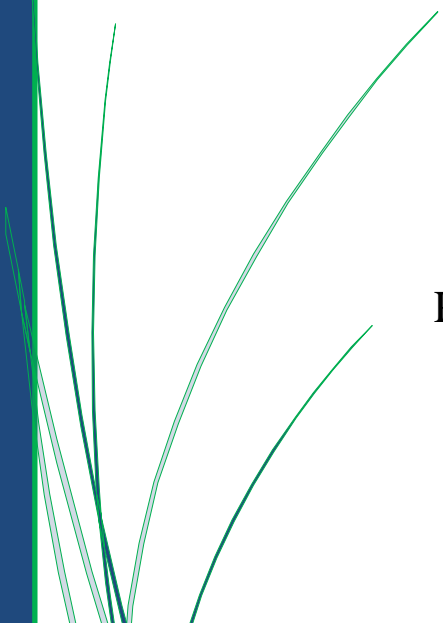




Training Module on Soft Skills



Popularizing sustainable policies that impact
school to work transition of the youth

FOREWORD

In the subject of career guidance, soft skills are the life skills that creates a positive environment which enables a person to obtain a desired job that suits ones qualifications when he seeks a career opportunity.

Soft skills are essential in the professional arena as well as the daily life of a person. These skills should be established and developed and can be established and developed.

The human is a social creature. This is why people are used to living in groups or herds ever since the time of evolution. Therefore it is clear that soft skills have been important and will continue to be important for all people at all times.

Soft skills are also important to lead a happy and peaceful life without mental stress. It has to be accepted that soft skills make life easier.

This module has been created to identify the essential soft skills and to practically train them using various activities. This would pave the way for professional success and subsequently a society of content citizens.

EDITORIAL

A lot of attention is being paid to soft skills and its importance in the present. It is clear that social isolation of man as well as the technology that have created the environment for this, is the cause of the reduced level of soft skills and the disregard for the soft skills that ought to be learned.

When studying the behavioral patterns of today's young generation it becomes evident that this situation has affected them in a harmful manner. Work/Employment always expects teamwork. Almost all achievements in the workplace are results of teamwork. However electronic and digital technology has isolated the man in the society. Soft skills are the instruments that can be used to bridge the gap between the individual demanded by the workplace and the socially isolated person. This module has been compiled by taking in to consideration the vitality of these soft skills/life skills.

This module should be read carefully and completely when preparing for the training program. Also this module is a mere handbook of guidelines. It is the responsibility of the trainer to gather additional information. The additional information should be integrated to this module in such a way that it doesn't affect the core principles. May you have the strength to conduct a successful and effective training period!

Wish you all success!

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PART 01

Instructions for Trainers

It is better to incorporate the general instructions given regarding the training period, to this module as well. It is the responsibility of the trainer to decide the training duration based on the skills, knowledge and standard of the trainees.

We expect to achieve better results by conducting a qualitative training through enriching the module with personal experiences and providing successful responses to the participants' feedback

Aims and Objectives

To create a generation of young employees who possess the soft skills expected by the workplace.

Objectives of the Module

To fulfill the demand of the corporate world by creating a labor force, who possess the soft skills and the ability to achieve workplace targets through practical team engagement.

Nature of the Training and Training Duration

Nature	Time duration	Other
Capacity building training workshop	Three Days	Residential
Reflections and Reviewing workshop	One Days	Non Residential

LEARNING OBJECTIVES

The participants shall be able to achieve the following objectives at the end of this module

1. Will be able to explain, What are Soft Skills?
2. The ways and means by which soft skills can be utilized in the day to day life
3. The ability to face the everyday challenges of life with confidence
4. The ability to deal with unpleasant situations and people with ease
5. The ability to showcase ones skills in a creative manner
6. The ability to identify and showcase ones leadership skills via good people management
7. The ability to become an outstanding personality in the social and work environment by skillfully maneuvering individual emotions

PART 02

Soft Skills

Introduction and Definition

Soft Skills are the set of skills that a person should possess in order to face life's daily challenges successfully and to positively adapt to it. This would build the self confidence in an individual to handle life challenges in a more effective manner.

In order to visualize a clearer picture on soft skills, let us now look at some more definitions,

1. Soft skills are the behaviors and characteristics that people demonstrate unconsciously and routinely
(Daytona Beach Community College)
2. For success in the workplace, the contribution of soft skills are 85% and contribution of technical skills are 15%
3. Soft skills are learned through practice and experience
(DDI International)
4. Soft skills will take you higher in your profession while giving you the technical skills to provide an efficient service

This module will introduce several important soft skills that are vital to overcome challenges in life

Discuss the importance of soft skills with the participants. Arrange their ideas in an orderly manner.

Then, discuss and emphasize its importance under the following topics.

The Importance of Soft Skills

- To build and maintain interpersonal relationships.
- To make meaningful/appropriate decisions
- Efficient Communication
- To influence the professional development
- For effective, efficient and higher performance

Soft Skills

- Understanding oneself
- Innovative thinking
- Problem management
- Stress and emotional management
- Leadership
- Team work
- Communication

1. Understanding Oneself

One of the major issues that a person faces when reaching his/her life goals is, not having understood who he/she is. This lack of understanding is the cause behind the inability to solve problems efficiently or to logically reach a conclusion after assessing the pros and cons of a problem.

Therefore this topic will create an opportunity to identify a person's skills, aspirations, qualities and personality traits.

ACTIVITY 1

Provide each participant with a model copy of a johari window that is prepared according to the model paper number 1

Now, in square number 1 note down the things that you and others know well about yourself.

In square number 2 write down the things that you think others think of you but you do not know. You can fill in this box by making an open invitation to the others.

Square number 3 should be filled by facts that you and only yourself knows about you. These should be secret to others.

Square number 4 is the dark box. You should fill in it with facts that neither you nor others know about you.

Points to consider when doing this activity

1. Identify your strengths by paying more attention to square number 2 where you find out the positive impressions others may have of you. By finding out the negative impressions others may hold of you, you can find out your weaknesses. Strive to turn these weaknesses into strengths.
2. Pay attention to square number 3. The facts about yourself that you thought were secrets might not be a secret to some other people. However this box maybe smaller when successfully interacting with the society.

MODEL NUMBER 1

Others Know

Others Don't Know

I know	<p>1</p> <ul style="list-style-type: none"> • My Name. My Hometown • Ability to Sing • My Appearance • My qualities 	<p>2.</p> <p>Red Colour</p>
I Don't Know	<p>3. Example:</p> <ul style="list-style-type: none"> • Generous personality • sociable <p>Green</p>	<p>4.</p> <p>Black</p>

2. Innovative Thinking

In order to successfully overcome life's challenges and obstacles, one should free himself of the traditional ways of thinking and adopt a new and creative way of thinking. Employing such novel methods would help a person to reach ones goals in a unique manner with minimum effort. To enhance creativity while departing from traditional thinking, some activities can be done.

ACTIVITY NUMBER 2

9 dot problem

Objective:

To make them understand that, in order to solve a problem, out of the box thinking and wider thinking is needed.

Number of Participants:

For this activity as many participants as possible can be included

Time:

25 minutes

Items needed:

Whiteboard/blackboard, pens and paper according to the number of participants.

How to present:

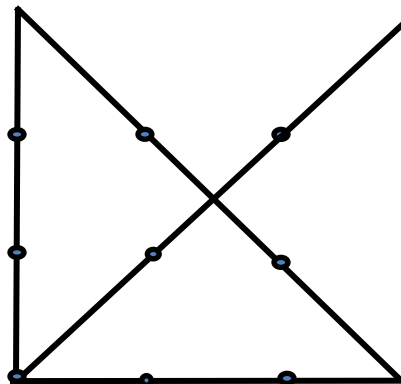
In a board that is visible to all participants, mark 9 dots. Instruct them to cut the 9 dots using 4 lines.

The lines should be drawn at a stretch while not lifting the pen from the paper and lines should not overlap each other. The participants should be instructed to attempt this puzzle on their separate sheets of paper and once they have finished the puzzle the sheet of paper should be kept face down on the table. This activity will require about 8 minutes.

Discuss with the participants if they faced difficulty while trying to solve the puzzle. Let them understand that the difficulty was due to the reluctance to draw the lines out of the box/frame. But there was no rule that said that drawing out of the box was prohibited.

Lesson:

The participants should learn that it is easier to face challenges if creative ways of thinking are sought instead of staying inside the traditional thinking framework.



ACTIVITY 3

Necklace with 7 beads

A bankrupt businessman is leaving the town to go to a village. He tries to find a place to spend the night in a small town on the way there. He thinks of spending a couple of days in this town to see if he could restart his business in this new town. Finally he finds a rest house run by a woman. The woman agrees to provide accommodation in exchange of money. The poor businessman says that he doesn't have any money but he has piece of a golden necklace with 7 gold beads. He asks the woman to let him stay in the rest house for 1 gold bead per day. The woman agrees to provide accommodation for 1 gold bead a day but also imposes a condition on the man. That is he is allowed to break the 7 bead necklace only at 2 points and he should provide her with a bead daily. Accordingly the businessman breaks the 7 beads in only 2 points and pays the woman with 1 bead per day. Thus he spends 7 nights in the rest house.

Question: How did the businessman break the necklace in 2 points and how did he pay the woman daily?

The lesson for the participants:

When faced with a challenge creative thinking helps to minimize the loss and maximize the profit.

Solution:

The necklace is broken at 2 points to have 2 pieces of 1 bead and 2 beads each. On the first day he pays with the 1 bead part. The second day he gives the woman the 2 bead part and asks for the bead part back. On the third day he gives her the single bead. On the 4th day he gives her the 4 bead part and asks for the 01 bead part and 02 bead part. On the 5th day he pays with a single bead. On the sixth day he gives the 02 bead piece and asks back for the single bead. On the 7th day he pays the woman with the single bead.

3. PROBLEM MANAGEMENT

Facing problems are part and parcel of our daily life. But there are instances where people have attempted suicide due to their inability to handle problems successfully. Therefore it has become vital to learn the skill of problem management as a soft skill.

ACTIVITY 4

The story of the banana vendor (Individual Exercise)

One day a banana seller crossed a 50m river and arrived at an island to get bananas for his business.

Next he came to the bank of the river with 2 bunches of bananas of 50 bananas each.

The banana seller asked the boatman to transport the 2 bunches of bananas to the other side of the river. The boatman says that the transport fee to take one bunch of banana for 01 meter is 01 banana. The seller agrees to this condition.

The seller does not violate the contract but also saves some bananas for himself.

Question:

1. How many bananas are left to the seller after crossing the river?
2. How many bananas are left, if any?
3. Explain the way by which the transport fee is paid to the boatman?

In order to solve the above problem, guide the participants to follow the steps below.

1. Identifying the problem correctly/
2. Finding out the reasons for the problem
3. Identifying all the possible alternatives to solve the problem
4. Selecting the best solution out of many alternatives
5. Executing the solution and evaluation

The five-fold way given above can be utilized to solve the day to day challenges and problems too. Inculcate positive instruments in the trainees to help them practice this method regularly.

ACTIVITY 5

American Romance (Group Activity)

Divide all the participants in to groups of six and instruct them to role play as a family. Each family should have a Mother, Father, Grandmother, Daughter, Elder Son and Younger Son. Introduce the following problem to all of them.

Problem: The elder son is having a love affair with an American girl.

This activity is to get all the family members to discuss about the issue at hand and to arrive at a solution. The trainer should distribute cards which indicate the name of the character and the attitude each character has towards the problem. (The trainer should be prepared with the cards beforehand)

This activity will enable to identify the steps of the 'problem solving mechanism'

1. Identify the problem
2. Identify the reasons behind the problem
3. Identify the alternatives for the problem
4. Assess the alternatives
5. Select the best alternative
6. Implement the selected alternative
7. Assessment and Control

The seven-fold way given above can be utilized to solve the day to day challenges and problems too. Inculcate positive instruments in the trainees to help them practice this method regularly.

This part will provide a basic knowledge about the topic. For additional information we recommend referring the module number 4

04. STRESS AND EMOTIONAL MANAGEMENT

Two of the major causes behind stress are a person's work environment and the complex social background. Also there is a direct link between time management and stress management. Over work, i.e. the work that cannot be completed within the work hours and work that exceeds your capability directly affects your stress levels.

We go to our jobs while carrying the burden of many private matters which could decrease the efficiency and affectivity of the job. Also we come back home from work while carrying the problems of work and the problematic situations we have created as a result of not working efficiently. This may act as a vicious circle and reduce one's patience and endurance resulting in a restless mind and behavior.

Stress can grow to a state where there is increased conflict, seemingly less solutions for problems, lack of creativity, isolation due to weakened interpersonal relationships as well as various mental health issues.

However there's also a positive outlook on stress called "required stress". An example is the stress induced by fear of an exam which could motivate a person to study.

Management of emotions such as anger, sorrow, and happiness has a direct relationship with the management of stress. Relaxed and free mind will distance you from anger. Managing one's emotions to prevent harmfully affecting oneself or others is a quality of a great personality.

Management of emotions is not the same as not expressing the emotions. There should be freedom to cry when sad, to smile or laugh when one is happy. The point here is that emotions should not negatively affect one or any others. It is also necessary to do away with the social misconception that men should not cry. Explain this to the participants.

When you manage your emotions, you will be at ease.

- Solve a problem in its early stages rather than letting the problem worsen
- To only have realistic hopes. That is living with achievable, feasible targets rather than impossible dreams.
- Engage in activities that you enjoy outside of work. Start a new hobby and maintain it.
- Practice a relaxing exercise daily even for a short while.
- Exercise regularly
- Share your problems or worries with your spouse or trustworthy friends. Discuss your life plans
- Create a good plan. Manage your time accordingly.
- Take a small break from every two hours of work
- Get enough sleep
- Check if the food that you consume is healthy enough. If it's not, get used to a healthy eating pattern.
- Get a full medical checkup annually
- Drink the required amount of water daily. (Medically advised amount)
- Make it a habit to drink water
- Walk in way that the entire sole of the foot touches the floor.
- Get rid of the thoughts that make you think that things should only happen in a particular way and in that way only.

Trainers Interference

Guide the participants to think of the difficulty and the effort needed to solve a problem when attempting the first individual activity and the second group activity. Has the participants adequately developed their skill? Let the participants understand that the proposed mechanism can be used to easily deal with the everyday problems.

5. LEADERSHIP

Let us understand the concepts about leadership. A leader can be identified as a person who motivates and guides the people who are striving to achieve a common goal in the family, society or workplace.

The unfortunate situation of today is that most people are waiting for a person to guide them because they have failed to identify the leadership qualities within him/ her. Even if one gets the leadership opportunity it is more challenging to maintain it. Therefore leadership is a soft skill that needs to be developed.

ACTIVITY 6

Understanding Leadership

What qualities do you see in the following leaders?

- Nelson Mandela
- Mahatama Gandhi
- Adolf Hitler
- Mahinda Rajapakshe
- Sarath Fonseka

6. TEAMING UP

- Its important to understand what a team is
- Engage in a discussion with the trainees about the feature of a team
- List down the discussed features based on their preference
- Compare the following definitions with the features brought forward by the trainees
 - Common Goal
 - The importance of each team members contribution to achieve a common goal
 - Interaction between team members

Let us consider a few more definitions about teams

It is a group of two or more people who engage in interactions regarding each other's membership and members who are aware of the positive interdependence when trying to reach mutual goals

(Johnson and Johnson 1987,8)

A team is a group of people from a certain social class, with a permanent interrelationship of duty among each other

A team is a collection of people with a definite and a common convention regarding attitudes, emotions, aspirations and goals based on important factors that affect each member who has an express or implied assessment.

(Hog and Abrahams 2001)

The Development Stages of a Team

Stage One : Forming

The stage where team members get together and gets to know each other

Stage Two: Storming

This stage discusses and argues about individual roles while creating a competition for the role of leader.

Stage Three : Norming

The team members discuss,decide and establish the habits and activity.

Stage Four : Performing

This is the stage where the team perform their dutis and shows stability

Stage Five : Adjourning

This stage sees the conflict between the members who wishes to drift apart and the members who try to maintain the team

(Kurt Lewin 1930 USA)

Features of an Efficient Group

- Fulfills the targets and duties
- Maintaining the goal of achieving common targets (internally)
(Balancing the duties, interrelationships and team maintenance)
- Developmental change so as to increase the efficiency

Explain to the trainees about the stages of a team, the features of an effective team, how the achievement of workplace targets is a collective effort and the fact that each team member is a different person with varied habits and that it is an art to work with each person cooperatively.

It is clear that it's possible to attain the common objectives of a firm/company as well as one's individual goals by becoming an efficient team member in an efficient team.

The trainees should understand that our individual goals cannot be attained in isolation and that we need the help of others to reach our goals.

An efficient team,

- Has collectively identified and understood the final target and objectives. These objectives must be bound and interdependent on the objectives of the team members while being able to achieve a high level of commitment.
- There should be effective communication between the team members.
- The leader or the members should not have any hidden agenda or motives.
- All members should handle responsibility. The duties and responsibilities should be performed in due time in the due manner. Participation and Leadership should be equally distributed among members. The members should be content about their membership.
- Should have common agreements which are protected by all members. Should make appropriate measures and decisions when need arises.
- Power and influence should be equal
- Opposing views and ideas should be encouraged. That nurtures qualitative decision making
- Members should have cooperation, mutual trust, unity, acceptance, pleasantness and respect for each other.
- High competence of problem solving
- A mechanism should be established to assess and evaluate the efficiency and performance of the team as well as individual contributions and commitment

TEAM BUILDING

ACTIVITY 07

Broken Squares (From low to middle level risk)

Based on an edition of the Law Enforcement Career Academy
www.union.k12.us/leca/instructor/brokensquares.doc

This activity requires a certain preparation beforehand

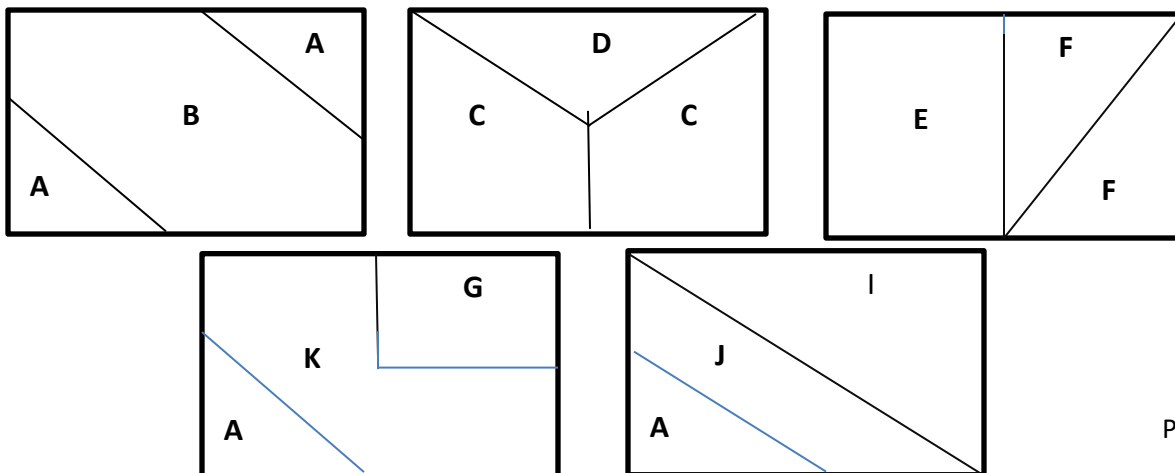
Divide the participants into smaller groups. You must prepare a set of broken squares as given below for each team. Cut 5 cardboard squares of 15 x 15 cm. Mark them slightly using a pencil. (Write lightly so that it can be erased off later)

The lines should be drawn in such a way that all the pieces marked as “a” should be of a certain size and all the pieces marked as “o” should be of another size.

After drawing the lines and marking the letters on them cut them out so as to make them pieces of a puzzle

Take 5 envelopes/ paper bags and number them from 1 to 5. Next put the pieces of cardboard in to the envelope according to the following instructions.

- Pieces I,H,E in envelope number 1
- Pieces A,A,A in envelope number 2
- Pieces A,J in envelope number 3
- Pieces D,F in envelope number 4
- Pieces G,B,F,C in envelope number 5



Erase the letter written in pencil on each piece of board and write the letters on the relevant covers. Thereafter, on the completion of the group task the pieces of board could be easily put into the relevant cover.

Group five students per team and appoint an observer/judge for each team. If there are additional participants remaining more than one observer/judge can be appointed.

- Distribute 5 covers each with pieces of broken squares to each group
- Distribute the broken squares group sheet instruction sheet to each group (provided below)
- Distribute broken squares judge instruction sheet to each judge (provided below)
- Inform that each team will get 20 minutes to complete the given task and to create five perfect squares of equal size.
- Supervise the task to ensure that teams follow rules.

Discuss experiences at the end of the group task. Allow the observers to share observations with the team. Relate these experiences to real life scenarios. Questions to direct the team are below.

- What are the emotions experienced during the activity?
- Have you experienced similar emotions when working with other teams?
- What is the relationship of this activity to your work or societal situations?

Discuss what is meant by cooperation and build hypotheses on successful collaboration in solving problems. The important aspects to be considered are,

- Every individual should comprehend the entire problem.
- Every individual should understand how to contribute in solving the problem.
- Every individual related to the problem should be aware of the contributory strengths of other members.

BROKEN SQUARES GROUP INSTRUCTION SHEET

Each of you has an envelope which contains pieces of cardboard for forming squares. When the facilitator gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him a perfect square of the same size as those in front of the other group members.

Specific limitations are imposed upon your group during this exercise:

- No member may speak
- No member may ask another member for a piece or in any way signal that another person is to give him a piece (members may voluntarily give pieces to other members)

BROKEN SQUARES OBSERVER/JUDGE INSTRUCTION SHEET

Your job is part observer and part judge. As a judge, you should make sure each participant observes the following rules:

- There is to be no talking, pointing or any other kind of communicating
- Participants may give pieces directly to other participants but may not take pieces from other members
- Participants may not place their pieces into the center for other to take
- It is permissible for a member to give away all the pieces to his puzzle, even if he has already formed a square

As an observer, look for the following.

- Who is willing to give away pieces of the puzzle?
- Does anyone finish “his” puzzle and then withdraw from the group problem solving?
- Is there anyone who continually struggles with his pieces, yet is unwilling to give any or all of them away?
- How many people are actively engaged in putting the pieces together?
- What is the level of frustration and anxiety?
- Is there any turning point at which the group begins to cooperate?
- Does anyone try to violate the rules by taking or pointing as a means of helping fellow members solve the problem?

CONFLICT RESOLUTION/MANAGEMENT

What is meant by a conflict?

Make an effort to define it. List out factors that should be included in the definition. Consequently compare your effort with the definition below.

Conflict is a process that begins when one party perceives that another party has negatively affected, or is about to negatively affect, something that the first party cares about.

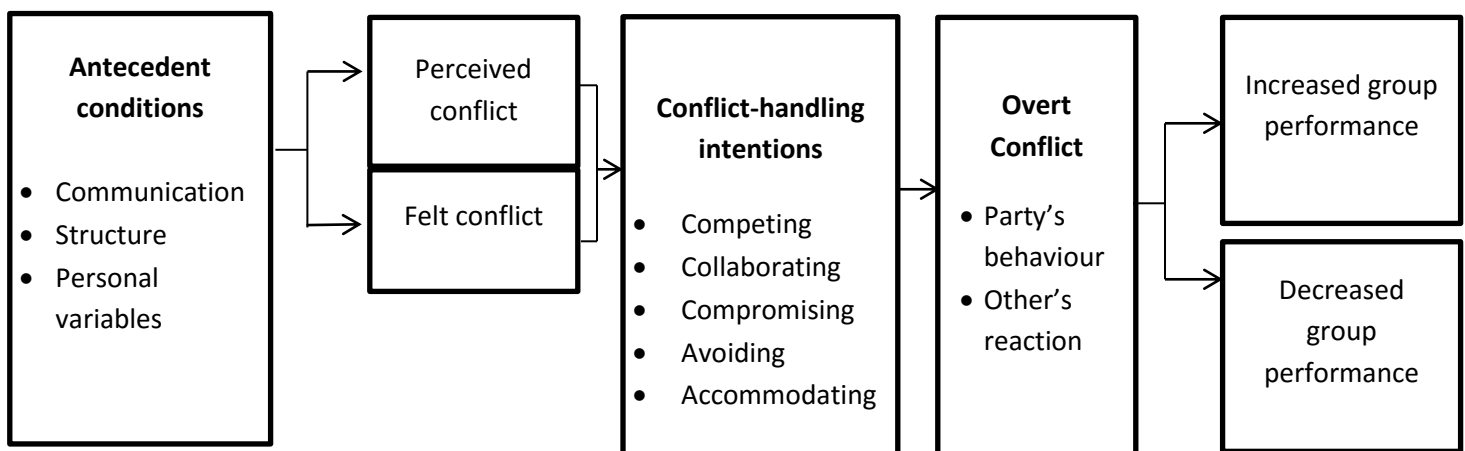
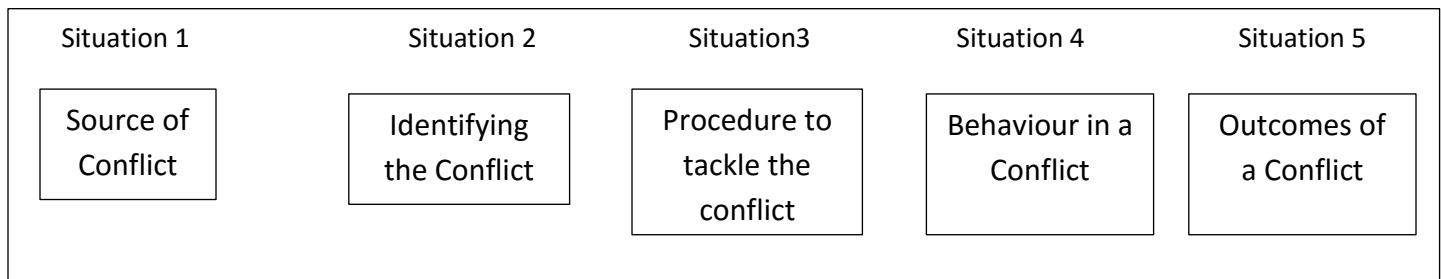
(Robbins M L, 1994)

Conflict can be simply categorized into two.

1. Task Conflict
Conflict that originates on content or goals of work and over how work gets done.
2. Relationship Conflict
Conflict that is based on hostile interpersonal relationships with a person or group

Different spheres of conflict

1. Interpersonal Conflict
2. Intrapersonal Conflict
3. Intragroup Conflict
4. Intergroup Conflict

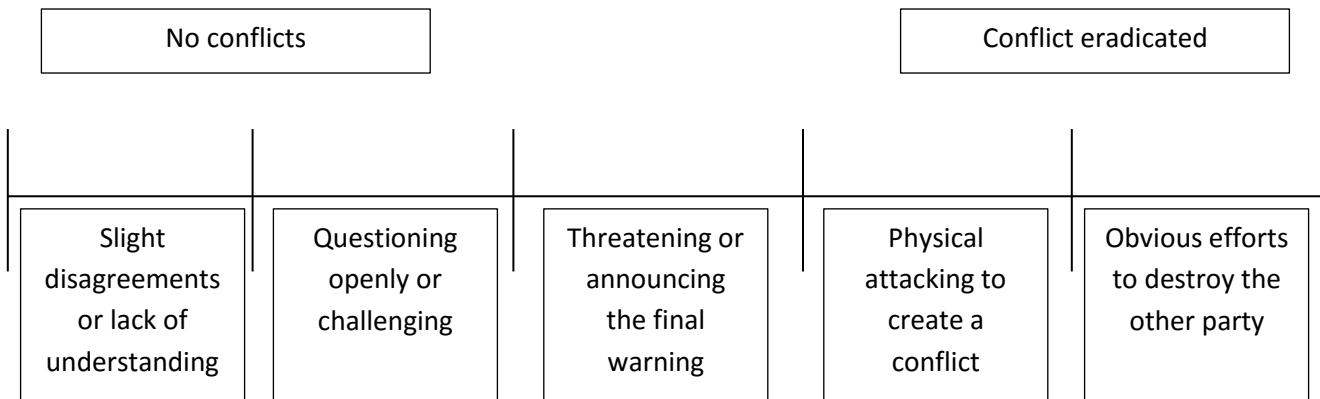


CONFLICT MANAGEMENT STYLES

How do people act with regard to conflicts? What are the best techniques used for conflict resolution? What are the most successful techniques? All these styles and techniques should have the ability to connect views, feelings, emotions and their diverse behavioral patterns. The decisions taken by people to resolve conflict using certain techniques may be a result of the training they received on conflict resolution. In a way although these efforts could be wise and clever, these techniques may not be suitable in certain situations.

It is important to know that there is more than just one way to solve conflicts. It is dependent upon the relevant conditions of the particular situation. It varies with the scenario. The most suitable option is to use a specific style of conflict resolution.

One must understand that it is important to carefully select the most suitable technique or style in solving a conflict successfully. Before reacting or responding to other characters involved in the conflict and their behavioral patterns, one must first try to presume their expectations and then select the best conflict resolution technique based on their suggestions. The various aspects and segments of the conflict should be well analyzed as a possibility exists where one party may seek to aggravate the issue while the conduct of the other party may infer incorrect intentions. It should be noted that actions and behavior of a person who is extremely annoyed and short tempered, should not be a factor to correctly determine his expectations.



The book titled “Continuous Intensification of Conflicts” authored by Stephen P Robbins (1974) presents ways and means to detect the development of conflicts.

RESULTS OF BEING FUNCTIONAL

When people tend to be novel, creative, strategic and energetic as a result of their decisions proving to be productive; in the event they are motivated upon self-assessment, the conflicts that arise from facing changed circumstances are work related. Conflicts definitively occur when ideas of the minority are encouraged and such opinions are used in making important decisions.

A conflict disallows the issue to be stagnant and therefore helps cover all aspects related to the problem in the process of making important decisions as a team. In activities that happen in a large scale, instigating conflict through challenging individuals in any position helps amend policies and programs of the state and political parties in accordance with needs and responses of the general populace.

For example, Namibia, a country with a multi ethnic community achieved democracy with ease and pleasantness consequent to years of severe conflict. Three years after independence in 1993, unlike other Commonwealth countries which were violent and disturbed, Sri Lanka was the first to create a National Youth Policy during a period no other nation had even thought about the concept.

Former Director of the C Y P African Centre Mr. Richard Mkandawire met the then Minister for Youth Affairs and Sports in Namibia Mrs. Pendukeni Iivula-Ithana and discussed the problems that arise in the process of formulating a National Youth Policy.

ENDING THE CONFLICT

As stated in the book titled *Conflict Management, Intervention, Resolution and Resolution through Exchange of Ideas* (1998) The African Centre for the Constructive Resolution of Disputes (ACCORD), there are only three basic methods to resolve a conflict.

1. Using force

This approach is based on the fact that force is right. This is a usual practice for anyone. It is considered legal to resolve conflict in such large scale using this approach. However it is very rarely that a satisfactory outcome is received for both parties by using force or power to solve the conflict.

2. Acting upon Rights and Standards

The judiciary and legislature is established to lower the intensity of power based decisions, and to apply relative skills when taking decisions using power and applying moral standards. The absence of a relationship between the government and law makers under a democratic system is due to parties attempting to misuse and abuse power vested upon them by the government. Therefore it should be noted that parties related to a particular conflict will have to act in accordance with law and held accountable for the decisions they make. There are also situations where the government attempts to push the boundaries the of the law to widen its own state power. The government of the United States of America taking into custody the people living around the area of the Guantanamo Bay on the pretext of them being terrorists without a fair hearing in a court is one such example. This act of the government had been gravely criticized by the citizens of the USA and by the international community. Nevertheless it has been usual practice for the government to supply power to the judiciary behind the scene.

In making such decisions the judiciary takes an important position. However the middle ground views of the powerful and powerless sectors of the population has been established.

For example, the Catholic Church and followers of Islam greatly influenced and controlled sectors of cruel and merciless people who went against the law. In 2006, the Catholic Church in Central America and followers of Islam in Somalia eliminated powerful instigators of war involved in corruption in the capital cities and brought upon a relative level of stability.

3. Agreement

Agreement can be defined as parties to the conflict acting upon all possible alternatives discussed together. Therefore it is evident that the results of decisions taken in mutual agreement with unity would prove to be favorable for all. Sound alternative techniques in dispute resolution emerged in the recent past. During the past 20 years disputes were resolved through discussion with third party intervention.

SKILLS IN ARRIVING AT DECISIONS THROUGH DISCUSSION

Even though we make decisions upon discussion in our daily lives, that experience may not be sufficient to enter into fruitful agreements. The reason for that is the skills needed for that are not fully developed by us. Therefore to enter into fruitful agreements we must develop the necessary skills required for conflict resolution.

The book titled “The Eight Essential Steps to Conflict Resolution: Preserving Relationships at Work, at Home, and in the Community” authored by Dudley Weeks (1992) explains the following.

- 1. Create an Partnership Atmosphere** – An atmosphere should be created which would show that all parties of the conflict are partners in solving the dispute. This is a very important step in the process of conflict resolution. Parties could arrive at a mutual agreement if a suitable atmosphere can be created considering all factors. In approaching the process of conflict resolution whilst creating an effective atmosphere and preparing yourself; the time and place of the meeting and the words you first use to address them will all impact in creating a correct impression.
- 2. Clarify Perceptions** – The views of all parties of the conflict should be clarified. Without knowing the views of the problem at hand with certainty, you cannot resolve the conflict. Moreover you must not pay attention to the consistency of only one party but instead listen accurately to the facts they disclose. Correctly identify the needs of the parties and respect those even if everyone does not agree upon them. Pay attention with sensitivity to the situation they have faced. Especially if there is a misconception that has arisen in the process of discussions, clear all of it in advance.
- 3. Focus on Individual and Shared Needs** – Disperse the needs that are mutually shared by you and other parties. Understand that to effectively solve the dispute the help of everyone is required. Eventually with time you will realize and agree that at most times needs should be commonly shared.
- 4. Build Shared Positive Power** – Rather than trying to showcase self-power, focus on partner and shared power. Inducing such a perception within parties to the conflict, would encourage them to use the shared power. This positive power seeks to promote the constructive capabilities in solving the disputes of all parties involved in a conflict.
- 5. Look to the Future, Then Learn From the Past** – Do not dwell on the unpleasant and negative views of the past. If we allow ourselves to be defined by the past, it will not be possible to practically deal with different parties in the future. Attempt to understand and then ignore the incidents that took place in the past. Refrain from repeating the same mistake or wrongdoing.

6. **Generate Alternatives** – Be cautious when providing answers based on preconceived notions. Ensure that you follow a common policy that affects all parties involved in the conflict. Keep aside factors that cannot be agreed with and promote alternatives that can be put into action with ease. Following this process would avoid the unnecessary complication of the problem.
7. **Develop ‘Doables’** - Doables are stepping stones or actions that should be given priority to obtain a favorable opportunity in making a certain activity successful. The best opportunity to obtain a successful outcome is presenting views. Techniques used to obtain unfair benefits from both parties should be terminated. Doables are based on the shared views of parties involved in the conflict. Therefore these are considered shared needs.
8. **Make Mutual-Benefit Agreements** – Agreements that result mutual benefits are considered sustainable resolutions to resolve special conflicts. Moreover such agreements are fruitful ones. This also signifies a beginning on accomplishing agreements relating to working on differences between parties involved in the conflict in a practical manner and relationships that are developed each day.

07 . COMMUNICATION

From birth to death, man employs communications for all his activities. Poor communication skills challenge his negotiation capabilities and create various problematic situations. Weak communication skills also reduces the opportunities to develop other soft skills. Therefore being a communicator and developing these skills is growing increasingly important. This unit will provide the guidance to develop that skill.

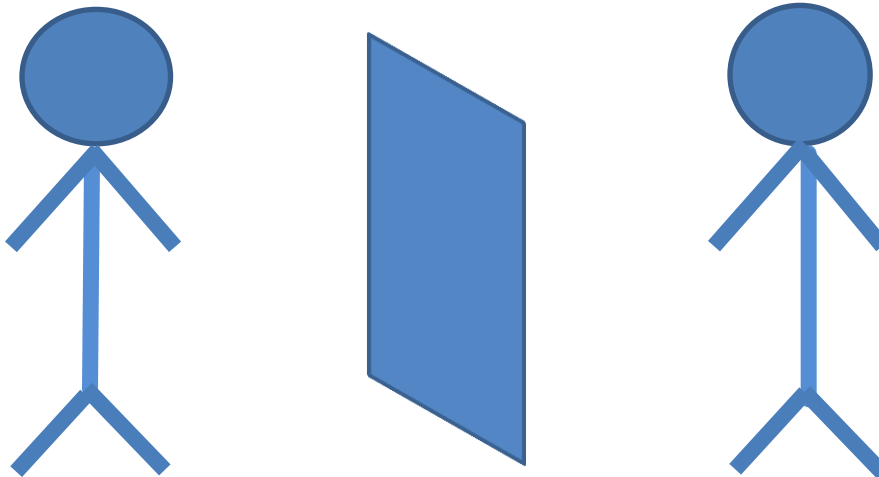
In fostering relationships communication is one of the most important factors. It is the people with strong communication skills who will succeed in adopting a positive mindset.

1. Discussion video clip on the modes of communication and their evolution
2. Identifying the ways of communication
 - One way communication
 - Two way communication

Activity 07

One way communication

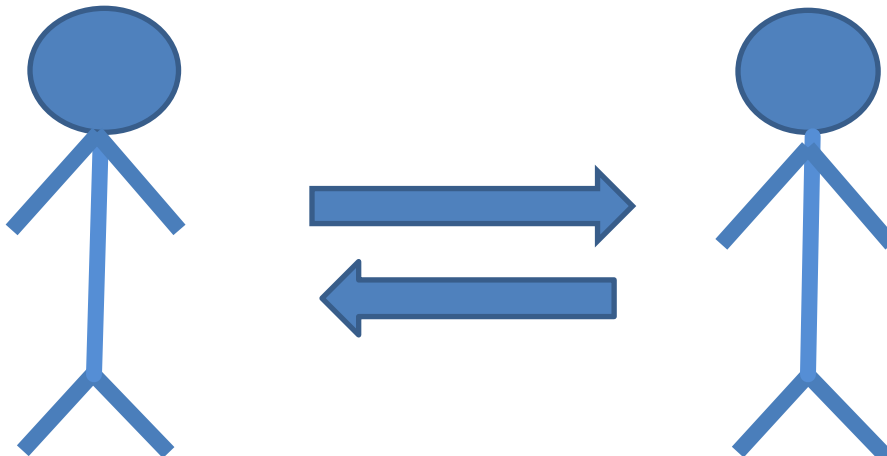
Explain the advice brought forward by imagery, to your partner. Advice brought forward as a result of refraining from questions to be presented through an artwork. The artists and advisor will place an object between them, curtailing themselves from the other's view.



In this manner discuss collectively and understand the weaknesses of following the one way communications mode. While the message is not effectively communicated through this mode, other weaknesses can be identified, which could be resolved via two way communications.

Two way Communication

One party will present a message, and once this is delivered or while it's in the process of delivery, the moderator will resolve questions while clarifying the message contents. That two way communications is more effective than one way communications needs to be established.



7C's of Effective Communications

The necessary criteria for an effective communications should be discussed with the participants. Following the discussion, 7Cs should be introduced.

- Completeness
- Conciseness
- Consideration
- Clarity
- Concreteness
- Courtesy
- Correctness

The Challenges facing Effective Communications

Discuss the potential challenges facing effective communications and list them down. Afterwards compare the challenges listed below with the ideas of the participants.

- Challenges of developing a consensus
- Deficiencies of transparent communications/ transparent communications not taking place
- Deficiencies in authority
- Deficiencies of clarity
- Deficiencies presentation skills
- Deficiencies of understanding
- Environmental influences

Activity 08

Spreading Rumours

Objective:

Develop an understanding of how the message is distorted from the sender to the receiver.

No of Participants:

Between 20-25

Time:

To be used as necessary

Presentation:

Have the group sit in a semi-circle. Thereafter perform Chinese Whispers, and have the coordinator in the circle whispers a message to the ear of the next person, and so on, until the last player is reached, who announces the message to the entire group. The first person then compares the original message with the final version and discusses the differences in context.

Lesson:

Discuss how have the message contents changed, if it has? And what are the reasons behind this change? Hereby instead of verbally communicating a message it can be communicated through an artwork.

Body Language

Explain how when developing social relationships, people communicate through their 5 senses. List them separately as both facial senses and bodily senses. Consider the communication and reactions between these two body parts and consider how this builds positive communications.

Take steps to explain Body Language through the following examples.

- How to stand?
- How to move?
- How you appear to people?
- How you look at people?
- Your sound.

Have the participants understand why Body Language is important. Have them individually list these out and discuss their findings as groups.

- For directing peoples' attention.
- Create positive environment.
- Make the biggest possible impact.

To ensure the communications' effectiveness and impact, listening is mandatory. No matter how clearly the sender delivers the message, if the receiver does not pay attention, it is pointless. Discuss this affair.

Explain to the participants the importance of listening.

- Phrases and sentences are translated more effectively to the brain.
- Listening is essential when understanding information or ideas.

Activity 09

Correct Listening skills

Objective:

Develop listening skills as a very important quality in better leaders and to be incorporated into people's day to day lives.

No of Participants:

Allocate as necessary.

Time:

Allocate as necessary.

Tools necessary:

Tools will not be utilized.

Presentation:

Ask from the groups the wrong listening habits (changing the topic, inattentive listening, turning the others story into one's own) and put it down in a list visible to everyone. Divide the participants into pairs and have one talk about one topic out of the following for 3 minutes; a real or hypothetical problem, a favorite sport or a vacation to remember. Meanwhile the other will engage in a wrong listening habit. After another 3 minutes have them switch the topics and observe how far the participant can communicate what his partner had been speaking about. In this manner, wrong listening skills can be identified, while the importance of mindful listening habits can be emphasized.

Explain the impact of active listening on the functionality of communication. Question and discuss with the participants good communication practices, while taking the details below to drive the conversation forward.

Activities showcasing good listening skills

- Open body language
- Display through facial expressions that you're listening
- Lean a little forward towards the speaker
- Uncrossed arms
- No forced smiling
- Bob your head as necessary
- Smile moderately according to the situation
- Use of affirmative phrases to foster further conversation (yes, as you were saying, afterwards, therefore)

- Maintain good eye contact
- Show your understanding of the subject through the posing of reflective questions
- Make notes
- Summarize the discussion and re-explain it

Even if you're a good listener or effective communicator, in order for your communications to be effective, others must be motivated and willing to listen to your message. For this purpose we should discuss what needs to be followed and list it down.

In order to motivate others to listen to you, it is necessary that you:

- Should be a good listener
- Explain things animatedly with motivation
- Maintain good eye contact
- Speak the truth
- Speak firmly with belief
- Use the right language, which can be understood clearly
- Use the respondent's name as often as necessary

Activity 10

Working Listening skills

Objective:

If anyone is speaking emotionally, how to respond to it accordingly can be understood. Hereby the importance of echoing is made clear while, speaking critically and giving advice bring ineffective results is also made evident.

No of Participants:

An Even Number (Maximum 20)

Time:

45 Minutes

Tools necessary:

Tools will not be utilized.

Presentation:

After dividing into pairs have the first team mate proclaim three emphatic statements, while the second team mate will question him while echoing the previous statement. Thereafter exchange topics and proceed to discuss the feelings imbued within these statements with the other pairings. That echoing cannot take place devoid of understanding, patience and determination needs to be established.

Session Plan

Subject Area	Soft skills	Location	
Time/	3 Days	Team Number and Total	

No	Time	Sub subjects	Mechanism	Assistance
01	2 Hours	Identifying Soft skills	Display	Multimedia Laptop
02	4 Hours	By identifying who you are, arriving at a decision about yourself	Filling the “Johari Window” list out the group activities and person responsible	Forms 01 Flipchart board Marker pen Multimedia ,Laptop
03	3 Hours	Develop Creativity Skills	Display	Forms 02, 03 Flipchart board Marker pen Picture Card Multimedia
04	3 Hours	Problem Management	Individual Activities Group Activities (Simulation)	Team work Role card Activity 2
05	4 Hours	Introducing the Leader and Followers	Display	
06	4 Hours	Group Feeling	Explain Activity 2 Assign to groups	
07	6 Hours	Communications	Activity 1 Activity 2	Flipchart board Marker pen Multimedia Laptop

Facilitator:

Assistant Facilitator: