure of him/herself. The supervisor does all this, in private, in his own office. He asks for clarification on issues highlighted by him. The supervisor's comments are to the point and are supported by data and facts. All comments are specific and clear. He ends the talk by expressing his desire and hope that he will receive better quality work in future. He makes no remarks pertaining to the character or the attitudes of the employee in question.

Supervisor's comments for the scenario would be in lines similar to the following:

"Great. Sections one and two only have a few revisions, which I have outlined in the margins. Section three needs some more detail, and sections four and five need to be reorganized. I've made some suggestions to guide you, but if you have any questions, feel free to come by my office. When do you think you can get the revised report to me?"

1.3.4 Method of Delivery & Activities

Distribute Scenarios 1 and 2 in 1.3.3. Ask for two volunteers to stand up in front of the class and act out scenario. Assign one student to be the supervisor and the other to be the employee. The role play is done in a flexible manner. Do the same exercise with three other volunteer couples.

Note their ways and discuss important behaviors and communication patterns

- **Discussion points:**

- How well did the ‘supervisor’ give directions or give criticism?
- How well was it taken by the ‘employee’?
- What were the non-verbal behaviors shown by each participant?
- How would you react to the criticism provided in each scenario? What do you think is the right way to handle the situation? (Note that there may be more than one “right” answer.)
- How might the criticism each person received affect the way he/she felt about him/herself?
- How might the supervisor’s tone and body language—even though the message may have been the same—affect the employee’s response?
- How is **asking** someone to do something different than **telling** (ordering) someone to do something? Which do you prefer? (Note that while asking might be the preference, everyone must learn to take direction in either style.)
- Would you feel differently about taking directions from someone who was younger than you?
- How about taking direction from someone who has been with the university less time than you have?
- What if you simply did not like the person?
- Would any of these factors affect how you felt about taking directions or accepting criticism?

Discussion points:

- How do we take direction from others by asking right type of questions?
- Asking questions does not mean that you are incompetent. No one knows the answer to everything.
- There is no such thing as a **stupid** question. However, you should carefully think through the problem or question to make sure that you don’t actually know the answer or that the answer isn’t easily found.
- Asking the right questions allows you to perform your job efficiently and correctly.
- Being led and leading are both important aspects in doing the job right!
- Followership and leadership are two sides of the same coin!

In conclusion:

- The trainer explains ways to give constructive criticism in a positive manner.
- The trainer identifies the need to separate the person from what the person does.
- The trainer emphasizes the need to desist from jumping to conclusions.
- Participants discuss ways to improve the way they have been critical of others’ work and have provided feedback in the past.
- The findings are recorded in the participant’s reflective diary.

Module 1 Lesson 4: Self-motivation and initiative

1.4.1 Aims and Objectives

- To examine the importance of self-motivation in the workplace.
- To distinguish between basic responsibilities and extra activities.
- To learn appropriate ways “to take initiative” in order to develop skills on the job.

1.4.2 Learning Outcomes

Trainee understands;

- That self-motivated behavior increases productivity at work
- The dysfunctional nature of ‘not-my-job’ attitude adopted by certain individuals
- How self-motivation and initiative can promote employee’s reputation, ‘visibility’ and facilitate career advancement of the employee

1.4.3 Learning Material/Resources

- Demy paper. Marker pens, Blue-tack adhesive or cello tape or bulldog clips with a stand for propping up flip charts

1.4.4 Method of Delivery & Activities

Group work

Divide the entire class into several groups of 4-5 persons. Ask the groups to consider the following questions:

- Why is self-motivation important?
- What motivates you?
- Who is responsible for motivating you? Your supervisor? Your peers? Yourself?
- What happens if you don’t take responsibility for motivating yourself?
- The groups prepare presentations with examples of actions or behaviors shown at their workplaces in instances where employees showed motivated behaviors

The groups make presentations of about five minutes and the trainer serves as the moderator and clarifies issues related to motivation and showing initiative.

Ideas could be put together by collating them in following Table.

Situation where motivated behavior was shown by you	Possible reasons for showing motivated behavior	What was the others’ response to your behavior	How did you feel after having shown motivated behavior

- **Explain to participants that self-motivation is also about going above and beyond normal work activities.**

- Discuss why might someone want to do “extra” work, particularly if they are not getting compensated (monetarily) for that extra work? Possible reasons are;
 - To prove yourself.
 - Desire to support others in need
 - To develop skills
 - For career development
 Or
 - As there was nobody else to do it
 - To gain some advantage over others
 - Become popular among the superiors and win favours from them
 - It is your nature to do so

Workbook Exercise 3.1.5 : Self-Motivation and Initiative

Ask yourself the answers to the following questions.

1. Why is self-motivation important to you?

.....

2. What factors at work motivate you?

.....

3. Who are the people motivating you in the workplace? Your supervisor? Your peers? Or is it yourself?

.....

4. Can you think of any situations in which you would want to take on extra work, even if you were not getting compensated for it? Why or why not?

.....

5. Do you expect a pat on the back from your supervisor for good work and stop motivated work if you don't get one?

.....

.....
.....
6. What aspects at work strongly demotivate you at work?
.....
.....
.....
.....

7. Categorize demotivators under the following:

Interpersonal factors relating to:

Superiors

.....
.....
.....
.....

Peers

.....
.....
.....
.....

Organizational factors such as policies, rules, regulations, culture etc.

.....
.....
.....
.....

This workbook type exercise should promote self-awareness on various aspects related to self-motivation. The trainer asks participants to present their key findings and discusses common issues related to the subject of self-motivation.

1. Module Title	Adaptability in a changing environment
2. Module Summary	The module includes aspects critical to adapting to a changing environment and developing an ability bounce back in case of temporary setbacks. Recognizing personal strengths will help determine ways to overcome obstacles. A personal SWOT analysis will
3. Prerequisites and Co-requisites	Workbooks, demy paper, Bristol paper, marker pens, blu-tack, name tags, scenarios for the case study multiplied in required numbers
4. Module designation	
5. Module Aims and Objectives	<ul style="list-style-type: none"> • To develop an understanding of personal strengths and determine areas for further development • To understand ways to solve problems effectively • To examine personal attitudes towards real or perceived obstacles. • To understand the concept of adversity intelligence and relate it to work and personal life situations and deal with difficult situations
6. Learning Outcomes	<ul style="list-style-type: none"> ▪ The participant understands that personal strengths can be translated into job-specific skills • The trainee recognizes that awareness of personal assets can aid career development and improve workplace efficiency • The participant learns how to develop the ability to adapt to changing environments at work as well as at home and is able to bounce back after setbacks
7. Assessment Strategy	<p>The training will include workbook type activities designed to create self-awareness and exploration, presentations, role plays, group and individual discussions and instructor talking points.</p> <p>Entries made by trainees in their reflective diaries would be used to assess individual development and understanding of a particular theme.</p> <p>Individual presentations and group discussions would be used to evaluate the understanding of the soft skills relating to attitude development and behaviors.</p>
8. Syllabus	<ol style="list-style-type: none"> 1. Translating personal assets into job-specific skills 2. Effective problem-solving strategies

	3. Concept of adversity intelligence quotient
9. Bibliography	<p>Covey SR. The 7 seven habits of highly effective people. Simon and Schuster. A Wilcox company. 1992</p> <p>Robbins SP and Judge TA. Organizational behavior.13th edition. PHI Learning Pvt. Ltd. New Delhi. 2008</p> <p>Stoltz P. Adversity quotient at work. HarperCollins e-books; 1 edition (November , 2010)</p>

Module 2 Lesson 1: Recognizing personal strengths: Asset mapping

2.1.1 Objectives:

- To examine the connection between personal strengths and job-specific skills.
- To determine how these personal strengths can be put to good use in the workplace

2.1.2 Learning Outcomes

- The participant understands that personal strengths can be translated into job-specific skills
- The trainee recognizes that awareness of personal assets can aid career development and improve workplace efficiency

2.1.3 Learning Material/Resources

Asset mapping exercise is done using a Dictionary of Strengths. Find out the characteristics which best describe your dominant strengths.

A

- Accurate
- Ambitious
- Articulate
- Artistic
- Assertive
- Assume responsibility
- Attentive to detail

B

- Bold
- Broad-minded
- Businesslike

C

- Caring
- Clear-thinking
- Competitive
- Confident
- Consistent

D

- Dependable
- Detail-oriented
- Determined

E

- Eager
- Efficient
- Empathetic
- Enthusiastic

F

- Firm
- Flexible
- Friendly

G

- Generous

- Good-listener
- Good-natured

H

- Helpful
- Honest

I

- Imaginative
- Independent
- Individualistic
- Intellectual
- Inventive

K

- Kind
- Knowledgeable

L

- Logical
- Loyal

M

- Meticulous
- Modest
- Motivated

N

- Natural

O

- Open-minded
- Organized
- Original

P

- Patient
- Persistent

- Practical

Q

- Quick-learner

R

- Realistic
- Reliable
- Responsible
- Results-oriented
- Risk-taker

S

- Self-confident
- Stable
- Strong-willed
- Supportive

T

- Teachable
- Tenacious
- Thorough
- Thoughtful
- Tolerant
- Trusting
- Trustworthy

U

- Understanding

V

- Versatile

W

- Willing to learn new things
- Wise

2.1.4 Method of Delivery & Activities

Give participants 5 minutes to review the list and select between 5 and 10 characteristics they feel to be their strongest assets. The instructor should remind participants that this list is not all-inclusive; encourage participants to share any other ideas with the class. The instructor may add attributes relevant to the category of staff he/she is training. The instructor should review all definitions of the words for clarifying if necessary.

Recognizing Your Strengths: Translating Personal Strengths into Job-Specific Skills		
Job Position and Title: _____		
Personal strengths	Job-specific skills needed to perform your list of duties	Example of How Personal Skills Translate Into a Job-related skills

This worksheet may be copied into a demy paper and presented and experiences shared among the participants. Participants identify key skill sets vital for effective job performance. They determine if these skill sets are being put to good use at work or at home. The trainees understand that a skill not put to good use does not serve the purpose of being productive at work and improving the employee’s ‘visibility’ among colleagues. Visibility here refers to being noticed by others at work for having some strengths which sets the person apart in the crowd.

The instructor should end the discussion by summarizing lessons learned and entertaining any last questions. Key lessons learned include:

- Personal skills are developed and/or revealed not only in the workplace, but also through interactions with family, friends, and the community.
- Whether or not these skills were learned on the job, they translate into specific, job-related skills.

Module 2 Lesson 2: Adaptability: effective problem solving

2.2.1 Objectives:

- To learn problem-solving techniques in order to overcome common employment-related obstacles

2.2.2 Learning Outcomes

- Participant learns how to understand and resolve problems at work
- Participant develops the ability to arrive at ‘win-win’ solutions

2.2.3 Learning Material/Resources

PowerPoint presentation on effective problem solving

Scenarios developed to stimulate understanding of issues related to decision-making and problem solving

2.2.4 Method of delivery and activities

The instructor may conduct this session in one of two ways. The instructor can ask groups of participants to come out with a real life problem existing in the organization and discuss ways to handle situation using the nine-step process of decision-making described below. The trainer also can give one or more of the scenarios given here and ask the participants study them and make presentations. Instructor may want to write the Nine-Step Process on a flip chart or have a PowerPoint presentation.

Talking points to introduce the lesson:

- It is common for an employee to come across a situation in the work environment without knowing the best way to handle it.
- For example, sometimes we are assigned a task that seems too difficult for us to perform. Or, perhaps we are assigned more work than can be reasonably accomplished.
- To be successful in the workplace, an individual must be flexible and must be able to think “outside the box” to develop solutions.

The Nine-Step Process

1. **Define to the best of your ability the decision that needs to be made. Ask yourself;**
 - Is it really your decision?
 - Why is it important to you?
2. **Write down as many alternative responses as you can think of without jumping into conclusions**
3. **Research the alternatives.**
4. **Sort through all your alternatives.** You may want to rank them according to your values. Cross off those that conflict with your values.
5. **Visualize the outcomes of each alternative.** Picture how this outcome would look and how you would feel. You may be able to cross off more.
6. **Do a reality check: Which alternative is most realistic?** Which of the ones left are most likely to happen? Cross off those that are unrealistic.
7. **Make the decision.**
8. **Just do it.** Once you have made your decision, get going on it. Do not start worrying and second-guessing yourself. Remember, you usually have the option of changing your mind later.
9. **Review how it is going.** At some point along the way, check to see if the outcomes are what you expected. You may need to make some adjustments. Do you have enough information? What else do you need to know? If necessary, you can usually change your mind.

Trainer explains that a problem is a gap between the desired state and the current state.

The trainer can explain the concept of **problem tree** and **decision tree** and explain how they can be used to understand complex issues, especially when working with others at work to solve a problem using team work.

Scenario 1:

Swarna is widely considered as an efficient employee in the division. Her English language skills are exceptionally good. Often, high quality reports are entrusted to her. For many years she has performed this task with a smile. Because of her proven efficiency and high quality

work, her managers have been giving her a lot of work. Every day heaps of files continue to build up on her desk. This heavy workload was partly due to tasks thrust upon her by the CEO, bypassing her own boss. She has often felt high stress and has often delayed important assignments of her own division much to the dissatisfaction of her own boss. Her husband has started to complain about neglecting certain family responsibilities. She likes her workplace very much and does not want to leave the organization or transfer to another division. What should Swarna do?

Talking points for Scenario 1:

- How could Swarna resolve this job-related problem using a win-win approach?
- What are the options available to her?
- What are the pros and cons of each option?

Scenario 2:

Saman is responsible for processing loan applications in the finance division. He has been assigned this for a number of years. Usually, his table is surrounded by many loan applicants eager to get their loans approved by the management. You see that some people continue to come again and again without being able to get their documents in order. For some applicants things seem to work rather fast. People sometimes speak in low tones with Saman and occasionally, he walks out with certain clients and returns a short while after. Your table is closest to Saman's with the rest of the staff being separated by a partition and some filing cabinets. One day, in the absence of Saman, a client gives you an envelope to be handed over to Saman. The client says 'I will give the rest after getting the loan' and leaves. What would you do?

Talking points for Scenario 2:

- What will you decide to do?
- What are ethical implications of the decision you make?
- Turn a blind eye on the whole issue?
- Complain to higher-up officers?
- Question Saman about the transaction?
- Decide that there's nothing you can do and pretend that nothing ever happened.
- How do personal feelings towards a person impact your sense of doing what is correct?
- How would you begin look at Saman and relate to him when you meet him again?

The summary of taking points:

- Some decisions are taken collectively and the outcomes are a shared responsibility
- Most decisions may have a ethical aspect which needs to be taken into consideration. One needs to ask if it is more important to be good or popular?
- Decisions fall into two categories:
 - Structured decision-making: Rules, regulations and polices are available to guided the person and similar decision-making has been done before
 - Unstructured decision-making: No policies, rules and regulations, etc are available to guide the person; no precedence available;
- Harder decisions are often unstructured ones

- Intuition which is often crystallized past experience can often guide a person when making choices in respect of unstructured problems

Module 2 Lesson 3 Adversity intelligence: Overcoming obstacles

2.3.1 Aims and Objectives

- To examine personal attitudes towards real or perceived obstacles.
- To understand the concept of adversity intelligence and relate it to work and personal life situations
- To learn ways to develop coping skills to deal with difficult situations

2.3.2 Learning Outcomes

Trainee understands that;

- Obstacles can be viewed as opportunities
- Adversity can't last forever
- Success is strongly linked to a positive mindset

2.3.3 Learning Material/Resources

Resiliency questionnaire and workbook exercise

Bristol board

Marker pens or colour crayons

PowerPoint presentation

2.3.4 Method of delivery and activities

The trainer explains the following:

Some people go through immense hardships and bounce back while others succumb to fate. This is an important question to ask when we discuss the subject of success or failure. Life is like mountain climbing. Fulfillment is achieved by relentless dedication to the ascent, sometimes in slow painful steps. Only the Climber tastes sweet success. Those who stay encamped may justify themselves with the idea that they are warmer and safer, but they will never will they feel the fruits of success. *Success* can be defined as the degree to which one moves forward and upward, progressing in one's lifelong mission, despite all obstacles or other forms of *adversity*.

Talking points:

- Why do some organizations thrive on competition, while others are crushed?
- Why does one employee beat difficult odds, while others give up?
- Why does an individual beat the odds, overcoming difficult challenges when most do not?
- Why do so many gifted or high IQ people fall far short of their potential?

The concept of AQ

- AQ tells you how well you withstand adversity and your ability to surmount it.
- AQ predicts who will overcome adversity and who will be crushed.
- AQ predicts who will exceed expectations of their performance and potential and who will fall short.
- AQ predicts who gives up and who prevails.

AQ Predicts;

Performance, Motivation, Empowerment, Creativity, Productivity, Learning, Energy, Hope, Happiness, vitality, and joy/ Emotional health, Physical health, Persistence, Resilience, Improvement over time, Attitude, Longevity and Response to change.

AQ identifies different types of people

1. The Quitter

Without a doubt, there are plenty of people who choose to opt out, back out, and drop out. These are the *Quitters*. Quitters abandon the climb. They refuse the opportunity the mountain presents. They ignore, mask, or desert their core human drive to Ascend and with it much of what life offers. They have abandoned their dreams and have selected what they perceive to be a smoother, easier path. Example of Thomas Edison who was no quitter: He tried 3,000 ways to develop a light bulb before finally succeeding in the last attempt.

Predictably, Quitters are quite good at using the language of limitations. They are quick to find ways things cannot work. They use words like “can’t,” “won’t,” “impossible,” and phrases like, “We’ve always done it this way,” “Who cares,” “It’s not worth it,” “Well I tried,” “It’s not fair,” “This is stupid,” “Here we go again,” “I’m too old (fat, skinny, tall, short, stupid, dark, light, weak, male, female, etc.),” and “I could if I wanted to.”

2. The Camper

The second group of individuals are *Campers*. These people go only so far, and then say, “This is as far as I can (or want to) go.” Weary of the climb, they terminate their Ascent and find a smooth, comfortable plateau on which to hide from adversity. And there, they choose to sit out their remaining years. Campers, unlike Quitters, have at least taken on the challenge of the Ascent. They have gained some ground.

They use expression such as, “This is good enough,” “What’s the minimum needed to do the job?” “This is as far as we need to go,” “Things could be worse,” “Remember when . . . ?” “It’s not worth it,” “In my younger days . . .” Campers can be heard rationalizing why the Climb isn’t something important. They have reasons to justify why it should be avoided.

3. The Climber

Those who are dedicated to the lifelong Ascent are *Climbers*. Regardless of background, advantages or disadvantages, misfortune or good fortune, they continue the Ascent. Climbers work with vision. They are often inspirational and, as a result, make good leaders. Mohandas Gandhi, the spiritual leader of India, had no formal authority when he overthrew British rule. It was his undying dedication to fairness and freedom that made him the reluctant leader of an entire nation. His devotion to the Ascent continues to inspire the world. Climbers find ways to make things happen.

Climber language, on the other hand, is filled with possibilities. Climbers speak about what can be done and how to do it. They speak of action, growing impatient with words that are not backed with deeds.

“Do right,” “Do your best,” “Don’t flinch,” “What can we do to make this happen?” “There’s always a way,” “The question isn’t if, but how,” “Just because it hasn’t been done doesn’t mean it *can’t*,” “Lead, follow, or get out of my way,” “Let’s do it!” “The time to act is now.” Climbers drive toward results, and their language reflects their direction.

Reaction of different people to adversity

Pessimists

vs

Optimists

- It will never change
 - I will ruin everything
 - It's all my fault
 - I alone can't make an impact
 - I can't risk it all....
 - Too late to learn new things ...
- Bad spells can never last long
 - People can mistakes, but correct them
 - I made a decision and I take responsibility
 - I can do my bit even if it is small
 - Success is all about accepting challenges
 - It is never too late to learn something new

Dimensions of AQ

1. CONTROL

People who are in control say

- Whew! This is tough! But, I've seen tougher.
- There must be something I can do...
- I refuse to believe I'm helpless in this situation.
- There's always a new way.
- Nothing ventured, nothing gained.
- I've got to figure a way out....

People who are not in control of their lives say

- This is out of my reach!
- There's nothing I can do about it.
- Oh well, there's no use banging your head against a brick wall.

2. ORIGIN AND OWNERSHIP

It asks two questions: 1. Who or what was the origin of the adversity? 2. To what degree do I own the outcomes of the adversity? People with low scores on this dimension tend to think:

- It's my own fault.
- I'm such an idiot.
- I should have known better.
- What was I thinking?
- I was in way over my head.
- I've ruined everything.
- I'm such a failure.

People with higher scores in origin and ownership tend not to inflate their level of responsibility for the adversity:

- It was lousy timing.
- The whole industry is suffering.
- Everyone is having a bad time right now.
- She is just in a bad mood.
- Several team members didn't contribute.
- There were several factors at play.

3. Reach

The question with this dimension is: **How far will the adversity reach into other areas of my life?**

Lower AQ scores in this dimension allow the adversity to spill over into other facets of one's life. "A bad meeting becomes a ruined day; a conflict becomes a failed relationship." By contrast, a high score in the reach dimension limits the impact to the problem at hand. A tough performance appraisal is a learning experience and nothing more. A misunderstanding with a loved one, although painful, is a misunderstanding and not a sign that one's life is falling apart. The more effectively we contain or compartmentalize the reach of adversity, the more empowered and less overwhelmed we are likely to feel.

4. Endurance

Questions asked are: 1. How long will the adversity last? 2. How long will the cause of the adversity last?

People with low scores tend to react to adversity as if 'things will never get better' or 'it's always been this way,' or 'I have no will power.'

People with high scores in this dimension view their success as enduring and not the adversity at hand as what lasts. People with a high score in this dimension see adversity as a temporary condition or obstacle that they can surmount.

Self-Assessment: Resiliency or ability to bounce back

To assess how resilient you are, please take the self-assessment questionnaire using the following scale:

- 0 "No" or "Never"
- 1 "Somewhat" or "Occasionally"
- 2 "Average" or "At times"
- 3 "Usually" or "A good deal of the time"
- 4 "Practically always" or "Entirely"

- _____ I take time to celebrate my successes before I move on to the next goal.
- _____ I am optimistic about the future.
- _____ I believe I can make a difference in my personal relationships.
- _____ I see change as an opportunity.
- _____ I know how to talk to myself to calm down my anxiety.
- _____ I have an appropriate number of people in the various areas of my life.
- _____ I have learned some new things in the last two years.
- _____ I am excited by the unknown.
- _____ I feel appropriate remorse when I have done something wrong or hurt someone.
- _____ I have good habits.
- _____ I have successfully survived negative events or circumstances in my life.
- _____ I believe I can impact the direction of my professional life.
- _____ I accept my real limitations.
- _____ I feel better after I talk about my problems with a friend or loved one.
- _____ I keep negative events in perspective.
- _____ I believe my life is well-balanced.
- _____ I am basically satisfied with my life.
- _____ I am healthy.
- _____ I feel in control of my life.
- _____ I have learned good things from the bad things that have happened to me.
- _____ When I decide to change my behavior, I am successful.
- _____ I am competent in the areas of my life that are important to me.
- _____ I accept that there are things I cannot do or things I cannot change.
- _____ I am comfortable with who I am.
- _____ I am appropriately productive.

Total Score
 75-100 Very Resilient
 50-74 Average in Resiliency
 25-49 Need some booster shots to increase resiliency
 0-24 At risk - heavy immunization required

Participants share ideas in 5-minute presentations and determine effective ways to address identified issues important to each individual. Moderator encourages openness and facilitates provision of feedback.

Discussion points:

- What key aspects are lacking in respect of the individual participant’s adversity intelligence?
- What could the person do to improve the situation?
- What are the strategies to be employed to address identified issues relating to AQ?
- Who could support the individual at work or at home?

Activity: The tree of success

The trainees perform this activity as individuals. The trainer explains that life can be compared to a tree with individual characteristics; tall with lots of flowers but no fruits or one with a weak trunk or one with many fruits and having a strong trunk, etc.

1. **The flowers:** Performance , successes
2. **Fruits -** Achievements
3. **The Trunk:** Health, character, skills, competencies, experience, knowledge—what you know and are capable of doing and talent
4. **The Roots:** Inherited characteristics, Upbringing, and value systems

The trainees draw their tree of success on a Bristol board and make presentations of 15-minute duration. The participants ask questions on how things can be turned around to achieve greater heights of success.

The exercise should promote self-awareness and is linked to another self-development tool viz. SWOT analysis.

The individuals prepare a personal SWOT and discuss unclear areas with the trainer. The opportunities and threats have to relate to the university and division where each person works.

Strengths	Opportunities
Weaknesses	Threats

1. Module Title	Managing resources
2. Module Summary	<p>The module covers important reasons for waste at work based on the concept of <i>mudas</i> as given in Toyota Production Systems. Prevention of waste is seen as a way to enhancing productivity.</p> <p>Time management and personal organization are looked at from a point of managing self for personal effectiveness and productivity at work.</p>
3. Prerequisites and Co-requisites	Workbooks, demy paper, Bristol paper, marker pens, blu-tack, name tags, scenarios for the case study multiplied in required numbers
4. Module designation	
5. Module Aims and Objectives	<ul style="list-style-type: none"> • To understand the concept of waste prevention in the workplace as a means of enhancing productivity • To identify important causes of waste at workplace • To examine our attitudes relating to waste and its prevention
6. Learning Outcomes	<ul style="list-style-type: none"> • The participant understands that waste prevention is a lifestyle, based on attitudes • The participant understands that waste prevention is the most cost-effective way to enhance productivity
7. Assessment Strategy	<p>The training will include workbook type activities designed to create self-awareness and exploration, presentations, role plays, group and individual discussions and instructor talking points.</p> <p>Entries made by trainees in their reflective diaries would be used to assess individual development and understanding of a particular theme.</p> <p>Individual presentations and group discussions would be used to evaluate the understanding of the soft skills relating to attitude development and behaviors.</p>
8. Syllabus	<ol style="list-style-type: none"> 1. The concept of waste prevention: The TPS way developed by Taichi Ohno 2. Time management and time scheduling for personal effectiveness
9. Bibliography	<p>(From: http://totalqualitymanagement.wordpress.com/2009/03/16/understanding-the-concept-of-muda-waste/)</p> <p>Chew S, Business etiquette – An essential guide for executives. Times Business, Singapore, 1996</p>

Module 3: Managing resources

Module 3 Lesson 1 *Mudas*: prevention of waste as a way to enhancing productivity

3.1.1 Aims and Objectives

- To understand the concept of waste prevention in the workplace as a means of enhancing productivity
- To identify important causes of waste at workplace
- To examine our attitudes relating to waste and its prevention

3.1.2 Learning Outcomes

Trainee understands that;

- Waste prevention is a lifestyle, based on attitudes
- Waste prevention is the most cost-effective way to enhance productivity

3.1.3 Learning Material/Resources

Demy paper

Marker pens

Thumb tacks or Blu-tack

PowerPoint presentation

3.1.4 Method of delivery and activities.

The trainer explains the following concept known as *Mudas*.

Reducing waste has been identified as a major means of enhancing productivity in any organization facing stiff competition. It was Taichi Ohno of Toyota who was the father of Toyota Production System, JIT, and Lean Manufacturing, who is credited with identifying the seven *mudas* or forms of waste. According to Ohno, any activity which absorbs resources but creates NO value is a waste. *Mudas* result in loss of efficiency. Most of these wastes are relevant to factories, but any organization can identify aspects which are relevant to its functioning.

Important Categories of Waste are;

1. **Overproduction:** This simply refers to producing something unwanted by the consumer or producing 'just in case'. Producing something too early can also result in losses, especially loss of quality in low shelf-life products. E.g. Multiplying a circular in numbers far exceeding the number of intended users

2. **Idle waiting:** A break in a process can cause serious loss of time and effort. It is also called the idle time where one person has to wait until another has completed his/her part of the work. We have to look at ways of parallel processing to avoid excessive waiting.

3. Inappropriate Processing: This is self explanatory. Incorrect use of office equipment falls within this category of waste. Inappropriate processing can happen due to problems with equipment or due to human error. If such occurrences are commonplace in the organization, the management should consider if there is a skills gap in the operators. If such gaps are identifiable, the management should design and deliver suitable training programmes.

5. Unnecessary Inventory: Unnecessary inventory occupies valuable space and hinders carrying out of operations effectively. This is one concept highlighted in the 'Five-S' concept as well. Unnecessary clutter takes valuable storage space and makes it difficult to find an item fast.

6. Unnecessary Motion: Any extra effort required of the operator to perform a task is an unnecessary motion. Too much bending, reaching, walking, or moving to do the job are examples of unnecessary motions. Unnecessary motions require people to put in more effort and also may hinder improving effectiveness. Further, they may lead to development of occupational sicknesses.

7. Defects: Examples of defects include internal and external failures, scrap, rework, less than perfect yield, complaints, loss of quality, etc. In an office, a letter with many typographical or grammatical errors produced by a typist is a defective product. So is a report containing incorrect data or information.

Remember!

Untapped human potential is also a very important muda. Idle labour is the first thing which comes into the mind of a manager when dealing with issues of waste. But underutilization of the thinking ability of the human resource is a worse form of waste. Thus, a manger should strive to enhance the creative spirit in the HR, not only in the management staff. Support staff should not be left to figure out what they should be doing, for want of instructions from the management.

Technology which becomes rapidly outdated can become a waste if not used within its useful lifetime.

The participants from groups of five and spend 15-20 minutes brainstorming waste occurring in their work places and put together ideas about its prevention. Results are discussed after participants have made group presentations.

Domain: Technological (field operations/ processing/ transportation/ machinery use)

Waste

Way to eliminate the identified waste:

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....

Domain: Manpower use

Waste	Way to eliminate the identified waste:
1.
2.
3.
4.
5.
6.
7.

Other: (Specify)

Waste	Way to eliminate the identified waste:
1.
2.
3.
4.
5.
6.
7.

3.1.5 Summarization by trainer

As you summarize key lessons learned, keep in mind the following points:

- Employees will serve their purpose better if they become familiar with available resources on campus. These resources may include people as well as technology and infrastructure.
- Optimum resource use is deliberate and thoughtful decisions addressing unique needs of each work place. The first step of planning is to identify what needs to be done or what questions need to be answered.
- It is also important to identify and reduce waste in order of priority, especially if one form of waste leads to another, causing significant losses.

Module 3 Lesson 2: Time management

3.2.1 Aims and Objectives

- To identify how participants allocate their time during a typical day;
- To learn how to establish and follow a schedule to promote a more effective use of time;
- To learn the importance of monthly schedules and weekly and daily “to do” lists; and
- To learn what to do when schedules “break down.”

3.2.2 Learning Outcomes

Trainee understands that;

- Time is the most valuable resource available to him/her
- Time management equals life management
- Effective time management is linked to higher levels of job satisfaction
better work-life balance

3.2.2 Learning Material/Resources

- Lecture/ PowerPoint presentation
- Workbook sheets

3.2.3 Method of delivery and activities.

The trainer explains the concept of time management to participants. He/she stresses the importance of managing time to lead a stress-free life.

All employees will have many priorities. Sometimes, there will be conflicting interests pulling a person in different directions. Often, we are guided by your own wants, desires, feelings and emotions fail address important issues.

If a person experiences a problem with having too much to do in a short period of time, he/she might be having a time management problems in his/her hands. One thing a person can't afford to do is to cut short one's sleeping time. Research indicates that **average adults need 7 hrs of sleep** to function optimally. A poorly rested body is terribly inefficient in dealing with duties, assignments or life's other challenges.

The trainer invites the participants to carry out a time scheduling activity using the chart given below:

Time management

Activity	Time per day	Number of days per week	Total time per week	Time remaining
Lectures, practical and lab work	5	.....	.....
Sleep	7	.....	.....
Personal hygiene (Bathing, washing, shaving, etc)	7	.....	.....
Food (eating, cooking)
Time spent for my own personal satisfaction ('Me' time) for fun, relaxation and health <ul style="list-style-type: none"> • TV/ music • Walk • Gym • Socializing, partying, • Hobbies
Activities related to societies/ interest groups (hikes, meetings, seminars, etc. <ul style="list-style-type: none"> • • • •
Work				
Social obligations <ul style="list-style-type: none"> • •

<ul style="list-style-type: none"> •
<p>'We' time</p> <ul style="list-style-type: none"> • Spouse/ Girl friend/ boy friend • Parents or others	.....	.....	.....	.....
<p>Travel time</p> <ul style="list-style-type: none"> • Week days • Week ends	.....	.....	.....	.....
Part time work	.....	.....	.....	.....
Total time remaining up to now	.....	.....	.....	.....
<p>Time remaining for your self improvement</p> <ul style="list-style-type: none"> • ..... • ..... • .....	.....	.....	.....	.....

Determine what is Okay and what is not?

1.
2.
3.
4.
5.
6.
7.
8.

What should I change?

1.
2.
3.
4.
5.
6.
7.
8.

My resolutions

When do I start this?	(time frame)
1.
2.
3.
4.
5.
6.
7.
8.

3.2.4 Notes to the trainer:

‘Me’ time or time you can use to enjoy yourself ...

- Physical fitness is vital all of us. So it is vital to keep one’s body in good shape and health
- Relaxation (read for pleasure, watch movies, television)
- Engage in social activities (other than having fun, these activities can help you gain some leadership and organizing skills)

Time management techniques

- **Use** a diary/ year planner
- **Schedule** activities in the diary or year planner.
- **Plan each day.** Write a to-do list, putting the most important tasks at the top. Keep a schedule of your daily activities to minimize conflicts and last-minute rushes. A small booklet can help you keep everything on track. 3 x 5 cm scheduling cards can also help.
- **Prioritize your tasks.** Time-consuming but relatively unimportant tasks can consume a lot of your day. Prioritizing tasks will ensure that you spend your time and energy on those that are truly important to you.
- Spend more time on high priority tasks (fix this in your schedule as well)
- **Say ‘no’ to nonessential tasks.** Consider your goals and schedule before agreeing to take on additional work.
- **Break large, time-consuming tasks into smaller tasks.** Work on them a few minutes at a time until you get them all done.
- **Evaluate** how you're spending your time in the weekend
- Have your workplace well **organized.** Disorganization causes stress!
- **Take a break** when needed: Time management is not about leading a mechanical life like a clockwork toy. If you feel like taking a break do so!
- If you have difficulties in managing time by yourself **get help** from somebody who knows
- **Be future-oriented** than past-oriented! Don't waste time feeling guilty about what you didn't or couldn't do. Examine old habits only if there is a lesson to be learned!
- Develop **smart working techniques**; try to see if you can combine tasks to gain time.

One of the biggest problems in managing time concerns your own feelings and emotions! You might feel that time management is useless and spending time on time management is a waste of time itself. You might also feel that it constrains you and makes life uninteresting. The desire to go back to old ways of doing things may also be very high. See that you do not give up on time management after a week or two!

Commitment is the key to managing time. You promised yourself to do something to a schedule; so keep the promise!

1. Module Title	Self-management and other management skills
2. Module Summary	Module covers important aspects of self-presentation or projecting the right image. It describes in detail different dimensions of a personal image which is important for developing self confidence and getting the best out of others at work
3. Prerequisites and Co-requisites	Workbooks, demy paper, Bristol paper, marker pens, blu-tack, name tags, scenarios for the case study multiplied in required numbers
4. Module designation	
5. Module Aims and Objectives	<ul style="list-style-type: none"> ▪ To examine the connection between self-presentation and career advancement. ▪ To explore the components of self-image and understand how to create the right impression to others within and outside the organization
6. Learning Outcomes	<ul style="list-style-type: none"> ▪ The participant understands that appropriate self-marketing strategies can ensure success in achieving personal and organizational goals and objectives ▪ The participant understands how all the different components of personal image work together to improve his/her ‘visibility’ and lead to career advancement
7. Assessment Strategy	<p>The training will include workbook type activities designed to create self-awareness and exploration, presentations, role plays, group and individual discussions and instructor talking points.</p> <p>Entries made by trainees in their reflective diaries would be used to assess individual development and understanding of a particular theme.</p> <p>Individual presentations and group discussions would be used to evaluate the understanding of the soft skills relating to attitude development and behaviors.</p>
8. Syllabus	<ol style="list-style-type: none"> 1. Dimensions of the self-image 2. Enhancing visibility at work 3, Body language
9. Bibliography	Simpson, E. The image factor – A guide to effective self-presentation for career advancement. Kogan Page Limited, London. 1994

Module 4: Lesson 1. Projecting the right image

4.1.1 Objectives:

- To examine the connection between self-presentation and career advancement.
- To explore the components of self-image and understand how to create the right impression to others within and outside the organization

4.1.2 Learning Outcomes

- The participant understands that appropriate self-marketing strategies can ensure success in achieving personal and organizational goals and objectives
- The participant understands how all the different components of personal image work together to improve his/her 'visibility' and lead to career advancement

4.1.3 Learning Material/Resources

Group and individual activities
Lecture/ PowerPoint presentation
A4 sheet, pen

4.1.4 Method of Delivery & Activities

Exercise 1

Each participant tries to draw his/ her picture on an A4 sheet within five minutes. Then the participant writes words that he/she thinks best describe him/her. Only adjectives may be used. This paper is folded and kept aside for later reference. The participant then takes another A4 sheet and writes his/her name on the top right hand corner and hands it over to another trainee in the class. This person draws the person whose name is written on the paper and writes words that best describe him/her within five minutes. Once all participants have completed the exercise, the two persons get together and discuss possible discrepancies noted. They discuss whether any aspects require to be changed for the better. This exercise can be carried out only after the participants get to know each other.

The trainer must emphasize the need for participants to exercise tact and good behavior, so as to not hurt the feelings of another person.

Questions the participants could ask themselves/ others include;

- Am I being perceived by others as I want them to?
- Are there any serious discrepancies I would have think of addressing?
- Is this how I want others to see me?
- What can I do to change x, y or z aspect?
- Does the picture drawn by the other person look friendly, professional-looking, smart, etc? (Here we are not looking at artistic talent, rather the depiction of the character of a person)

4.1.5 Trainer discussion points:

We all advertise ourselves and our capabilities in various ways. The way we look has a major impact on the impression people form of us. Research indicates that within the first moments of meeting, an individual can form up to 30 distinct opinions about a person. Some of the things which make a person unique come from our genes. These include our nature and personality traits like temperament. Many other characteristics such as the way we talk, walk and respond to people may have developed over time and would have been influenced by many people around us such as our friends, teachers, parents, etc.

4.1.5.1 Image

Our self-image is an advertisement of who or what is inside me. It gives an idea that we have certain kinds of characteristics; e.g. 'I am competent! 'I keep a promise!' 'I am very confident.' 'I am a professional', etc. All of us are marketable products and we advertise ourselves with our self-image. We need to also remember that self-image as perceived by us may be very different to the image of us as perceived by others. The following aspects are important:

1. The self-image as perceived by you (the way you see yourself)
2. The self-image you would like to have (Desired image)
3. The image others see in you (Perceived image) and
4. The image others want to see in you ('Ought-to' self image)

Why is a good self image very important?

1. First impressions often last very long
2. Our reputation may depend on it
3. Our career depends on it
4. Our personal style doing things affects the way others treat us
5. We make judgements about others by their looks
6. Often looking good is feeling good too
7. The way we look is also important to the organizational culture

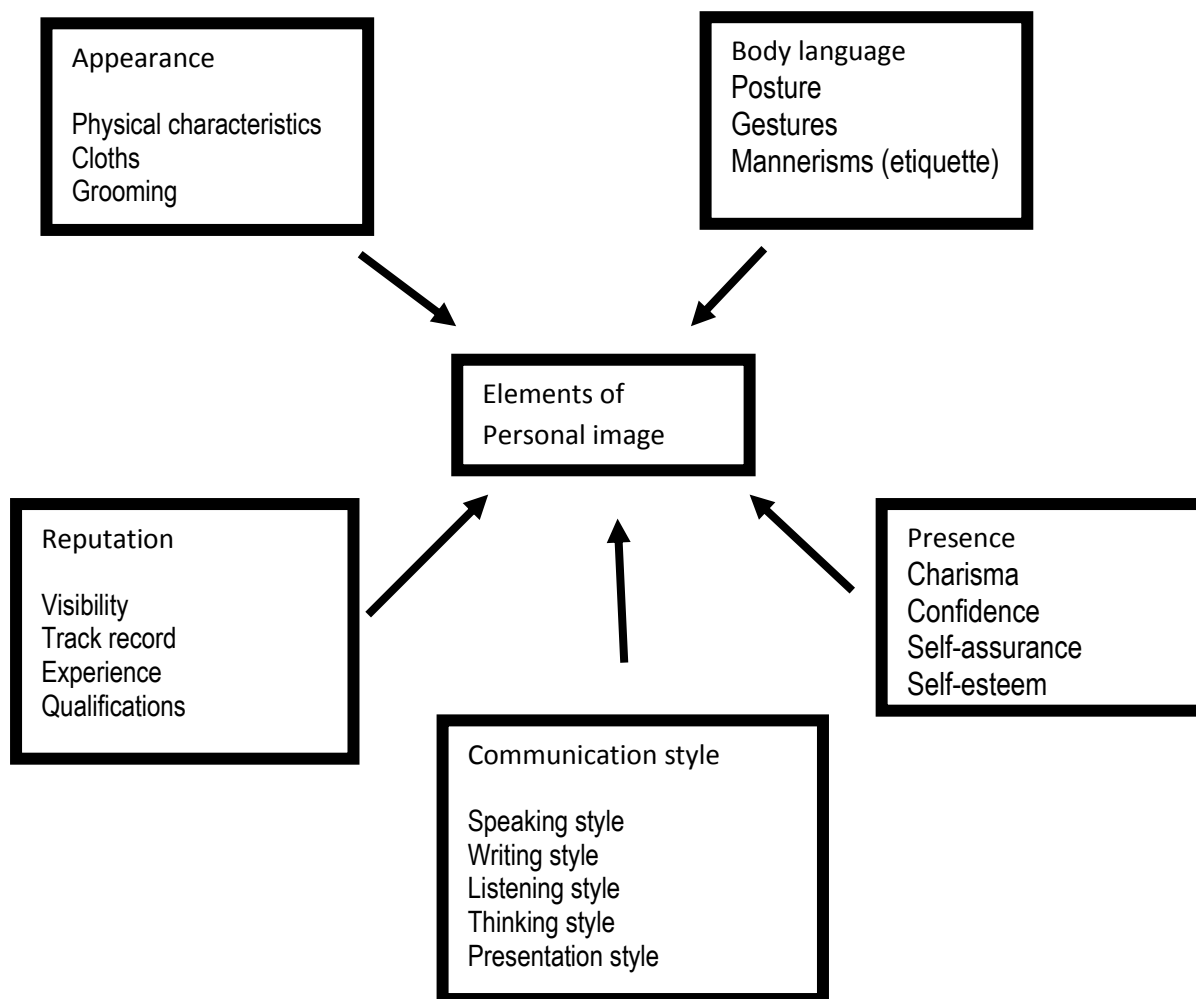
There's more to successfully projecting the right image at work than appearance alone. We also need to demonstrate appropriate attitudes and behaviours towards others. No matter what stage of career we're at, there's always room to polish and perfect our self image.

How does this relate to success?

Looking good → increases self-confidence → Creates a positive image → Improves relationships



Increases the desire to look good ← Increases confidence



We are continually judged by others based on how other people around us feel about the above characteristics.

Our self-image may be either enhanced or spoiled by what surrounds us. Many things make up our **extended image**. Our laptop computer, cell phone, pen we use, our car, etc are all things which tell others much about who we are.

Extended image is made up of things like:

- Places we have travelled to or visited
- People we know
- Friends and other people we associate
- Books we read or films we watch

First impressions are often created when communicating with others. The **content of a message** accounts for 7% of the first impressions while the **voice** has a far bigger contribution (38%). But the greatest contribution to first impressions comes from **appearance**.

Where do I start?

Give some thought to the overall image you want to project. Think of previous occasions where you failed to convey the desired impression and evaluate where things went wrong. Could you have made your point more clearly, did you adopt the wrong tone of voice or neglect to make eye contact? Work out what you need to do to communicate more effectively and what you want people to think about you.

4.1.6 Create the right impression

What we wear can have a negative or positive effect on our career. Assumptions based on image are hard to change. The image we create may take a lot of time and energy to change or correct if it was negative. Learn what is appropriate for your working environment and dress accordingly. When you find yourself in unfamiliar surroundings, find out the suitable dress code for the situation. Your goal should be to blend in and not stand out. Appear well groomed - even if the dress code is casual. Avoid loud or garish clothing and outrageous hairstyles. Should you have any doubts about what to wear, be inclined towards showing a more formal look.

4.1.7 Reliability is important

Take responsibility for your actions. If you say you'll do something, do it. Don't promise something you can't achieve - **it's far better to under-promise and over-deliver**. Don't try to take credit for things you didn't do. Show others that you are dependable personally as well as professionally.

4.1.8 Maintain respectability

Whether it's an office party or something organized after work hours, remember that your behaviour could have some influence on the image you project. So, you need to act in a suitable manner. Don't tell things show behaviour that may hurt your image in the future.

4.1.9 Mind your manners

We all have to deal with our fair share of crises. It doesn't help to make people see that we're suffering and unhappy. We have to keep a cool head – losing our temper is bad and it won't do our credibility any good. We have to always treat people with respect. It doesn't cost anything to make people feel that they are important. Listen to others carefully and never interrupt when others are speaking. Treat colleagues and superiors with respect at all times. Avoid gossip and avoid discussing disputes or other controversial issues with others.

4.1.10 Be aware of the body language

1. Maintain a moderate level of eye contact which is culturally appropriate. Don't stare.
2. Facial expressions –maintain expressions which are friendly and non-threatening. Fear, anger, surprise, disgust, happiness, sadness, and pain are the main emotions. These need to be controlled as appropriate. See that your emotions are not misunderstood by others.
3. Don't violate others' territory and cause them discomfort. Intimate zone (15-45 cm) is reserved for close friends or family; Personal zone (45-120 cm) is for friends, and people in friendly social gatherings; Social zone (120-360 cm) is for leaders, or talking to people in other situations such as in a seminar; Public zone (> 3 meters) is for public speeches, formal gatherings.

Exercise: 2 The best handshake

The volunteer is blindfolded and five persons selected at random are requested to one after another shake hands with this person. The blindfolded person remembers the person's number and the quality of his/her handshake. He then judges the person who gave the best handshake and explains why he/she thinks so. This exercise is repeated with several other groups of six and ideas exchanged about the quality of the best handshake.

The trainer discusses the way to give a quality handshake. Guidelines are given below:

- Do not squeeze tightly
- Be careful if your palm is sweaty or moist
- Use a grip which is contextually appropriate. Shake the hand firmly but do not squeeze it too tightly
- A limp handshake is considered as a sign of weakness
- Lean forward slightly
- Keep a light smile when shaking hands
- Maintain eye contact moderately for a few seconds

Exercise 3: determining your visibility at work

Answer using any one of the following:

Often Sometimes Rarely Never

- Do others praise your dress sense/ choice of clothing?
- Do you consider yourself as a well-groomed person?
- Were there any good comments concerning your professional image?
- Have your colleagues commented that you are a well-informed person who knows his/her job well?
- Do you generally volunteer for any of the following;
 - Chair a meeting
 - Present a report
 - Organize an activity
 - Other (specify)
- Do you have an effective network of persons within and outside your organization who could put in a good word about you?

Things you can do

- Try to understand business etiquette
- Manage your appearance and what you wear
- Take responsibility for your actions
- Don't lose your cool even under difficult situations
- Pay attention to detail, show good manners and be diplomatic at all times

1. Module Title	Managing interpersonal relations
2. Module Summary	The module covers important aspects relating managing interpersonal relations at work which include understanding and resolving conflicts for healthy interpersonal relations, EQ and managing emotions, Assertiveness and Basic telephone skills
3. Prerequisites and Co-requisites	Lecture presentations. Workbooks, handouts, marker pens, demy paper
4. Module designation	
5. Module Aims and Objectives	<ul style="list-style-type: none"> ▪ To examine the connection between a person’s personality and way her/she deals with conflicts and engages in decision-making ▪ To understand that all people are different in various ways but deserve respect irrespective of these individual differences ▪ To understand the nature of conflict and its link to an individual’s value system ▪ To be able to distinguish between functional dysfunctional conflict ▪ To determine ways to arrive at win-win solutions in broad range of interpersonal skills
6. Learning Outcomes	<ul style="list-style-type: none"> ▪ The participant understands different personality types in relation to dealing with conflict ▪ The participant understands the role of emotions at work and relates how deal with others at work without causing undue discomfort ▪ The participant will understand how to handle telephone calls effectively
7. Assessment Strategy	<p>The training will include workbook type activities designed to create self-awareness and exploration, presentations, role plays, group and individual discussions and instructor talking points.</p> <p>Entries made by trainees in their reflective diaries would be used to assess individual development and understanding of a particular theme.</p> <p>Individual presentations and group discussions would be used to evaluate the understanding of the soft skills relating to attitude development and behaviors.</p>
8. Syllabus	<ol style="list-style-type: none"> 1. The concept of organizational conflict and ways to resolve conflicts at work 2. Emotional intelligence and its use for developing healthy

	<p>interpersonal relations with others at work</p> <p>3. basic telephone skills</p>
<p>9. Bibliography</p>	<p>Bailey EP. Writing and speaking at work- A practical guide for business communication. Prentice Hall, New Jersey, 1998</p> <p>Chew S, Business etiquette – An essential guide for executives. Times Business, Singapore, 1996</p> <p>Cleland JK. Business writing for results. McGraw-Hill, New York, 2003</p> <p>French A, Interpersonal skills. Sterling Publishers Pvt Ltd., New Delhi, 1996</p> <p>Goleman D. Emotional intelligence. Bloomsbury Publishing Plc. London. 1996</p> <p>Lloyd SR. Developing positive assertiveness. 3rd edition. Viva Books Pvt. Ltd. New Delhi. 2004</p> <p>Robbins SP and Judge TA. Organizational behavior. 13th edition. PHI Learning Pvt. Ltd. New Delhi. 2008</p> <p>Sabath A.M. Business Etiquette in brief. Adams Media Corporation, Massachusetts. 1995</p> <p>Wood JT, Communication in our lives. Wadsworth, USA, 2003</p>

Module 5: Lesson 1: Understanding your personality and how it affects the way you deal with others

5.1.1 Objectives:

- To examine the connection between a person's personality and way her/she deals with conflicts and engages in decision-making
- To understand that all people are different in various ways but deserve respect irrespective of these individual differences

5.1.2 Learning Outcomes

- The participant understands different personality types
- The participant learns how to deal effectively with identified personality types

5.1.3 Learning Material/Resources

Group and individual activities

Lecture/ PowerPoint presentation

Workbook type exercises

5.1.4 Method of Delivery & Activities

- PowerPoint presentation covering the subject of personality differences and how an individual can deal with different people in an appropriate manner.
- Questionnaire is completed by each individual, and assessment is done

Scoring

Totally true=5; Somewhat true= 3; Can't say = 2; Unacceptable =1; Totally unacceptable= 0

1. I always like to assert my standpoint in spite of opposition
2. Information about an issue is more important to me than the feelings of people involved in the conflict
3. I like to be appreciated by others for who I am
4. I use a lot of 'I' and 'me' than 'you' and 'we' in my speech
5. I would rather send a memo, letter or email than talk to the other party directly
6. I have a lot of patience in dealing with problems
7. I have a lot of enthusiasm and energy, especially in the beginning of any project
8. I like to have as much details as possible, to make decisions
9. Healthy interpersonal relationships mean more to me than forcing my way though obstacles
10. People who know me consider me as a 'people person'
11. I like to present ideas but do not mind my not being in focus
12. I always pay much attention to detail even if it is boring
13. I have a lot of energy and love apply myself to a job to the best of my capacity
14. I do not mind if the other party has their way with some loss to my side, if it solves the conflict
15. I like to see the logical connection between issues or events
16. I become impatient when others delay carrying out my instructions
17. I do not like to make fast decisions

18. I like to think deeply before making decisions
19. I want things to be done 'now' and not when others can do them
20. I would rather postpone decision-making if it helps maintain good relationships
21. I always get what I want
22. I think ordering people to obey is the best way to get results
23. I love to motivate people to get things done
24. I do not like to hurry things especially if peoples' feelings are involved

Processor	2	5	8	12	15	18=
Dictator	1	4	16	19	21	22=
Enthusier	3	7	9	11	13	23=
Empathizer	6	10	14	17	20	24=

5.1.5 Trainer discussion points

The trainer discusses the pros and cons of each personality type and talks about how to deal with different types of persons, as described below:

Conflicting Personalities

A serious conflict situation is more likely to occur where two personalities clash. However, with some insight, this can be either minimized or sometimes avoided altogether. With regard to conflict, the majority of people can be divided into one of four basic types named above. Let's understand these types in greater detail.

The Processor

If you are a processor;

- You have an extremely analytical mind
- You are usually far more interested in what needs to be done than in the people involved
- You pay great attention to detail and like to have all the facts at your fingertips
- You are accurate, organized and efficient; the negative aspect is that you tend to be somewhat unimaginative and may appear boring.

If you find yourself having to deal with a Processor, you will fare best if you present him/her with the precise logic he/she loves. The more facts you can give him/her the better he/she will like it - and the more he/she will be on your side.

The Dictator

If you are a processor;

- You are capable of being extremely aggressive and dictatorial
- You want things done and you want them done *NOW*
- You have a need to feel that you are in full command of every situation
- You have little time for others
- You are interested in results only.

When dealing with the Dictator;

- Try not to go for idle chit-chat
- Do not act submissively for he/she will think that you are weak
- Do not act aggressively either: it will provoke him/ her

The Enthuser

If you are an enthuser;

- You will have a certain amount of aggression but will be far more people-orientated than either the Processor or the Dictator
- You have some degree of charisma
- You like to be appreciated
- You are an energetic individual, carried along by your own enthusiasm and optimism
- You do not always manage to sustain momentum long enough to see things through to completion.
- You are able to motivate other people
- You have a talent for successful personal relationships, being friendly, patient and charming.

When dealing with an Enthuser, you need to be enthusiastic too. This will help to maintain his/her energy level and he/she will be far more likely to stay with a project to the end. The enthuser is a person who speaks rapidly and sometimes loudly, and it is best to let the Enthuser get on with the talking while you let your body language indicate that you understand and support his/her ideas.

The Empathizer

If you are an Empathizer;

- You are a kind, caring individual
- You do not like to rush get things done in a hurry
- You are a real 'people person' and someone who needs to be liked
- You can be indecisive and a procrastinator
- When under stress you will act in a submissive way
- You good at motivating other people and encouraging them to go forward

When dealing with an Empathizer;

- Try not to rush him
- Listen actively to what he has to say and, provided you can do so with sincerity, show him that you like him.

Taking these four personalities into account, it is easy to see how tension can arise when say, a Processor and a Dictator confront one another, or when there is a difference between an Enthuser and an Empathizer.

Module 5: Lesson 2: Understanding and resolving conflicts

5.2.1 Aims and Objectives

- To understand the nature of conflict and its link to an individual's value system
- To be able to distinguish between functional dysfunctional conflict
- To determine ways to arrive at win-win solutions

5.2.2 Learning Outcomes

Trainee understands that;

- There are different types of conflict, namely;
 - Goal-related conflict
 - Process conflict and
 - Interpersonal conflict
- Moderate levels of goal and process conflict are appropriate for any organization while interpersonal conflict reduces productivity and quality of work life

5.2.2 Learning Material/Resources

Lecture/ PowerPoint presentation

Group discussion

Role play

5.2.3 Method of delivery and activities

- Lecture outlining;
 - i. The concept of concept of conflict and its link with values
 - ii. Five modes of conflict resolution
 - iii. Strategies for success when dealing with conflict
- **Role play** followed by discussion, structured along talking points presented by the instructor
- Stated actions of participants will be discussed in terms personal values systems
- Anger ball-toss exercise

Conflict: the concept

Conflict is a process which begins when one party perceives that another party has negatively affected or is about to negatively affect something what the first party cares about. We blame poor communication as a root of all conflicts...But this a myth! Often, the problems are rooted in our different Value systems.

Positive aspect of conflict: Harmonious, peaceful and tranquil groups risk becoming apathetic and non-responsive to the needs of a changing environment.

Conflict can be functional or dysfunctional!

- Low level of task conflict (goal achievement) is good
- Moderate process conflict (how things are done) is good
- Relationship (interpersonal) conflict is bad

Important reasons for discord/ conflict:

- Differences in goals
- Excessive competitiveness
- Misunderstandings or differences in perception
- Lack of co-operation - real or imagined
- Clashes of personality
- Problems with authority
- Individual frustrations
- Being too eager to assume responsibility
- Unwillingness to assume responsibility
- Failure to comply with policies or stick to plans
- Disagreements over ways to achieve agreed goals

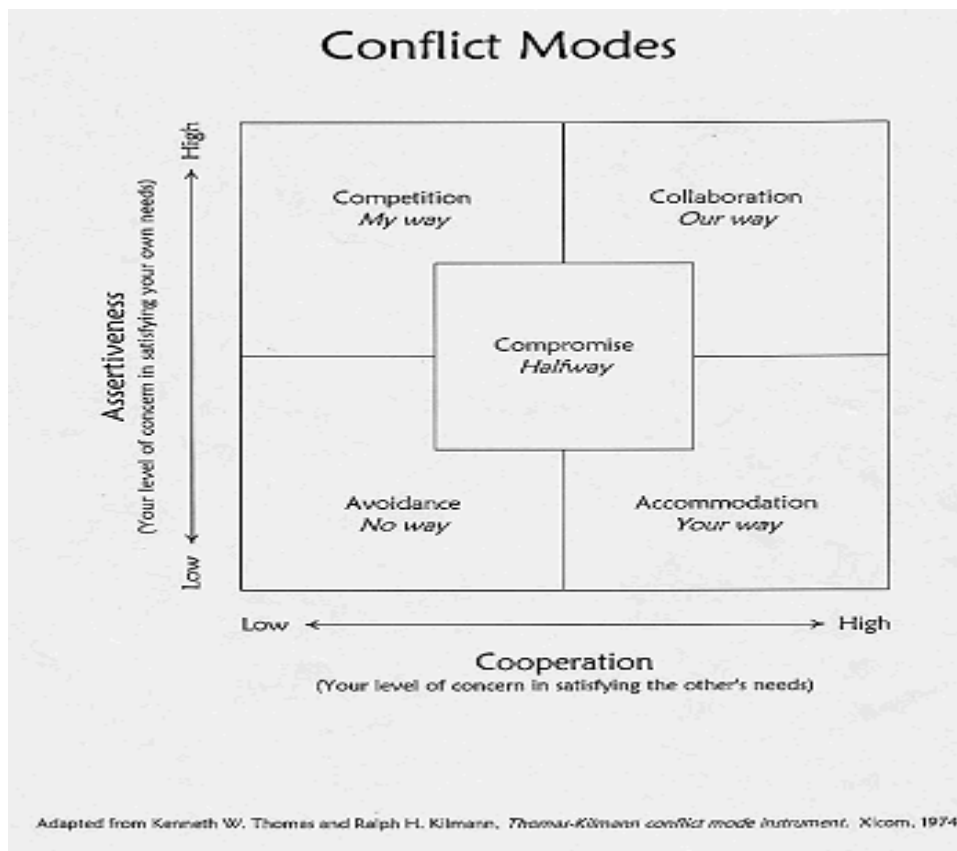
We progress from;

OK to bad → Bad to worse → Worse to impossible

For good conflict resolution we need to look at:

- Process: the way we resolved the conflict or method we employed to do it
- Outcome: what was the result of the whole exercise?
- Psychological standpoint: how do the participants feel about the resolved conflict

The trainer emphasizes on the participants that good conflict resolution has to satisfy all three components!



- Remember that there are several choices open to you if you should have a difference of opinion
 - 1. Avoidance**
 - When the issue is trivial
 - When the costs outweigh the benefits of resolution
 - To let the situation cool down
 - When getting more information is imperative
 - When others can solve the problem more effectively
 - When the problem is a symptom rather than a cause
 - 2. Competition/domination**
 - When quick, decisive action is essential, as in emergencies
 - When critical issues require unpopular action, as in cost cutting
 - When issues are vital to the welfare of the organization
 - Against individuals who take unfair advantage of others
 - 3. Collaboration/integration**
 - When concerns are so important that only an integrative solution is acceptable; compromise is unsatisfactory
 - To integrate insights from individuals with different perspectives
 - When consensus and commitment are important
 - To break through ill feelings which have hindered relationships.
 - 4. Accommodation**
 - When you find you have made a mistake
 - When the issues are more important to others
 - To build good will for more important matters
 - To minimize losses when defeat is inevitable
 - When harmony and stability are particularly important
 - 5. Compromise/sharing**
 - When the objectives are important, but not worth the effort or potential disruption likely to result from assertive behavior
 - When there is a "standoff"
 - To gain temporary settlements to complex problems
 - To expedite action when time is important
 - When collaboration or competition fails

Role play scenario

Consequent to a restructure in your division, rooms allocated to staff have been reassigned by the administration. Team A which had previously occupied a spacious and airy room with a view overlooking the garden has been moved to a set of cubicles along a long corridor used by many visitors. This place is rather noisy and congested. Team B feels that they deserve this break because they had worked in adverse working conditions for many years. The organization depends on high levels of collaboration between both teams for maximum organizational performance. The whole situation has become volatile and threatens to disrupt effective functioning of entire organization.

The trainer allocates 10 minutes to the two teams. Each team is made up of about 7-8 participants. The two teams develop their arguments in isolation.

The trainer explains that the conflict which the participants should role play, occurs in the canteen during lunch time. Other participants become observers who note expressions, non-verbal behaviors, trends in escalation of or reducing of tensions, etc. Especial note is made on attempts to arrive at win-win situations.

The observers note the following:

1. Body language and tone of voice
2. How much emphasis did the teams place on active listening?
3. Personal attacks made in respect of individuals
4. Were there members of teams who failed to deal with the present situation only, without using past examples to score points!
5. What were the psychological consequences of the argument?
6. How many times were the words like NEVER, SHOULD and ALWAYS in the role play? (These words tend to escalate conflicts).
7. Did the participants behave responsibly? This means doing whatever is necessary to ensure that you are creating dialogue in which each person feels seen, heard and understood

Anger ball-toss exercise

All participants make a big circle in the center of the room. The trainer says 'I hate it when somebody

E.g. **Trainer:** 'I hate it when somebody

Person with the ball: 'I hate it when somebody **doesn't pay attention to me to me when I speak to him or her**' (He/she then throws the ball to another person in the circle who then adds an aspect disliked by him/her. The game is continued for 15-20 minutes)

The trainer gets a participant to record aspects disliked or hated by the members. In the discussion which follows the game, the participants identify value statements and discuss the impact these values have on escalation/ reduction of conflict.

Accommodating game under situations with diminishing resources

Two groups of five persons each are drawn from among the participants. A piece of a thick cloth or Rexene (1mx1m) is given to each group. They are asked to stand on the cloth/ Rexene without their bare feet touching the ground. This would be rather easily accomplished, after which the trainer folds it in two and asks them to do it again. The folding and standing on the fabric continues with increasing difficulty with each reduction in the area. The first group with a person who touches the ground is eliminated and loses the competition.

The trainer discusses ways of the winning and losing teams as they worked to achieve the task. Observers as well team members may comment on the outcome of the exercise and the process of accommodation adopted by them achieve the common goal.

This exercise is also suitable as a team-building exercise.

Module 5: Lesson 3: Emotional intelligence as a strategy for developing healthy interpersonal relationships

5.3.1 Aims and Objectives

To understand;

- The role of emotions in interactions with others at work
- Types of emotions and how people understand and react to shown emotions
- The importance of having appropriate social skills in dealing with others at work

5.3.2 Learning Outcomes

Trainee understands that;

- Awareness of own emotions and that of others and their regulation are important in social interactions

5.3.2 Learning Material/Resources

Lecture/ PowerPoint presentation

Group discussion

5.3.3 Method of delivery and activities

- Lecture outlining the concept of EQ
- Self-assessment

Emotions

Emotion, in its most general definition, is an intense mental state that arises automatically in the nervous_system rather than through conscious effort, and evokes either a positive or negative psychological response. An emotion is differentiated from a feeling. Feeling can be viewed as the subjective experience of an emotion that arises physiologically in the brain (Damasio, 1994). Emotion is complex, and creates a response in the mind that arises spontaneously, rather than through conscious effort. In the past, emotions were considered to be disruptive.

The complexity of the subject of emotions can be shown by trying to answer the following questions:

- Is it possible to separate people from emotions?
- Should we try to hide emotions at work?
- Can most people do this?
- Should most people do this?
- Why?
- Why not?

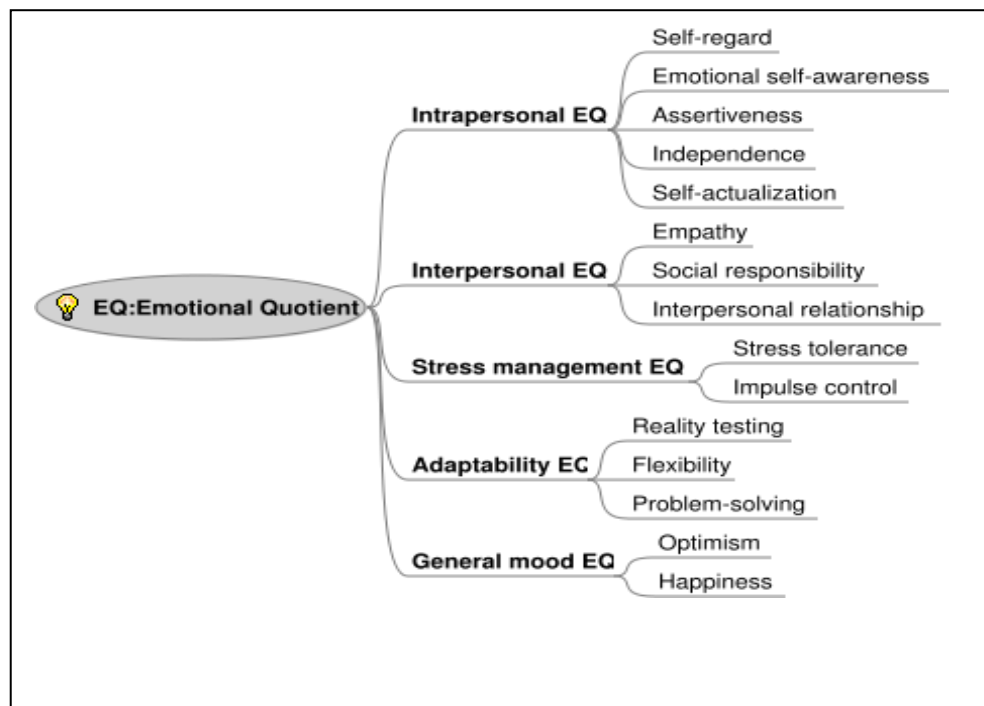
Basic Emotions

- Based on relationship to action tendencies:
Anger, aversion, courage, dejection, desire, despair, fear, hate, hope, love, sadness
- Universal facial expressions:
Anger, disgust, fear, joy, sadness, surprise
- Forms of action readiness:
Desire, happiness, interest, surprise, wonder, sorrow
- Related to instincts:
Anger, disgust, elation, fear, subjection, tender-emotion, wonder (McDougal).

Emotional Intelligence and often measured as an **Emotional Intelligence Quotient** or **EQ**, describes an ability, capacity, or skill to perceive, assess, and manage the emotions of one's self, of others, and of groups. However, being a relatively new area, the definition of emotional intelligence is constantly changing.

Research on the concept EI originated with Peter Salovey and John Mayer in the late 1980s. In 1990, their seminal paper (1990) defined the concept as an intelligence. They found that high EI people fit in well in workgroups. The main domains of emotional intelligence are;

- **Self-awareness**
 - Reflects on the way we manage our feelings, thoughts and behavior
- **Self-management**
 - Ability to manage own emotions and feelings and impulses
- **Self-motivation**
 - Face hardship, setbacks and failures well (When the going gets tough the tough get going!)
- **Empathy**
 - Without empathy we are emotionally tone-deaf and can't build rapport
 - Empathy allows us to understand others develop others
 - Anticipate, recognize and meet others' needs
- **Social skills**
 - Influence others effectively
 - Communicate openly and convincingly
 - Manage conflicts
 - Initiate change
 - Team work and collaboration



5.3.4 Self-assessment of EQ

If you agree that you do this 75% of the time, answer 'Yes'

1. I am aware when I start to become angry or defensive.
2. When I am dealing with others' anger, I keep relaxed and goal oriented
3. I remain cheerful and enjoy working with new ideas
4. I follow through on assignments, support others and build trust
5. Despite setbacks and problems, I continue to work on projects in a calm manner
6. I use positive thinking in a conflict or a difficult situation
7. I can feel things and see things from another person's viewpoint
8. Before I make a decision or take an action I listen to others' ideas.
9. When I communicate with others I help them feel good
10. To resolve conflicts I encourage honest and respectful discussion
11. I help people who hold different opinions to reach agreement
12. When I make changes, I consider others' feelings
13. I am aware of situations when I start to use negative thinking
14. I practice stress management to be calm and healthy
15. I have a good sense of humor

Score 1 each for 'yes'

Your score

15 Very high; 10-12 High; 7-9 Average; 4-6 Below average; 1-3 Far below average)

Self-awareness -1, 2, 4, 5, 6, 10, 12 & 13

Social skills -2, 4, 7, 8, 9, 10, 11 & 12

Emotional control -2, 3, 5, 6, 8, 10, 11, & 14

Flexibility -2, 5, 6, 8, 9, 10, 11 & 13

(8 Very high; 6-7 High; 4-5 Average; 2-3 Below average; 0-1 Far below average)

Note:

The trainer may not ask the participants to disclose their scores in public because they may feel embarrassed to talk about scores which are low in certain aspects. The trainer allows the participants conclude for themselves if certain areas need further strengthening.

The findings may be included in a reflective diary, maintained by the participant.

Module 5: Lesson 4: Assertive behavior and maintaining a balance in interpersonal relationships

5.4.1 Aims and Objectives

To understand;

- The role of assertive behavior in achieving personal goals without inflicting punishing behavior on others
- How to develop 'win-win' strategies at work
- Thoughts, non-verbal communication and strategies related to Submissive, Aggressive and Assertive behaviors

5.4.2 Learning Outcomes

Trainee understands that;

- It is important be aware of one's own rights and protect them in order to achieve organizational and personal goals assertively
- Dysfunctional thoughts and communication can reduce the quality of relationships at work
- Respecting others makes them reciprocate similar feelings to you

5.4.3 Learning Material/Resources

Lecture/ PowerPoint presentation

Group discussion

5.4.4 Method of delivery and activities

The trainer asks participants to respond to the following questions:

What do you do when somebody..

1. Criticizes you?
2. Shouts at you?
3. Blames you for something which we didn't do?
4. Keeps you waiting?
5. Doesn't allow you to say what we want and keeps interrupting us when we try to speak?
6. Takes undue advantage of us or exploit us?

The trainer then explains

This is not a complete list of things which irritate any normal person. Such irritants make us very annoyed and we get thrown off balance making it very difficult to carry out our day-to-day activities in the normal manner for varying lengths of time, depending on the personality of the person concerned.

The trainer then explains the concept of assertive behaviour and talks about why it is important to show assertive behaviour.

When something annoys them different people react differently. Based on how different people react we can divide them into three groups:

- Submissive
- Aggressive
- Assertive

1. Submissive people (react defensively)

- This type of people do not stand up to their own rights
- Standing up to one's rights doesn't mean fighting
- Submissive people are unable to ask for what they want directly
- They allow others to take advantage of them. They are often used by others like doormats
- They leave the decision-making to others
- They also are not in control of their lives
- Understandably they feel that they are victims of unfairness and injustice
- When they feel that there is lack of fairness in treatment all can do is to react defensively

2. Aggressive people attack

- They are harsh on others and express feelings in a way that punishes, threatens or puts down others
- They are always dominant and want to be the bosses everywhere
- They disregard the rights of others
- They do not worry about how others feel and want to have things their way

3. Assertive people

- Ask directly for what they want without going round in circles
- Recognize that others have rights just like themselves
- Do not violate other people's rights but do not let others violate their rights
- They maintain their self respect and respect others
- They relate to other people in an open honest way
- Assertive behaviour concerns being in control of themselves and the situation
- They seek to resolve conflicts or problems in a way that fair and comfortable to all parties

Why is assertive behaviour important?

- All of us want to get something from life.
- We have our aspirations
- Hopes
- Likes and dislikes, etc.
- If we cannot express our feelings well, we might have little chance of getting what we want in life.
- Aggressive people always try to control our lives and try to lower our self-respect
- We become capable to getting control our lives by being assertive.

Assertive behaviour involves the following:

1. Allowing others to complete what they are saying before you speak
 2. Making your own decisions on what is right
 3. Standing up to the position that matches your feelings
 4. Never shouting out loud to make your point; use a moderate tone and voice
 5. Understanding what others are trying to say before you open our mouth
 5. Envisaging problems before they arise and solve them when they happen
 6. Facing problems and decisions directly; disregarding a problem would not help you solve it
 7. Considering yourself as equal among others and strong.
- The choice to be reasonably assertive and confident represents a choice to respect your own rights and feelings, as well as that of others around you.
 - It represents how you run your life and choose values.

How to be assertive?

1. You should not agree to something just to please somebody.
2. Do not value someone's friendship when it depends on your having to be a doormat to him/her.
3. Do not do something to win the favour of somebody if you feel that it is not appropriate.
4. Be firm but polite when making requests
5. Listen to others carefully and patiently
6. Be polite but firm when presenting your viewpoint
7. Rationally present pros and cons of your viewpoint.
8. Explain with facts if you can't do something due to valid reasons.
9. Respect yourself for who you are.
10. Respect others as equals.

Submissive behaviour is about 'I lose - You Win!' Situation. Your life becomes miserable.

Aggressive behaviour is about 'I Win _ You lose!' situation. You make enemies.

Assertive behaviour is about 'I Win - You Win!' Situation. You get what you want while making friends.

Let's compare the behaviors...

Thoughts

Aggressive

- Everyone is inferior to me
- People should be more like me
- People should behave and think I want them to do
- You lose – I Win

Submissive

- Everyone is better than me
- I have to behave so that others will accept me
- I want to be in people's good books
- I lose– You win

Assertive

- People deserve respect
- We all live by different rules
- People and their work are different things
- You Win – I win!

Verbal communication

Aggressive

- Raised voice
- Use a lot of ought, should, have to
- Sarcastic
- Criticize

Fluent and hard to stop

Submissive

- Weak voice,
- Quiet speech
- Hesitates
- Voice unconvincing
- Use permission-seeking words
- Sighs...

Assertive

- Medium voice and pace
- Emphasis on key words that matter
- Expresses facts not emotions
- Middle range voice and tone
- Warm and sincere

Non-Verbal communication

Aggressive

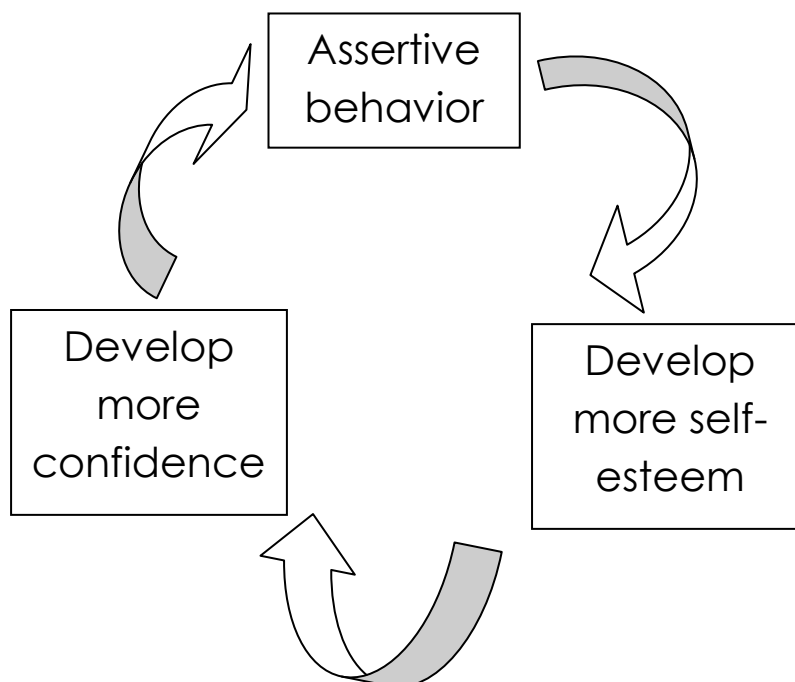
- Finger wagging, jabbing, pointing
- Threatening movements
- Stern face and extremes of emotion
- Confronting posture
- Head held high
- Too much eye contact

Submissive

- Hand-wringing
- Moving about uneasily
- Poor eye contact
- Shrinking before others
- Unreal smile to please others
- Feels the need to be unnoticed by others

Assertive

- Encouraging movements
- Supporting facial expression
- Moderate eye contact
- Maintaining a comfortable distance



The trainer summary point is structured around the subject of self-esteem and self-confidence as shown above.

Module 5: Lesson 5: Communication skills: basic telephone skills

5.5.1 Aims and Objectives

- To understand how to get best out of a lean medium like the telephone
- To improve the effectiveness of communication over the phone

5.5.2 Learning Outcomes

Trainee understands;

- How to use the telephone effectively for enhancing personal and organizational efficiency
- What and what not to talk over the telephone
- How to use active listening skills over the telephone
- Telephone etiquette for optimum customer satisfaction

5.5.3 Learning Material/Resources

- Two telephone receiver sets for use as props
- Workbook type exercise

5.5.4 Method of delivery and activities

- Lecture outlining the following aspects;
 - i. Telephone etiquette and its importance
 - ii. Handling internal and external calls
 - iii. Placing and returning calls
 - iv. Call screening and holding
- **Role play** followed by discussion, structured along talking points presented by the instructor
- Stated actions of participants will be discussed in terms personal values systems
- Anger ball-toss exercise

Lecture content to be covered is given below:

The telephone can sometimes dominate our lives and disturb our rhythm of work. So use your telephone effectively by learning to **manage** its use. The way you answer or give a call can make big difference about the way people perceive your organization and its efficiency. Many people answer calls rather haphazardly, yelling into the mouth piece whatever comes to their minds, often based on their current moods and emotions. If you are a receptionist, your role is that of a gatekeeper for your division or unit. What you say, what you don't say and the way you say things all affect the impression people develop about the organization. As you have no means of knowing who is at the other end of the phone, you will have to treat everyone with the respect which all important customers deserve. Be courteous at all times.

Always have a couple of pens and a writing pad near the telephone. If one pen doesn't work, you should be able to use the other without having to hunt for another while keeping the caller on hold.

The way to handles most calls would be:

“Good morning! This is Suneetha from the Vice Chancellor’s office.”

If the call has to be more formal, you may use the following format:

“Good morning! This is Suneetha De Silva, from Vice Chancellor’s office, University of Can I speak to Mr Sameera Siriwardena please? Having identified yourself in this manner makes it unnecessary for the other party to ask: “May I know who is calling please?”

If you got a wrong number, make haste to say “Sorry, I must have misdialed! And then hang up.

Be particularly courteous when responding to calls given by academics. Not having seemed to show enough respect can trigger bad feelings. Never try to be chatty even if you know the person very well.

“Good morning! This is Suneetha from the Vice Chancellor’s office. How may I help you, Sir?”

If the caller didn’t identify himself you may ask; “May I know who is calling, Sir?”

When placing outward call, give adequate thought to the language you would want to use: English, Sinhala or Tamil. Your choice of language would depend on your ability to speak the language as well the recipient’s ability to understand it. With inward calls, the best policy is to use the language used by the caller. If a person spoke to you in Sinhala or Tamil, your answering in English may not be very appropriate.

Never mumble or speak with food, or anything else in the mouth. Enunciation would be much desirable compared to being misunderstood in a telephone conversation. Be prepared to spell out names of people or places or technical terms unknown to the recipient of your call. Don’t lose your patience if the caller couldn’t get your message properly! Repeat and ask the person to repeat the message so that you can understand that the person has got the full message.

Don’t put a caller on hold for too long. Sometimes, a busy person has to listen to some music played on and on, waiting for the human to speak! If the person concerned is unavailable, it is better to ask the recipient to give a call in a specified number of minutes or say that you will call him/her and ask his/her telephone number.

Telephone etiquette

Just because you can't see the caller, it doesn't mean you have the right to suspend the normal rules of politeness. Be helpful to the caller even if the subject of the call is not strictly speaking your field of responsibility. This means trying to find someone who can help now, or someone who can ring them back later. Don't put the caller on hold and then leave them suspended there indefinitely.

Remember too that you give out subliminal signals by the tone of your voice, the clarity with which you speak, how fast you speak, the pitch of your voice. You should always devote your full attention to the call; mistakes and misunderstandings will arise if you are doing something else at the same time. Even if the call is a difficult or heated one, stay calm; try to be helpful and never slam the phone down.

Listening skills

A important skill in receiving telephone calls is the ability to listen properly. Passive listening is simply allowing the caller to talk and not taking any action to ensure we have the right message. By actively listening we mean first indicating to the caller that we are listening by interrupting in an encouraging manner—interruptions could be 'yes', 'I see', 'Okay', 'right,' 'I know what you mean', or they could be prompts to encourage the caller to say more: 'is that true?', 'are you sure?', etc. And secondly we mean asking questions or using prompts to ensure that the caller gives precise information so that the message we receive is accurate. This can be done by the use of wh- questions:

Telephone best practices

- Smile when you speak on the phone: people understand the difference in the tone of speech
- Never interrupt a person
- Use appropriate responses to indicate that you are listening: “Yes, Humm, Of course, Naturally, I understand, Is that so?” And so on are ways to show that you are listening actively.
- Speak sufficiently loudly but do not scream!
- Never drag a conversation, if you can help it
- Learn to cut short a chatty caller without hurting his/her feelings
- Handle irate callers carefully without succumbing to intimidation

When you close the call you should:

- Make sure that the caller has no more queries
- Thank the caller
- Let the caller put down the receiver first so they don't feel you have cut them off.

Dealing with difficult callers

Sometimes a caller is very difficult, especially if complaining. Never lose your calm or composure. Irrespective of the nature of the problem, don't try to give the caller a dose of his own medicine. Do not try to avoid personal responsibility by trying to pass the buck. What you should do is:

- listen without interrupting
- gather the facts and make a note of them
- take their details so you can get back to them
- sympathize with them and offer to act as fast as you can
- apologize if you have made the mistake
- stay calm even though the caller is angry and possibly abusive.

What you can do with irate callers?

You can stay calm and say:

‘I understand what you are saying, Sir!’

“Could I get back to you later, Sir?” This will give him the time to cool down.

“I will convey your message to the relevant person, Sir.”

“I know how you feel about the whole thing, Sir!”

Things to avoid when on the phone

It's easy to fall into the trap of believing that because your caller can't see you, they won't be affected by what you are doing and what's going on around you. Remember not to:

- let it ring more than four times
- eat and drink while talking on the phone
- be too familiar
- talk to someone else in your office
- have too much background noise
- speak too quietly or too loudly
- speak too quickly mumble
- hang up abruptly

All outgoing calls to be scheduled could be categorized in following manner:

1. Urgent and important calls (these should be given the highest priority)
2. Important but not urgent calls (can be scheduled to suit your timetable and that of your respondent)

At the beginning of each day:

- Make a list of the calls you have to make
- Put them in order of priority (essential, desirable, those that can be rescheduled if necessary)

Allocate times for each call trying, if possible, to bunch them and to bear in mind when each call is likely to be suitable for your respondent.

When giving a call, decide the content and delivery aspects very carefully, before commencing the dialing. This though process helps you not miss key item you wanted to talk about, do the talking within the shortest possible time and economize on time and money. Consider the following:

- Is it okay to give a message to the respondent via a third party? (Sensitive information has to be given directly to the person concerned)
- Decide if your going call the person on the cellular phone or the land phone
- Ask yourself if a SMS or email would suffice.
- Have a pen and a note pad for jotting down information you wish to give or want remember once you have replaced the receiver.

Take notes

If you handle a lot of calls each day, then it is essential to log each one under date and time. For **all** calls you should make a note of who rang, for what reason, and the action you agreed with times and details of address, telephone number etc.

Your note could be of a standard format like the one given below:

Date:/...../ Time:

Person to whom the message is intended:

Caller's details:

Telephone number (if call needs to be returned) -

.....

Person taking the call;

Message content:

.....
.....
.....
.....
.....
.....
.....

Signature

Role plays exercise:

The trainer selects 3-4 pairs of participants for the role play. Each pair is instructed to select a scenario laden with emotions such as a complaint about poor quality of a task performed, felt injustice, apologizing for mistake on a person’s part, etc. The participants may take about five minutes to develop a scenario. The scenarios will be enacted one pair at a time. Each pair is given telephone console for use as a prop. If a console is not available, the participants may use their hands to depict typical a telephone receiver. While one pair is engaged in the role play, others will serve as observers. They will note the following aspects:

- Voice tone, pitch, and verbal expressions used
- Conveyed emotions
- What was considered as excessive for the situation in question?
- How could the conversation have taken place?

A discussion is conducted at the end of all role plays, and the instructor moderates, with participants taking note of best practices in using telephone.

Use of cellular phones

A cellular phone is very much a part of your self-image (extended self-image). The ring tone you use can reflect your personality, value systems, and preferences. In other words, it reflects your tastes. Make it professional, subtle and not too loud to attract unwanted attention.

When you attend meetings, always activate the silent mode (vibrator). Never dump a cellular phone in your handbag which is kept somewhere else as it keeps on ringing until someone turns it off! This disrupts meetings more than many other devices.

Naturally, keep the cellular phone batteries well charged. “Sorry, I couldn’t return your call as the batteries were rather low!” tells others that you are quite disorganized.

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