

Soft Skills Training

Training of Trainer

Youth Employment and Entrepreneurship Skills (YEES) Project



Day III agenda: morning	
Time	Activity
09:00-09:10	Day II Recap, Remind Parking Lot and Pre-Test
09:10-09:15	PART I: Time Management - Module Overview
09:15-09:25	Understanding Time Management and Its Importance
09:25-09:30	The Impact of Effective Time Management on Productivity and Well-Being
<i>09:30-09:40</i>	<i>ACTIVITY I: Revisit and Revise Your SMART Goals</i>
09:40-09:50	COFFEE BREAK
09:50-10:05	Creating an Effective To-Do-List
10:05-10:20	Identifying and Differentiating Urgent and Important Tasks
<i>10:20-10:30</i>	<i>ACTIVITY II: Developing a Team’s Schedule</i>
10:30-10:35	PART II: Self-Leadership – Module Overview
10:35-10:50	Understanding Self-Leadership and Its Importance
<i>10:50-11:00</i>	<i>ACTIVITY I: Ready, Set, Go!</i>
11:00-11:10	Personal Values
<i>11:10-12:00</i>	<i>ACTIVITY II: The Traveller Ball</i>
12:00-12:15	Tools for Improving Productivity and Stress Management
12:15-12:30	Establishing Self-Control and Strategies for Enhancing Self-Leadership
12:30-13:30	LUNCH BREAK

PART I:

MODULE 5: TIME MANAGEMENT



Module 5 Overview:

1. Understanding time management principles;
2. Revise SMART Goals and Objectives;
3. Plan and Prioritize Tasks;
4. Execute Tasks Efficiently;
5. Monitor and Evaluate Time Management;



TIME MANAGEMENT

- Is the process of planning, organizing and controlling how you allocate your time among specific activities to effectively achieve your goals (CFI Education, 2015).
- It involves making conscious choices about how to prioritize tasks, set goals and allocate time to different activities.





KEY ASPECTS OF TIME MANAGEMENT

- Setting goals
- Planning
- Prioritization
- Elimination of time-wasters
- Delegation
- Time blocking
- Adaptability
- Self-reflection

IMPORTANCE OF TIME MANAGEMENT

Personal life:

- Work-life balance
- Stress reduction
- Goal achievement
- Quality of life
- Health and well-being

Professional life:

- Increased productivity
- Meeting deadlines
- Career advancement
- Effective collaboration
- Professional reputation

THINGS THAT WE DO ON TIME:

OUR DAILY ROUTINE



Bathroom:

- Potty
- Wash hands & face
- Brush teeth
- Comb hair
- Sunscreen



Make bed



Get dressed



Put dirty PJs in hamper



Eat breakfast



Take vitamins



Goodbye hugs



Pick up toys & tidy room



Pack backpack



Put on PJs



Put dirty clothes in hamper



Bathroom:

- Tub time
- Potty
- Wash hands & face
- Brush teeth



Read for 15 minutes



Lights out

THE IMPACT OF EFFECTIVE TIME MANAGEMENT ON PRODUCTIVITY AND WELL-BEING

Impact on productivity:

- Prioritization of tasks
- Focused work
- Goal achievement
- Reduced procrastination
- Optimal resource allocation
- Meeting deadlines
- Continuous improvement

Impact on well-being:

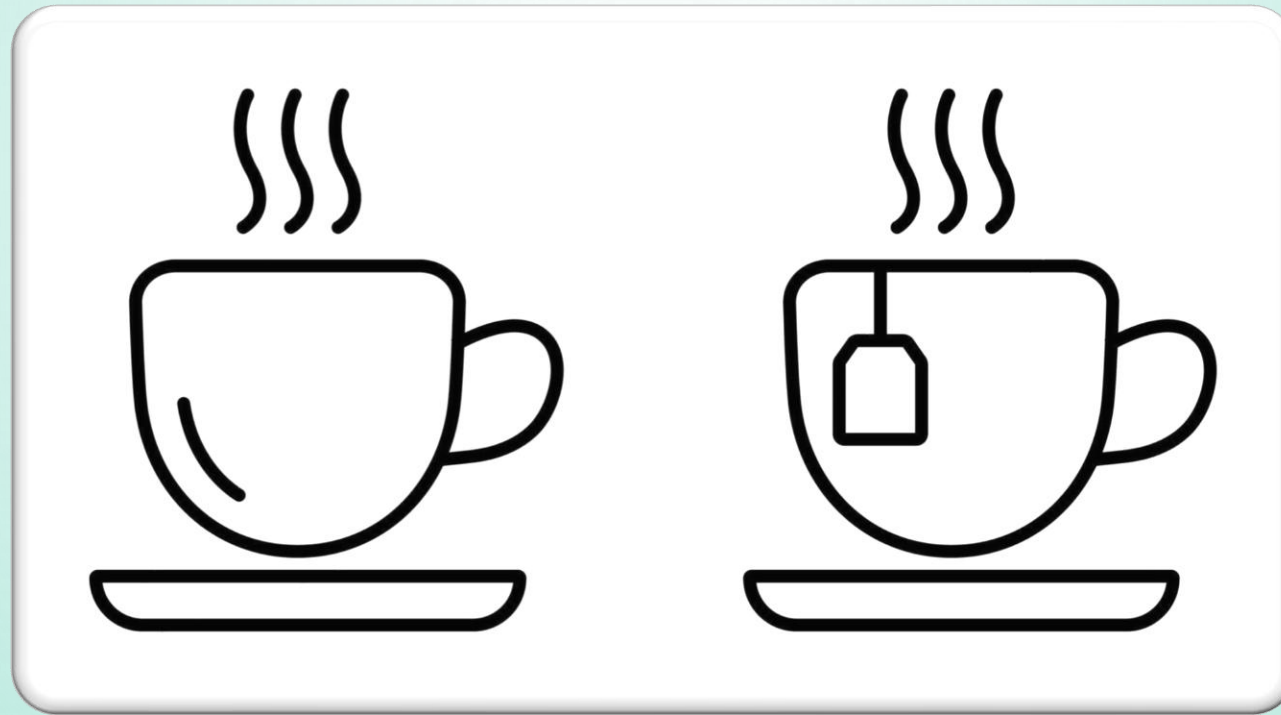
- Reduced stress
- Improved work-life balance
- Increased focus on priorities
- Enhanced satisfaction and fulfilment
- Better decision making
- Increased energy levels
- Positive relationships

ACTIVITY 1: REVISITING AND REVIEWING YOUR SMART PERSONAL & PROFESSIONAL GOALS

I want to

Specific	I will focus on.....
Measurable	I will give.....
Attainable	I believe I can do this because
Relevant	I need toto.....
Time-Based	I need to do.....in.....

“I will”



Coffee/tea break

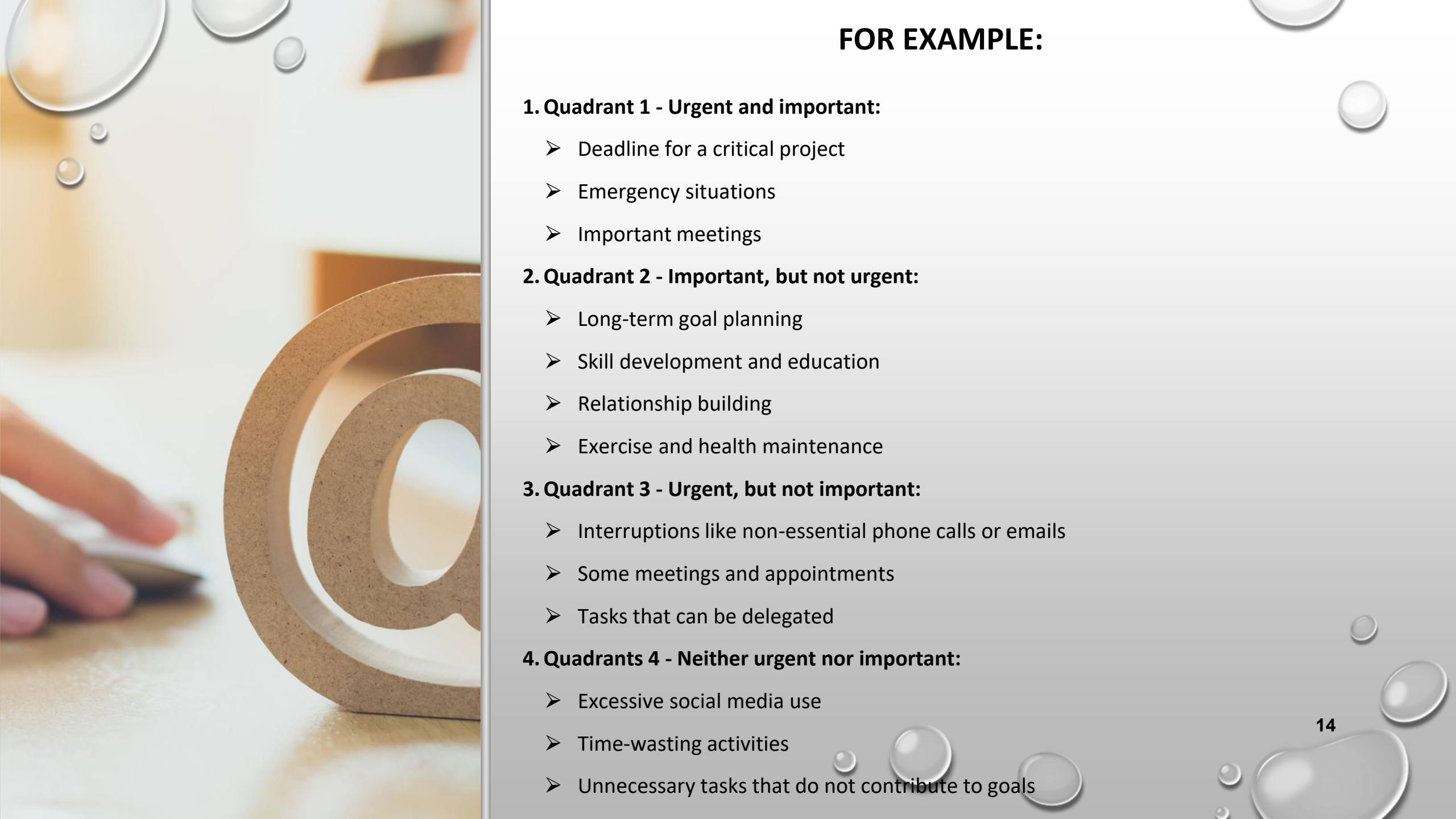
CREATING AN EFFECTIVE TO-DO LIST

- List your tasks
- Prioritize tasks
 - Break down complex tasks
 - Set realistic goals
 - Use time blocks
 - Include deadlines
 - Consider energy levels
 - Use a digital tool or physical planner
 - Review and update regularly
 - Celebrate achievements
 - Learn to say “no”
 - Batch similar tasks
 - Delegate whenever possible
 - Use checklists
 - Reflect at the end of the day



IDENTIFYING AND DIFFERENTIATING URGENT AND IMPORTANT TASKS

1. Understand the quadrants (Jyothi & Parkavi, 2016)
2. **Quadrant 1 - Urgent & important:** Tasks that require immediate attention and are crucial to your goals.
 - **Quadrant 2 - Important, but not urgent:** Tasks that contribute to your long-term goals and require proactive planning.
 - **Quadrant 3 - Urgent but not important:** Tasks that are urgent but don't contribute significantly to your goals.
 - **Quadrant 4 - Neither urgent nor important:** Tasks that are neither urgent nor important. Consider eliminating or delegating these.
2. Evaluate each task
3. Place tasks in the matrix
4. Prioritize quadrants
5. Reassess regularly

A decorative background featuring several realistic water droplets of varying sizes. On the left side, there is a close-up of a hand holding a wooden '@' symbol. The right side of the image is a light gray gradient.

FOR EXAMPLE:

1. Quadrant 1 - Urgent and important:

- Deadline for a critical project
- Emergency situations
- Important meetings

2. Quadrant 2 - Important, but not urgent:

- Long-term goal planning
- Skill development and education
- Relationship building
- Exercise and health maintenance

3. Quadrant 3 - Urgent, but not important:

- Interruptions like non-essential phone calls or emails
- Some meetings and appointments
- Tasks that can be delegated

4. Quadrants 4 - Neither urgent nor important:

- Excessive social media use
- Time-wasting activities
- Unnecessary tasks that do not contribute to goals

GROUP ACTIVITY 2: DEVELOPING A TEAM'S SCHEDULE

(ADAPTED FROM PALLADIUM & SEPFOPE PDB TRAINING MATERIALS)

- Develop the group's schedule on a flipchart for the following scenario:

“You are staying with four of your friends in a rented house. You need to go to work at 7:30 a.m. every morning. As usual, you are asked by the landlord to keep the house clean everyday by cleaning the bathroom, toilet, bedrooms, kitchen, dining room, yard and other spaces inside the house.

Furthermore, you also need to have breakfast at 7:15 a.m. before leaving for work. Because of all this cleaning and preparation, you all decided to wake up at 6:30 a.m. Thus, you have 45 minutes to do all those things before you prepare yourselves to depart to work”.

- You have 10 minutes to develop the schedule and 5 minutes to present it to other groups.



EXAMPLE OF A SCHEDULE

(ADAPTED FROM PALLADIUM & SEPFOPE PDB TRAINING MATERIALS)

Time	Task	Responsible
5:30 a.m.	Wake up	All five students at the house
5:31 – 6:00 a.m.	Clean bathroom and restroom	Student 1
	Clean kitchen and dining room	Student 2
	Clean yard and other spaces in the house	Student 3
	Prepare breakfast	Student 4 and 5
6:00 – 6:15 a.m.	Prepare yourselves	All five students at the house
6:16 – 6:30 a.m.	Take breakfast	All five students at the house
6:31 a.m.	Depart to work	All five students at the house

PART II:

MODULE 5: SELF-LEADERSHIP



Module 5 Overview:

1. Review Self-Awareness and Personal Values;
2. Review Self-Emotions and Personal Initiative;
3. Apply Time Management and Productivity;
4. Apply Effective Decision-Making and Problem-Solving;
5. Review Personal Growth and Continuous Learning;
6. Review Self-Management and Resilience;
7. Reflect on Self-Leadership Skills;





self-leadership

- Is the ability of individuals to influence, motivate and guide themselves towards achieving their personal and professional goals (Ross, 2014).
- It involves taking responsibility for one's own actions, making proactive choices and managing one's own behaviour, thoughts plus emotions.
- Self-leadership is a key component of personal effectiveness and is often considered a fundamental skill in leadership development.

Key elements of self-leadership

- Self-awareness (Morin, 2011)
- Self-regulation (Vohs & Baumeister, 2004)
- Self-motivation (Geller, 2016)
- Time management
- Goal setting
- Adaptability
- Initiative
- Continuous learning



self-awareness



- Is the ability to recognize and understand oneself, including one's own thoughts, feelings, sensations and actions (Morin, 2011).
- It involves being conscious of your own existence and understanding your own identity, beliefs, values, strengths, weaknesses and motivations.

The **two primary components** of self-awareness include:

- **Internal self-awareness:** an understanding of your own thoughts, emotions and values.
- **External self-awareness:** an awareness of how others perceive you.

importance of self-awareness in self-leadership

Self- awareness:

- Provides an understanding of one's strengths and weaknesses
- Enables effective decision-making
- Helps to regulate emotions
- Fosters the setting and achieving of goals
- Builds authentic leadership
- Enhances communication skills
- Enables adaptability and flexibility
- Facilitates conflict resolution
- Enhances resilience building
- Enables the cultivation of a growth mindset





Activity 1: ready, set, go!

- We are going to do a race.
- There will be five people in this race.
- Line up;
- You need to wait for the words “ready, set, go!” to start the race/run.
- But it is going to be tricky as I will substitute the word “go” with other words like: “guava” or “gorilla” or “golf”.
- And you must wait until you hear me say the word “go” to start running.
- So, you must wait for the right words to start running.



personal values

- These are principles, beliefs and standards that guide and shape an individual's attitudes, choices as well as behaviour (Lennon, 2024).
- Personal values represent what is important to a person and serve as their foundation for decision-making.
- They are deeply ingrained and can influence various aspects of one's life including relationships, career choices, ethical considerations, etc.

Examples of personal values, strengths and weaknesses

Personal values:

- Integrity
- Respect
- Responsibility
- Compassion
- Teamwork
- Continuous learning

Personal strengths:

- Leadership
- Creativity
- Adaptability
- Problem-solving
- Communication
- Time management

Personal weaknesses:

- Perfectionism
- Procrastination
- Difficulty delegating
- Impatience
- Lack of confidence
- Overcommitting

Activity 2: the traveller ball

- Let us form groups of eight (8) people;
- One person will be the leader of each group
- Four (4) members will be blindfolded, seated on chairs and will not be allowed to move.
- Three (3) members will be muted/not allowed to talk but will be free to move around.
- The leaders of the groups will only give the instructions or guide the members during the game.
- The activity will be done while the groups are gathered in a circular format – with one blindfolded member sitting next to one muted member in each circle/group.
- The leaders will pass on the balls to the first person in every circle/group and give the instructions to pass the balls around.
- The balls need to start and end with the same people – these people will put the balls into the baskets next to them.
- The balls must be passed to everyone in each group.
- If a ball is dropped, it does not count.
- The goal is to pass the balls around as many times as possible with the above rules in mind.
- You have 5 minutes to do this. Any questions?
- Let us start.



Tools FOR improving personal productivity

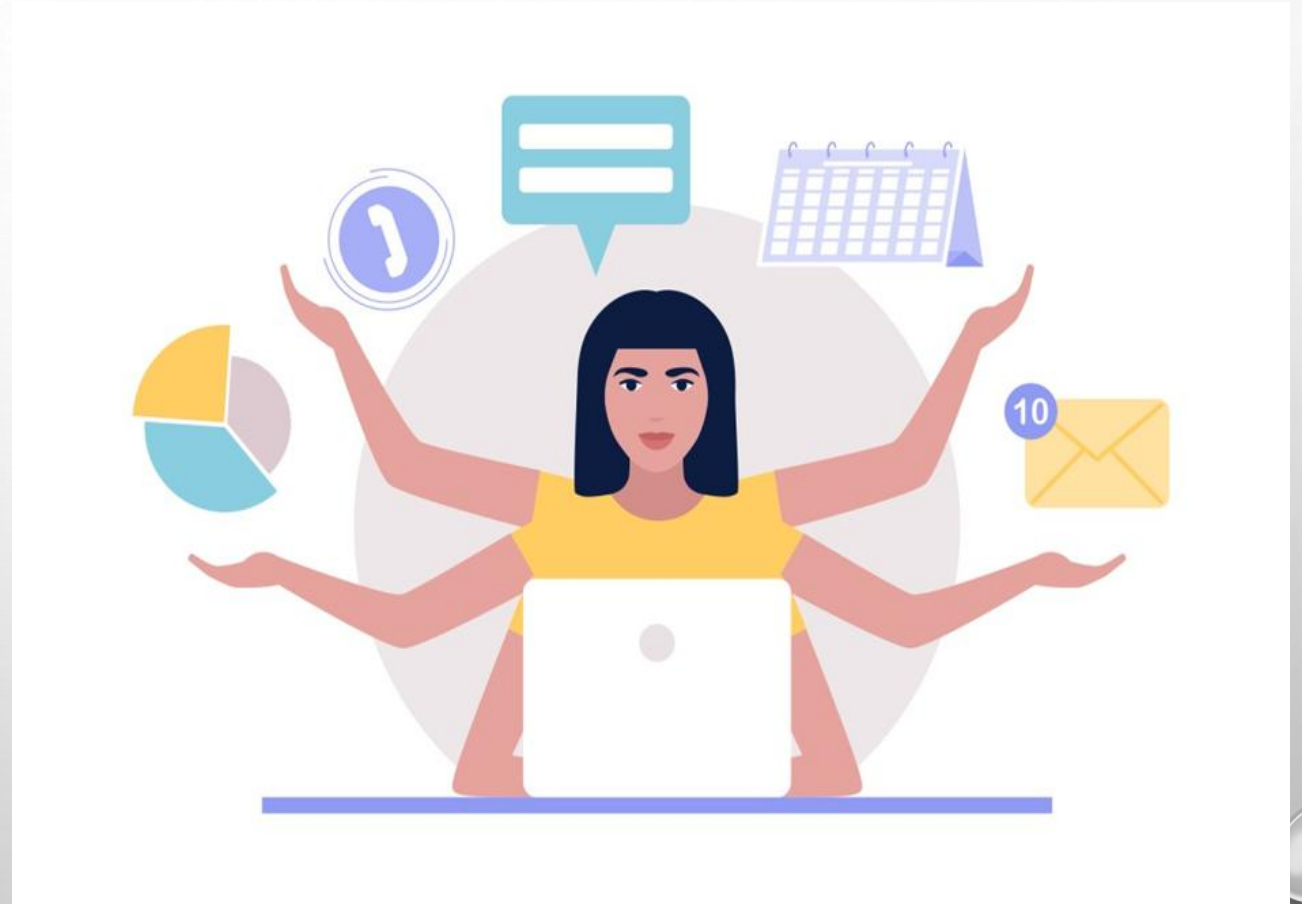
They include:

- Task management apps
- Calendar apps
- Note-taking apps
- Time tracking software
- Focus apps
- Email management tools



establishing SELF-CONTROL and stress management STRATEGIES

- Set clear goals
- Prioritize tasks
- Identify stressors
- Practice mindfulness
- Establish healthy habits
- Manage time efficiently
- Learn to say “no”
- Cultivate a support system
- Engage in relaxation techniques
- Take breaks
- Stay positive



Activity 3: revisit and re-adjust your smart goals
Let us revisit and adjust our personal and professional smart goals

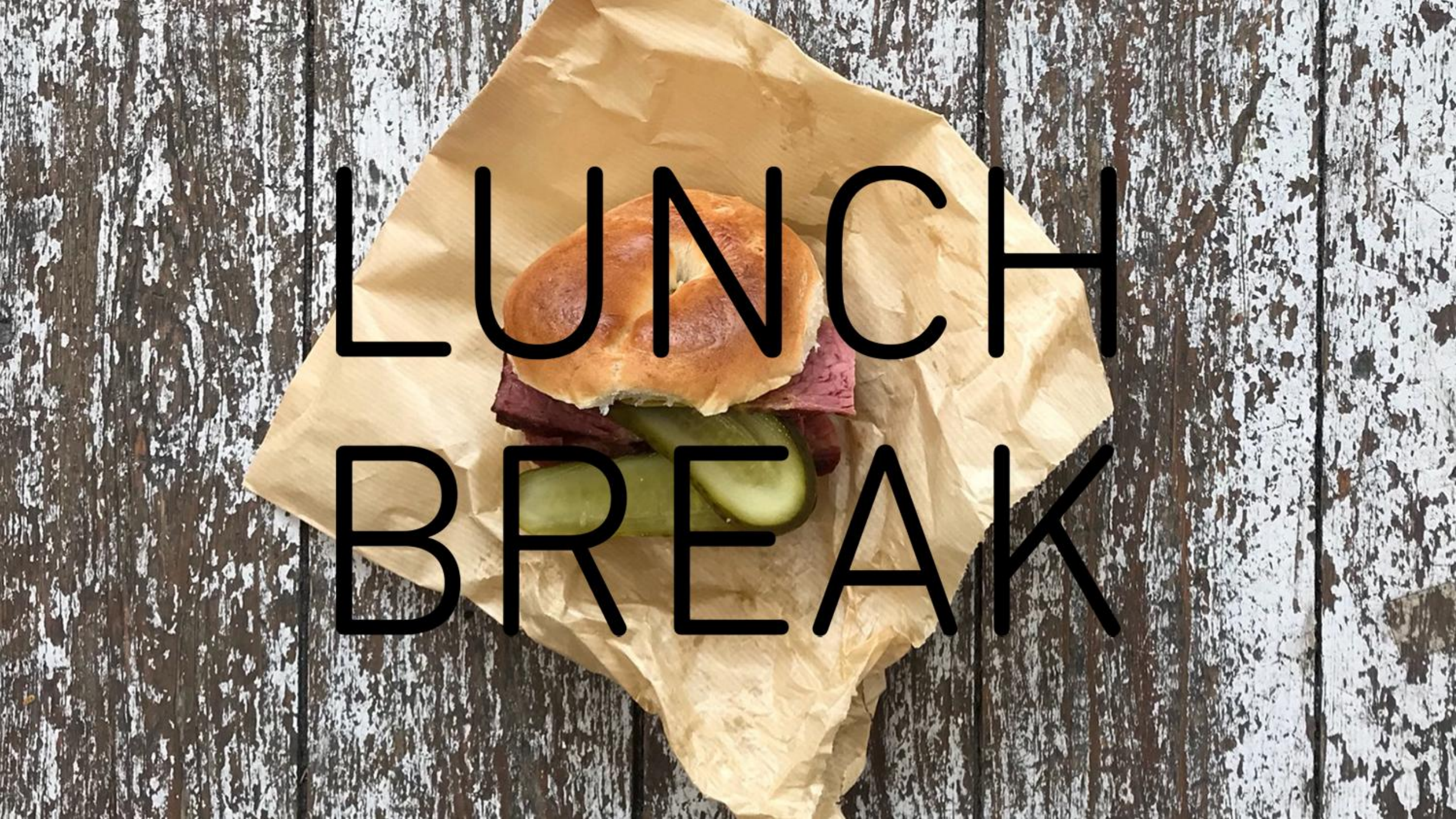
I want to

Specific	I will focus on.....
Measurable	I will give.....
Attainable	I believe I can do this because.....
Relevant	I need toto.....
Time-Based	I need to do.....in.....

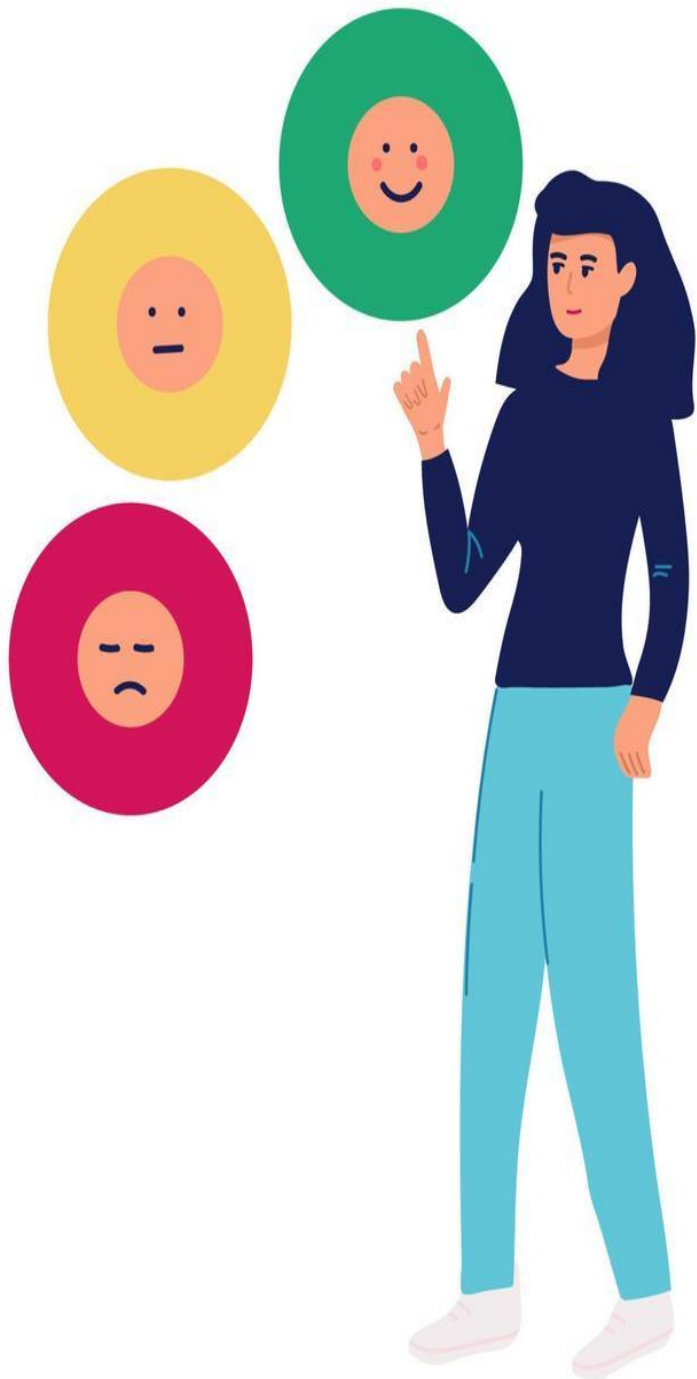
Strategies for enhancing self-leadership

- Set clear goals
- Create a personal mission statement
- Prioritize and plan
- Manage time efficiently
- Build self-awareness
- Self-care
- Be resilient
- Be accountable to yourself
- Innovate and take initiative
- Network
- Cultivate a growth mindset
- Practice emotional intelligence
- Engage in continuous learning
- Be adaptable
- Communicate effectively
- Enhance your decision-making skills
- Stay curious
- Reflect and learn





LUNCH
BREAK



Activity 4: self-control bubbles

- Let us sit in a big circle;
- I am going to blow some bubbles in the air.
- And you can pop them all or pop them into different shapes that you like (for example; the heart shape).
- Once all the bubbles are popped, I'm going to blow some more.
- But this time you must not pop or even touch the bubbles – even if they land on your nose or other parts of your body.
- Any questions?
- Let us start.

Day III agenda: AFTERNOON	
Time	Activity
13:30-13:35	ACTIVITY IV: Self-Control Bubbles
13:35-13:45	PART III: Critical Thinking – Module Overview
13:45-13:55	Understanding Critical Thinking and Its Importance
13:55-14:00	The Processes of Critical Thinking
14:00-14:05	The Characteristics of a Critical Thinker
14:05-14:10	ACTIVITY I: Circle Fun
14:10-14:20	Deductive Reasoning
14:20-14:30	Inductive Reasoning
14:30-14:40	ACTIVITY II: The Shapes Challenge
14:40-14:45	Engaging in constructive dialogue and debate to refine thinking
14:45-15:00	ACTIVITY III: Role-Pay: Debate
15:00-15:10	COFFEE BREAK
15:10-15:15	PART IV: Creativity – Module Overview
15:15-15:25	Understanding Creativity and Its Importance
15:25-15:30	The Characteristics of Creative Individuals
15:30-15:35	Role of Creativity in Problem Solving and Decision Making
15:35-15:45	ACTIVITY I: Jump In Jump Out
15:45-15:55	Techniques for Brainstorming and Idea Generation
15:55-16:10	Divergent Thinking

PART III:

MODULE 6: CRITICAL THINKING



Module 6 overview:

1. Define Critical Thinking;
2. Analyse Information and Arguments;
3. Develop Logical Reasoning Skills;
4. Make Informed Decisions;
5. Communicate Critical Thinking;



UNDERSTANDING critical thinking



- Critical thinking is a process of actively and skilfully conceptualizing, applying, synthesizing and evaluating information to reach a well-justified conclusion or solution (Oyibe et al., 2015).
- It is the ability to: think logically, make reasoned judgments, and systematically approach problems or situations.
- It is very important in education, professional work, decision-making and personal development.

Key components of critical thinking



Analysis



Interpretation



Inference



Explanation



Problem
solving



Decision
making



Creativity



reflection

importance OF critical thinking in the workplace

Problem
solving

Decision
making

Innovation

Effective
communication

Adaptability

Quality
decision-
making

Efficient
problem
identification

Continuous
improvement

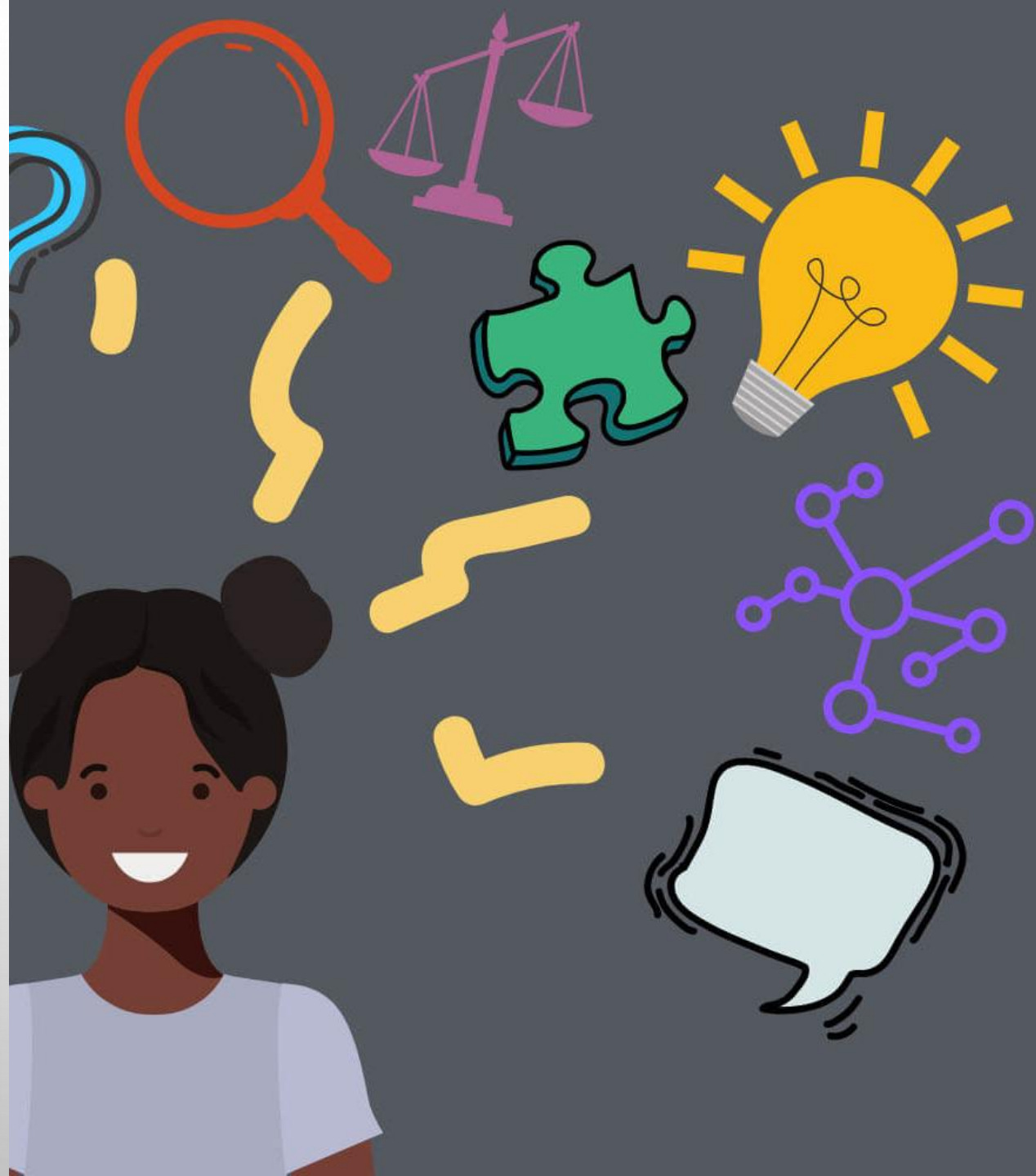
Leadership
skills

The processes of critical thinking

- Identifying and defining the problem
- Analysing information
- Generating ideas (brainstorming)
- Gathering relevant information
- Identifying assumptions
- Evaluating evidence and arguments
- Recognizing biases
- Seeking alternative perspectives
- Making decisions
- Reflecting on the thinking process

The characteristics of A critical thinker

- Analytical skills
- Open-mindedness
- Inquisitiveness
- Logical reasoning
- Problem-solving skills
- Judgment and decision-making
- Effective communication
- Attention to detail
- Scepticism
- Reflective thinking
- Creative thinking
- Information literacy
- Adaptability
- Resilience

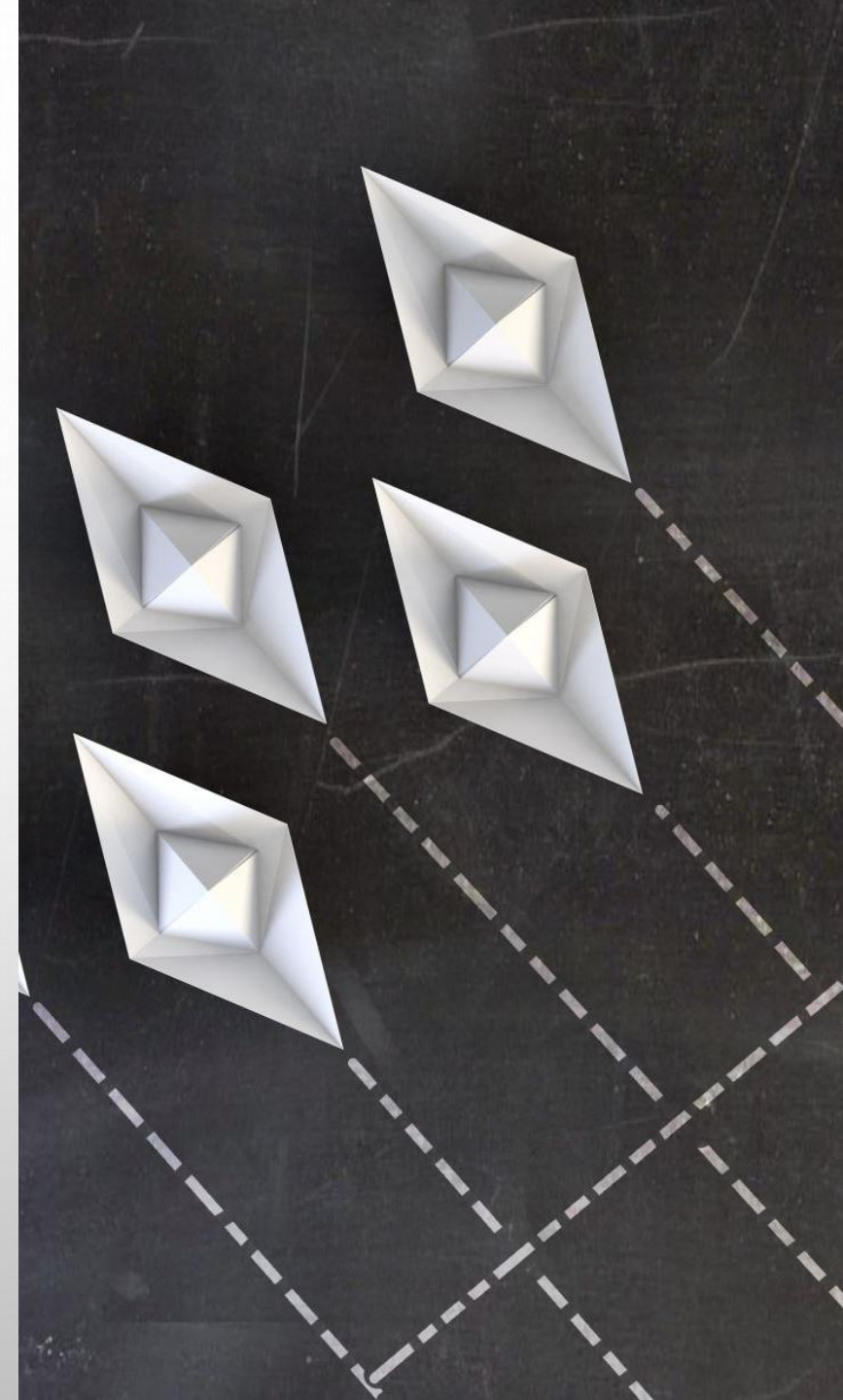


Activity 1: Circle fUN

- Get a piece of white paper and coloured pencils;
- Draw ten circles on that piece of paper with a black pencil;
- Draw anything meaningful to you inside the circles in 2 minutes.
- But you can't repeat the object/s that you have drawn earlier.

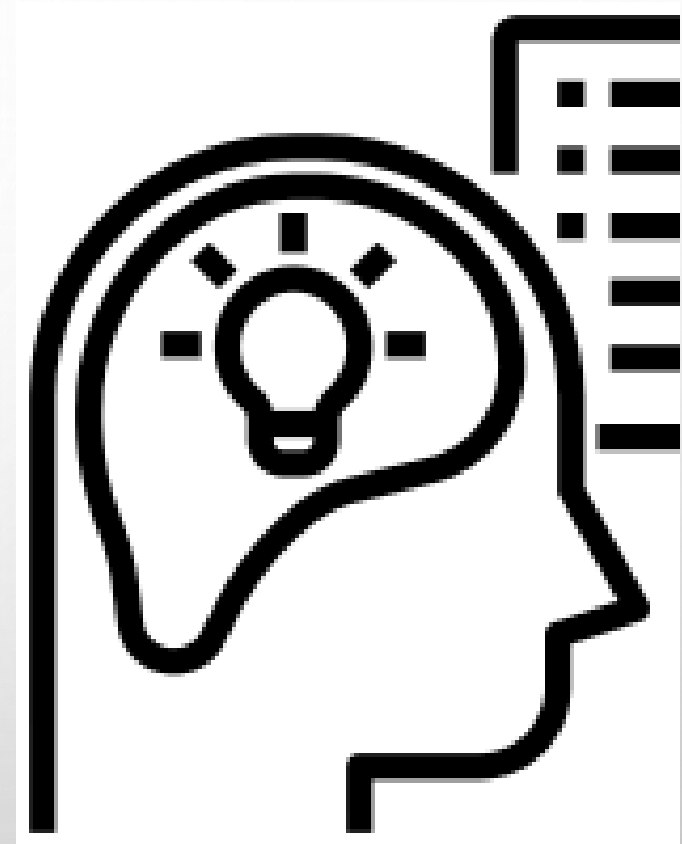


Deductive and inductive reasoning



Deductive reasoning

- Is a form of logical reasoning in which a conclusion is derived from a set of premises or statements. The conclusion is logically certain if the premises are true (Goswami, 2010).
- In deductive reasoning, one starts with general premises or principles and then moves to a specific, logical conclusion. The reasoning is top-down, moving from the general to the specific.
- For example:
 - Premise 1: All humans are mortal;
 - Premise 2: Socrates is a human;
 - Conclusion: Therefore, Socrates is mortal.
- Characteristics:
 - If the premises are true, the conclusion is certain.
 - Deductive reasoning is often associated with formal logic & mathematical reasoning.
 - It is used to validate or verify hypotheses.



Application of Deductive reasoning FOR logical conclusions

➤ Start with general premises

- Identify and understand the general principles or premises provided. These are the foundational statements from which you will draw conclusions.

➤ Consider specific cases

- Examine specific cases or instances in relation to the general premises. Check whether the specific cases align with the given principles.

➤ Apply logical rules

- Use logical rules and deductive reasoning principles to derive specific conclusions based on the general premises. Ensure that your reasoning follows a valid logical structure.

➤ Check for certainty

- In deductive reasoning, the goal is to draw conclusions that are certain if the premises are true. Verify that the conclusion logically follows from the premises and is not affected by ambiguity.

➤ For example:

- Premise 1: All mammals have a backbone.
- Premise 2: A dog is a mammal.
- Conclusion: Therefore, a dog has a backbone.

inductive reasoning

- Is a form of logical reasoning in which a conclusion is drawn from specific observations or evidence. The conclusion is probabilistic or likely but not guaranteed (Goswami, 2010).
- In inductive reasoning, one starts with specific observations or data and moves to a generalization or hypothesis. The reasoning is bottom-up, moving from the specific to the general.
- **For example:**
 - Premise 1: The sun has risen every day in the past;
 - Premise 2: The sun rises again today;
 - Conclusion: Therefore, the sun will likely rise tomorrow.
- **Characteristics:**
 - The conclusion is probable or likely but not necessarily certain;
 - Inductive reasoning is common in scientific inquiry and everyday decision-making;
 - It involves making predictions or generalizations based on patterns observed in specific instances.



application OF inductive reasoning FOR logical conclusions

- Start with specific observations
 - Begin by making specific observations or collecting data from certain instances. These observations serve as the basis for inductive reasoning.
- Identify patterns or trends
 - Look for patterns, trends or regularities in the observed data. Identify commonalities that suggest a potential generalization or hypothesis.
- Formulate a general conclusion
 - Based on the observed patterns, formulate a general conclusion or hypothesis. This conclusion is likely or probable and not guaranteed.
- Consider counter examples
 - Beware of potential counter examples or instances that do not fit the observed pattern. While inductive reasoning suggests a generalization, it does not ensure universal truth.
- For example:
 - Premise 1: The past five times I have pressed the button, the light turned on.
 - Premise 2: I press the button again.
 - Conclusion: Therefore, pressing the button will likely turn on the light.

Activity 2: the shapes challenge

- Get 8 pieces of coloured paper, a scissor and glue.
- Cut the 8 pieces of coloured paper into 10 or more shapes of different sizes. You can repeat shapes (for example: small and big circles, small and big triangles, small and big squares, etc., depending on what you want to form later).
- Now in 2 minutes, make different things using the shapes you have prepared.



engaging in constructive dialogue and debate to refine thinking

- Establish a positive and respectful tone
- Define clear objectives
- Active listening
- Use “I” statements
- Encourage diverse perspectives
- Establish ground rules
- Clarify assumptions
- Foster a growth mindset
- Use evidence and examples
- Avoid personal attacks
- Provide constructive feedback
- Acknowledge valid points
- Seek common ground
- Address misunderstandings promptly
- Use structure formats
- Encourage turn-taking
- Regularly summarize key points
- Conclude with action steps
- Reflect on the process
- Seek feedback

Activity 3: role play

- Find a partner
- Choose one of the topics provided on the list
- Research your topic, take some notes
- And debate your topic until you run out of reasons

What did you learn from this activity?



50

Module 6 Overview:

1. Understanding creativity and innovation;
2. Simulate Creative Thinking;
3. Nurture a Creative Environment;
4. Apply Creative Problem Solving;
5. Evaluate and Iterative Creative Solutions;





UNDERSTADING creativity

- **Creativity** refers to the ability to generate novel and original ideas, concepts or solutions. It involves thinking “outside the box” and producing new and imaginative ways of approaching problems or challenges (Parjanen, 2012).
- Creative thinking often involves thinking divergently, making connections between seemingly unrelated ideas and exploring unconventional solutions.
- It can be manifested in various forms such as: artistic expression, problem-solving or inventive thinking.
 - Examples include: An artist creating a unique painting, a scientist developing a groundbreaking theory or a businessperson producing an innovative Marketing campaign.



innovation

- This refers to the process of implementing new ideas, concepts or solutions to create value, improve processes or bring about change (Afuah, 2020).
 - It involves taking creative ideas and putting them into practice to produce tangible results.
- Innovation often requires a combination of creative thinking and practical execution.
 - It involves developing and implementing new products, services, processes or approaches that have a positive impact on individuals, organizations or society.
- Examples include: The introduction of the iphone by apple, the development of a new Medical technology or the creation of a more sustainable manufacturing process.

IMPORTANCE OF creativity and innovation in the workplace

Personal development:

- Problem-solving skills
- Adaptability
- Self-expression
- Enhanced learning
- Emotional intelligence
- Innovation in personal life

Professional development:

- Problem-solving at work
- Career advancement
- Entrepreneurship
- Leadership skills

characteristics of creative individuals

They are:

- Open-minded
- Imaginative
- Curious
- Risk-takers

They have:

- Perseverance
- Flexibility
- Originality
- Problem-solving skills
- Empathy
- Passion





Role of creativity in problem solving and decision making

- It provides:
 - Diverse perspectives
 - Idea generation
 - Breakthrough solutions
 - Flexibility
 - Emotion and intuition
 - Empathy
 - Brainstorming
 - Conflict resolution

Time for AN energizer!!



**Activity 1:
Jump in jump out**

Techniques for brainstorming and idea generation

- Traditional brainstorming
- Mind mapping
- Free writing
- 6-3-5 brain writing (Sari & Fitrawati, 2018)
- Round robin brainstorming (Silalahi, 2020)
- Provocation or “what if” questions
- Reverse thinking
- Storyboarding
- SWOT analysis
- Online idea generation tools

Divergent thinking to explore multiple perspectives

Divergent thinking:

- Is the process of expanding possibilities and exploring a wide range of ideas and perspectives (Murphy, 2023).
- **Characteristics:**
 - It involves brainstorming, idea generation and open exploration;
 - It is unconventional and welcomes “out-of-the-box” ideas;
 - It focuses on quantity rather than quality at the outset;
 - It allows for the exploration of different angles, viewpoints and approaches.
- It is, therefore, used to explore, expand and diversify options.



convergent thinking to explore multiple perspectives

➤ **Convergent thinking:**

- Is the process of narrowing down and evaluating the diverse ideas and perspectives generated through divergent thinking (Cropley, 2006).

➤ **Characteristics:**

- Focuses on critical analysis and decision-making;
- Involves comparing and contrasting ideas;
- Aims at identifying the most practical, feasible and valuable solutions;
- Seeks to establish a clear, effective direction for problem-solving;
- Prioritizes quality and feasibility over quantity.

➤ Convergent thinking is, therefore, used to shift through the abundance of ideas and perspectives generated in the divergent thinking phase.

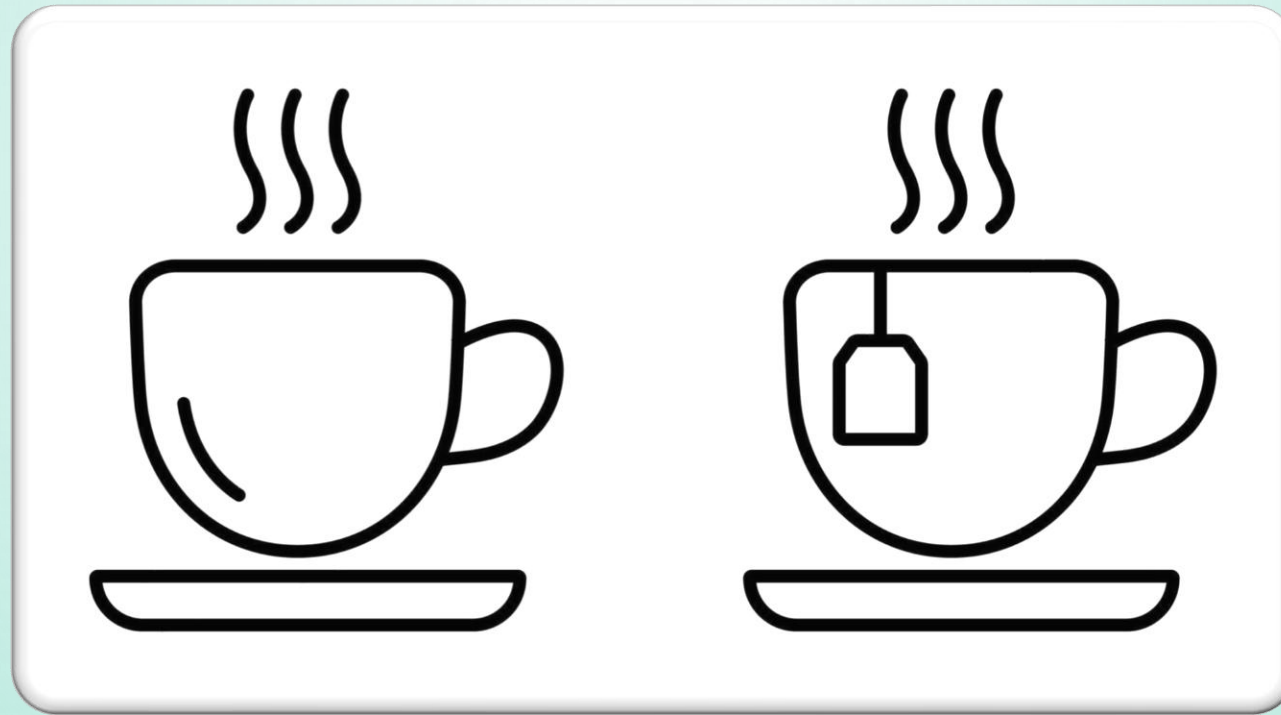
- It leads to the selection of the most appropriate and practical solutions to move forward with.

-



Activity 2: let us classify

- **Form a group of four people**
 - Classify the random objects shown on the given paper, regarding a topic that you can produce as a group;
 - Get a piece of paper, write down the name of the topic you have chosen on top of the paper;
 - Produce categories for your chosen topic;
 - Cut the images of the random objects and paste them in each category as your group sees fit;
 - Show and share your work with other groups by presenting it.
- **Now form a new group of three people** and do the same work as in the first round, but you must produce a new topic that has not been chosen in the first round.
 - Show and share your work with other groups by presenting it.
- **Now form a new group of two people** and do the same work as in the first & second round, but you must divide the objects into topics that have not been showed before, be original as possible.
 - Share your work with other groups.



Coffee/tea break

*Thank
you!*

ANY
Questions?