

Soft Skills Training

Training of Trainer

Youth Employment and Entrepreneurship Skills (YEES) Project



Day II agenda: morning

Time	Activity
09:00-09:10	Day I Recap, Remind Parking Lot and Pre-Test
09:10-09:15	PART I: GEEDSI - Module Overview
09:15-09:25	Understanding Gende and Sex
<i>09:25-09:45</i>	<i>ACTIVITY I: Gender Box</i>
09:45-09:50	Understanding Gender Equality and Gender Equity
09:50-09:55	Understanding Disability
09:55-10:00	Understanding Diversity and Social Inclusion
10:00-10:10	Historical and Societal Context of GEEDSI in TL and its Impact
10:10-10:25	COFFEE BREAK
<i>10:25-10:30</i>	<i>ACTIVITY II: Dot Exercise</i>
10:30-11:00	Gender and Leadership in the Workplace, Importance of GEEDSI, Strategies & Intersectionality
<i>11:00-11:05</i>	<i>ACTIVITY III: Paper Tear</i>
11:05-11:10	PART II: Effective Communication & Networking – Module Overview
11:10-11:25	Understanding Effective Communication and Its Importance
11:25-11:45	Verbal and Non-Verbal Communication
11:45-12:00	Various Methods of Communication in the Workplace
<i>12:00-12:30</i>	<i>ACTIVITY I: Draft a Project Update Email</i>
12:30-13:30	LUNCH BREAK

PART I:

Module 3:

Gender, Equality, Equity, Diversity, Disability and Social Inclusion (GEEDDSI)



Module 3 Overview:

1. Understand Gender Equality, Equity, Diversity, Diversity, Disability, and Social Inclusion;
2. Promote Inclusive Environment;
3. Advocate for Change;
4. Embrace Intersectionality;



P1.Saida mak ita hare'e iha foto ne'e?



Fonte: Programa Nabilan, Fundasaun Azia, adapta husi imajen orijinal husi Saskatoon Health Region.

Saida mak ita hare'e iha ne'e no saida mak ita nia hanoin agora?



Fonte: Programa Nabilan, Fundasaun Azia, adapta
husi imajen orijinal husi Saskatoon Health Region.

P2.Se mak iha kna'r prepara no tein hahan?



Fonte: Programa Nabilan, Fundasaun Azia, adapta
husi imajen orijinal husi Saskatoon Health Region.

Saida mak ita hare'e iha ne'e no saida mak ita nia hanoin agora?



Fonte: Programa Nabilan, Fundasaun Azia, adapta husi imajen orijinal husi Saskatoon Health Region.

P3.Se mak ita hare'e iha imagem ne'e, feto ka mane?



Fonte: Programa Nabilan, Fundasaun Azia, adapta husi imajen orijinal husi Saskatoon Health Region.

P3. Saida mak ita hare'e iha ne'e no saida mak ita nia hanoin agora?



Fonte: Programa Nabilan, Fundasaun Azia, adapta husi imajen orijinal husi Saskatoon Health Region.

Activity 1: Gender box

Adapted from Do No Harm Training Manual by Institute of Equality & Oxfam



Activity 1: Gender box CONT'D

Adapted from Do No Harm Training Manual by Institute of Equality & Oxfam

Follow these instructions:

- Introduce the activity to the participants and explain that the main objective is to discuss our own expectations, as well as the expectations of our society
- Divide participants into 2 groups; women and men only. Participants who do not identify as female or male (transgender or non-binary participants) can join whichever group they feel most comfortable with.
- Give a flipchart with a picture of a woman to the group of women and a flipchart with a picture of a man to the group of men (one flipchart for the group of women and one for the men).
- Give one colour sticky note pack to the women's group and another colour sticky note pack to the men's group
- Ask the two groups to discuss their own experiences of gender roles assigned to them based on society's expectations women & men in general.
- During the groups' discussions, you can walk around and give one or two ideas to encourage participants to think
- Ask the groups to present after 15 minutes exercise (ask everyone to listen).
- Once both groups had presented, ask them the questions listed in the "notes" section of this slide. Follow the remaining instructions explained in the note.

Understanding gender

- Gender refers to the roles, behaviours, activities and expectations that a society considers appropriate for individuals based on their perceived or self-identified sex (Smith, 2016).
- It is a social and cultural construct and differs across cultures and time periods.
- Key terminologies relating to gender include:
 - Gender identity (Kuper et al., 2018);
 - Gender roles (Givens, 2015);
 - Gender stereotypes (UNHR, 1996);
 - Gender gap (EU, 1998);
 - Gender bias (UNICEF, 2017);
 - Gender mainstreaming (UNICEF, 2017), etc.



sex

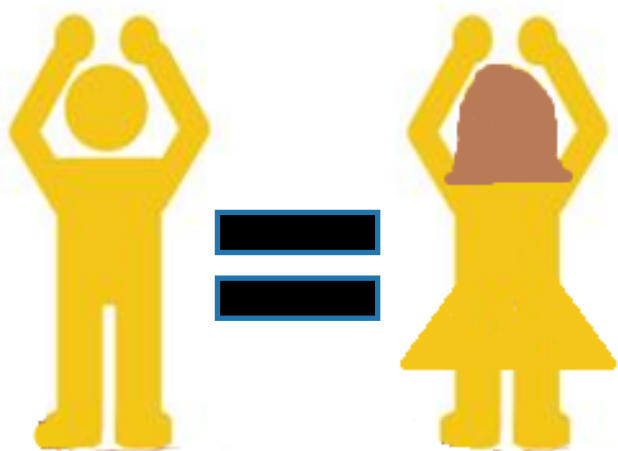
- Sex refers to the biological and physical characteristics that distinguish individuals as male or female (UNWHO, 2024).
- These characteristics typically include physical attributes directly related to reproduction – women give birth and men don't.
- While sex is typically categorized as male or female based on these biological characteristics, not all individuals fit neatly into these binary categories. Some people are born with intersex variations (combination of male & female physical traits or reproductive anatomy).

So....

the concept of sex can be distinguished from the concept of gender, which refers to the roles, behaviors and identities that a society considers appropriate for individuals based on their perceived sex.

Gender is a more complex and socially constructed concept that encompasses a range of identities beyond just "male" and "female", including non-binary, gender-queer, transgender and more. Understanding the distinction between sex and gender is important in discussions related to human sexuality and identity.

**Konstituisaun
no Lei**



**Maski iha
konstituisaun no lei
Timor-Leste nian,
feto no mane sira
mak iguál no iha
direitu hanesan...**

**Maibé iha
realidade, feto no
mane sira nia
situasaun iha
moris la
hanesan, la iha
balansu kbi'it.**



Fonte: Programa Nabilan, Fundasaun Azia, adapta
husi imagen orijinal husi Saskatoon Health Region.



**Signifika katak,
feto no mane sira
nia asesu ba
direitu no asesu
ba oportunidade
la iguál, la
hanesan.**

Fonte: Programa Nabilan, Fundasaun Azia, adapta
husi imagen orijinal husi Saskatoon Health Region.



Se karik ita fó
apoiu ida ne'ebé
hanesan ba feto
no mane sira, ida
ne'e bele bolu
“igualdade”
maibe nafatin la
iha balansu kbi'it.

Fonte: Programa Nabilan, Fundasaun Azia, adapta
husi imajen orijinal husi Saskatoon Health Region.



**Atu atinje balansu kbi'it
lolo'os entre feto no mane
sira, ita tenke fó apoiu
ne'ebé la hanesan: apoiu
ne'ebé responde ba
dezigualdade ne'ebe eziste.
Karik signifika tenke fo
apoiu ne'ebé barak liu ba
feto sira.**

Fonte: Programa Nabilan, Fundasaun Azia, adapta
husi imajen orijinal husi Saskatoon Health Region.



**Ka, di'ak liu
tan, ita bele
muda
ambiente
sosiál atu kria
situasaun
ne'ebé iguál
ba ema hotu**

Fonte: Programa Nabilan, Fundasaun Azia, adapta
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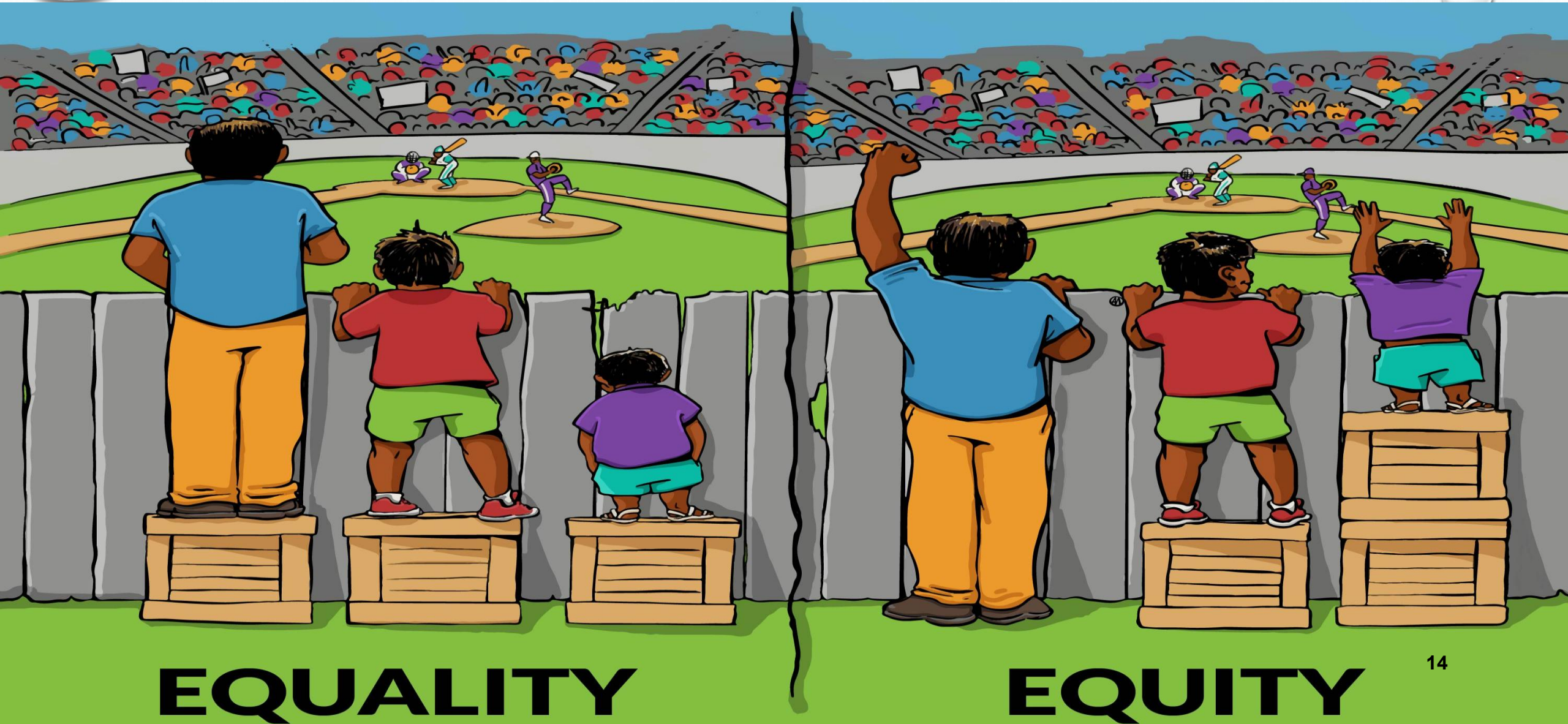
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ka
konsekuensia
negativu
ruma.

Fonte: Programa Nabilan, Fundasaun Azia, adapta
husi imajen orijinal husi Saskatoon Health Region.

Gender equality & gender equity

- ❖ **Gender equality** refers to concept of ensuring that all individuals, regardless of their gender, have equal access to the same opportunities, resources and rights (UNICEF, 2017).
- It involves eliminating discrimination and bias based on gender and providing similar opportunities to all in different spheres of life including employment, health, education, etc.
- ❖ **Gender equity**, on the other hand, refers to fairness and justice by acknowledging that different groups have different needs and that addressing historical and social disadvantages is essential to promote equality (UNICEF, 2017).
- It, therefore, seeks to level the playing field by providing targeted support and resources to marginalized or underrepresented groups to ensure they have equal access to opportunities.

the difference between gender equality and gender equity



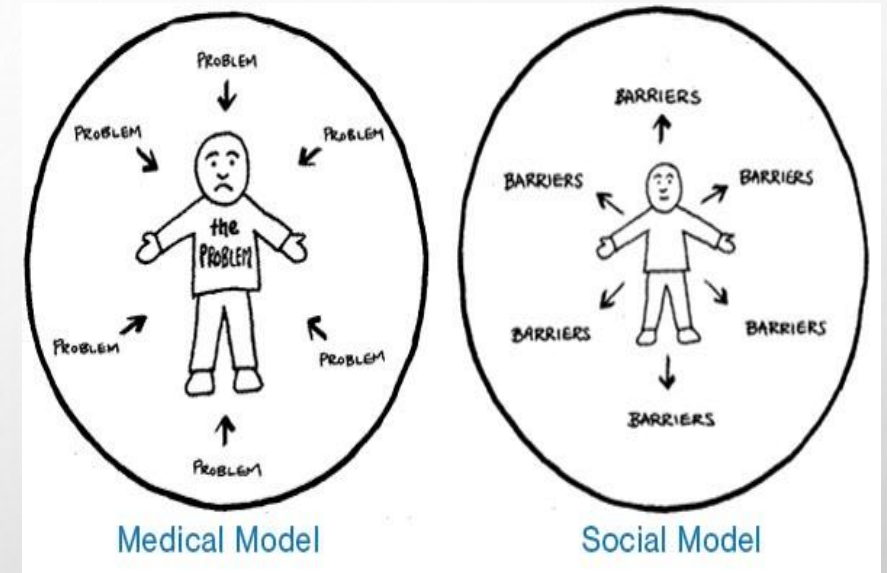
disability

- Disability refers to the physical, sensory, intellectual or mental impairment that may impact on an individual's ability to participate in activities and fully engage in society.
- Disability can be permanent or temporary and varies widely in its impact on an individual's life.
- It's essential to recognize and respect the rights and dignity of people with disabilities and to work towards creating accessible and inclusive environments.



SOCIAL VS MEDICAL MODELS OF DISABILITY

- **The Social model of disability** emphasizes the role of societal barriers in restricting the opportunities and participation of individuals with disabilities (Bampi et al., 2010).
 - It suggests that by removing these barriers and promoting inclusion, society can enable people with disabilities to fully participate.
- In contrast, the Medical model focuses on the individual's impairment and often views disability as a medical problem to be cured or managed (Bampi et al., 2010).



RIGHTS AND INCLUSION

- The rights of People with Disabilities (PwDs) are protected by various laws and regulations such as: the decree 19/2008, the Timor Leste National Action Plan for People with Disabilities (2020-2024).
- **Assistive technology:** Plays a crucial role in supporting PwDs to enhance their independence and participation of in various day to day activities (UNWHO, 2022).
- It includes: devices, tools and software designed to enhance independence of PwDs and their participation in various day to day activities.





DIVERSITY AND SOCIAL INCLUSION

- **Diversity:** Encompasses a range of human differences including but not limited to race, ethnicity, gender, age, sexual orientation, religion, disability and socio-economic status (Meletiadou, 2023).
- ❖ Embracing diversity means acknowledging and valuing these differences in individuals and communities.
- ❖ A diverse society or organization reflects the variety of backgrounds and experiences in it.

- **Social inclusion:** Is a process that ensures that all individuals, regardless of their background or identity, can participate fully in the activities of a given society (Thomas et al., 2015).
- ❖ It involves removing barriers, promoting access to resources and opportunities, and creating an environment where everyone feels valued, respected and included.
- ❖ Social inclusion aims at creating a more just and inclusive society for all.

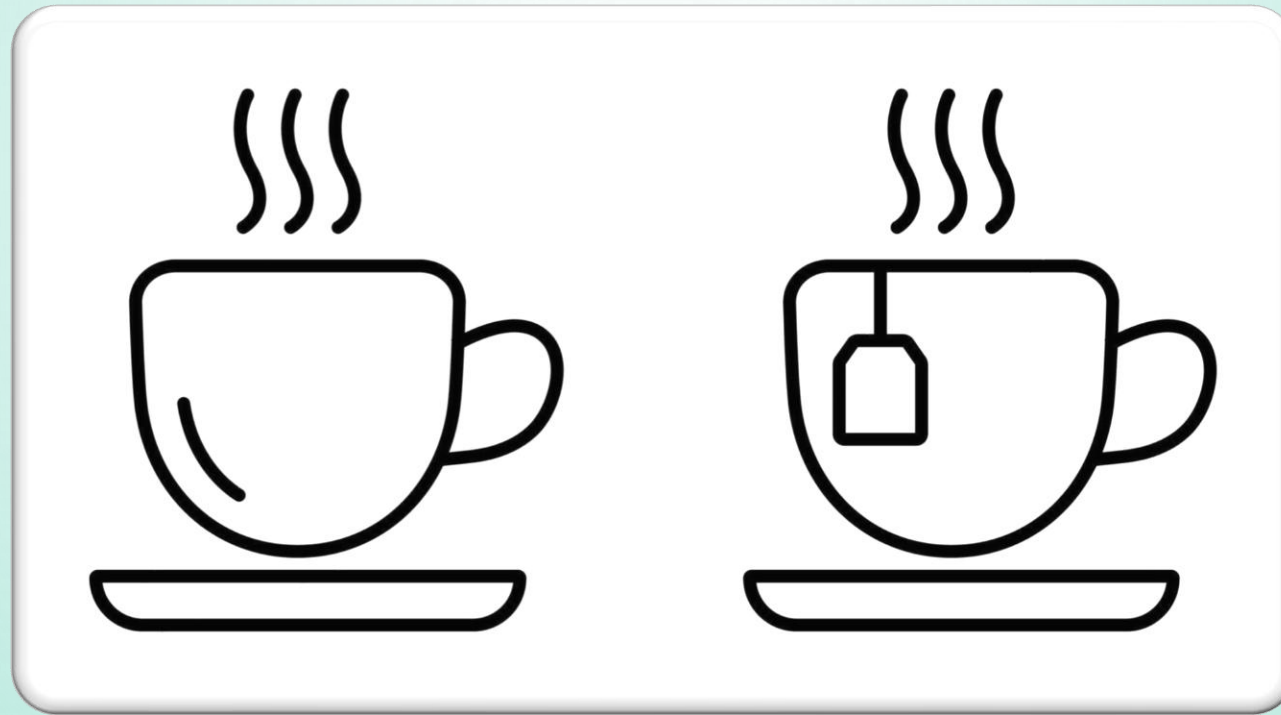
The historical and societal context of gender, disability and diversity issues in timor leste



- Colonialism and independence
- Post-independence challenges
- Gender roles;
- Violence Against Women
- Disability and healthcare
- Culture diversity; Social inclusion
- Rural-Urban divide
- Reconciliation and healing
- International assistance

Efforts to address issues related to gender, disability, diversity and social inclusion in Timor-Leste involve a combination of government policies, Civil Society initiatives and international support. Progress has been made in many areas, but challenges persist, and on-going work is needed to create a more inclusive and equitable society.

The historical context of the country's struggle for independence and its post-independence challenges continue to influence its journey towards a more just and inclusive society.



Coffee/tea break



the impact of stereotypes, biases and discrimination on individuals and communities

- Gender stereotypes and discrimination can lead to Violence Against Women.
- Disability stereotypes and discrimination may result in:
 - Limited access to education & employment;
 - Inadequate accessibility.
- Cultural and ethnic biases can result in:
 - Discrimination against minority groups;
 - Language barriers.
- Rural-Urban disparities may lead to:
 - Economic disparities;
 - Limited access to education and healthcare.
- Poor mental health because of stigmatization.
- Social cohesion may become negatively impact through:
 - Conflict and division;
 - Barriers to reconciliation.

Activity 2: “DoT” exercise

- We are going to place a sticker on your forehead (in complete silence)
 - Stand up and group yourself.
 - Tell me what just happened.
 - How did you feel?
 - How would you respond to those who are not in a group? Or not in your group?
- So, we will do it again.
 - Now group yourself.
 - Do you see any difference now?
 - Everybody clap their hands.

Gender and leadership in the workplace

➤ The key challenges or barriers faced by women in leadership in the workplace:

- Glass ceiling (Grout & Sonderegger, 2009)
- Gender bias
- Wage gap
- Balancing work and family responsibilities
- Overcoming impostor syndrome (Joshi & Mangette, 2018)
- Lack of representation
- Stereotypes and double standards
- Unconscious bias (Evans & Maley, 2021), (Kastenmüller et al., 2014)
- Hostile work environment
- Limited access to opportunities



importance OF GEEDDSI in the workplace



Enhanced
creativity and
innovation



Better problem
solving



Compliance with laws and
regulations



Improved
customer
understanding



Reduced conflict
and bias



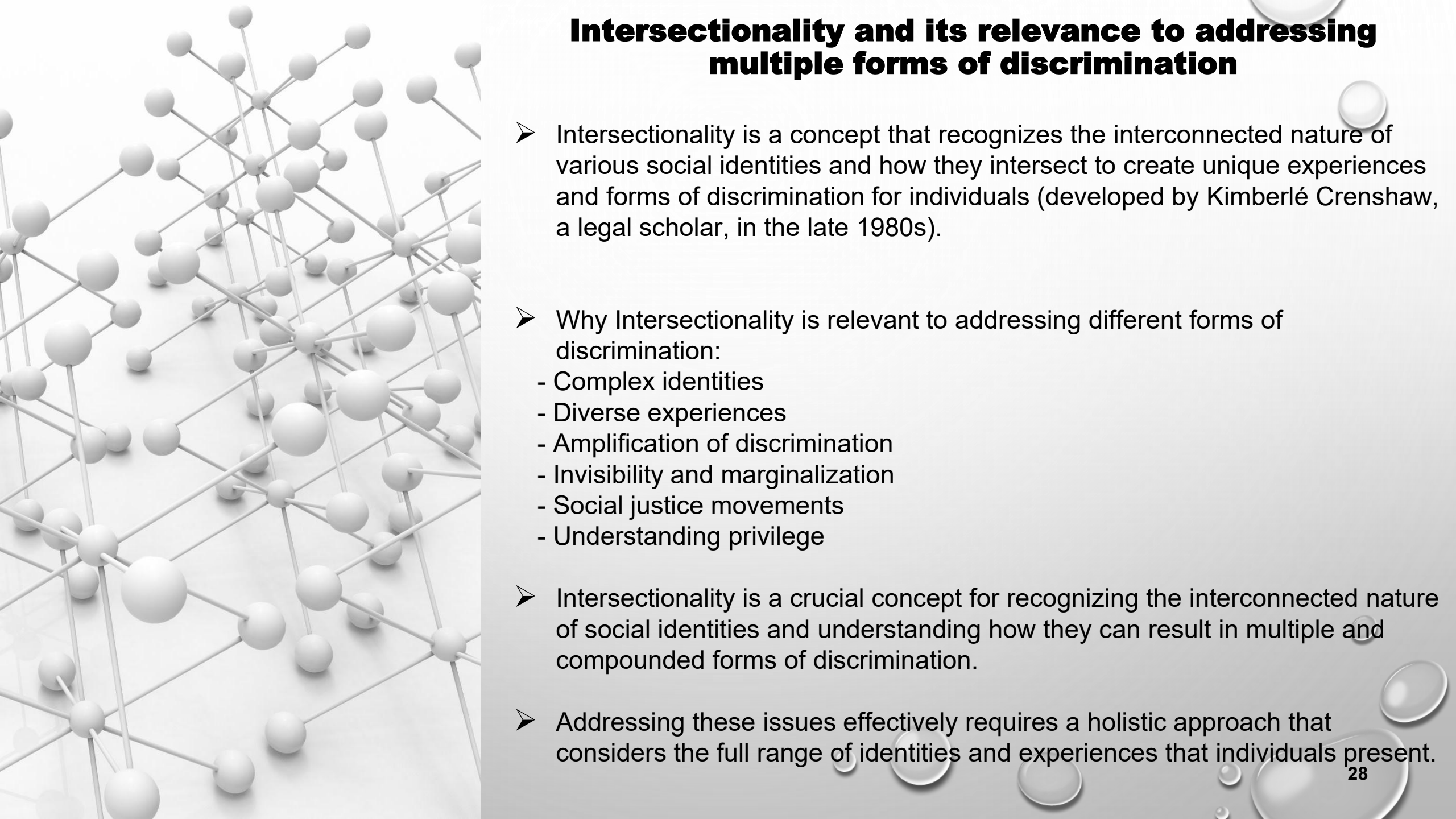
Personal and
professional
growth



Sustainability



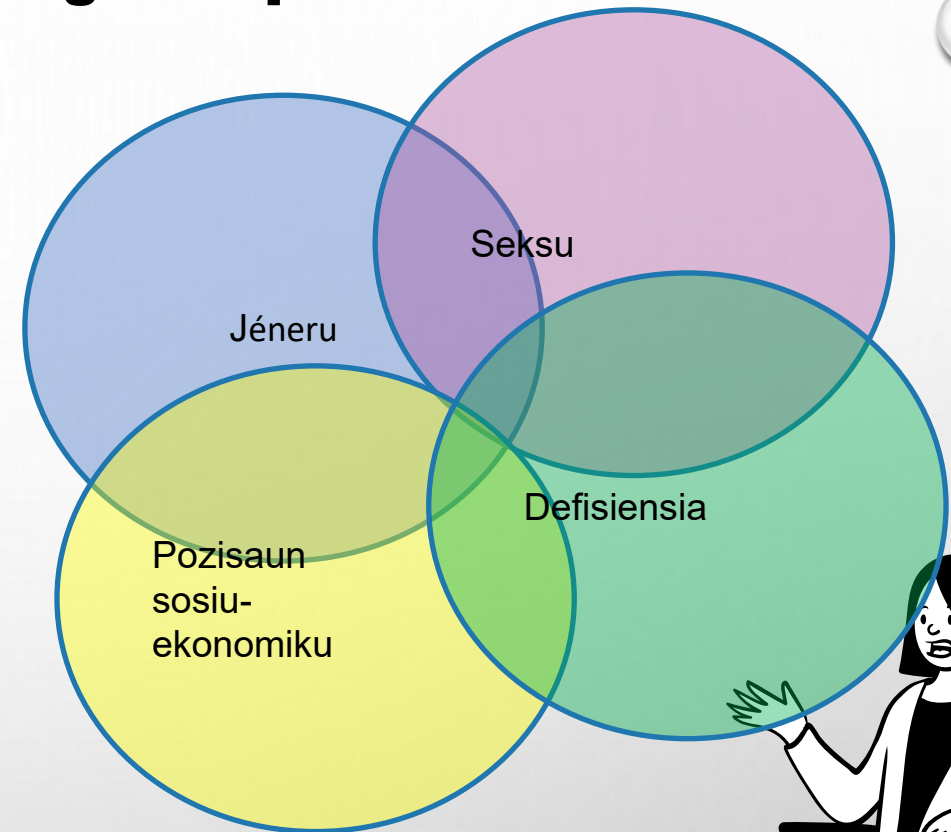
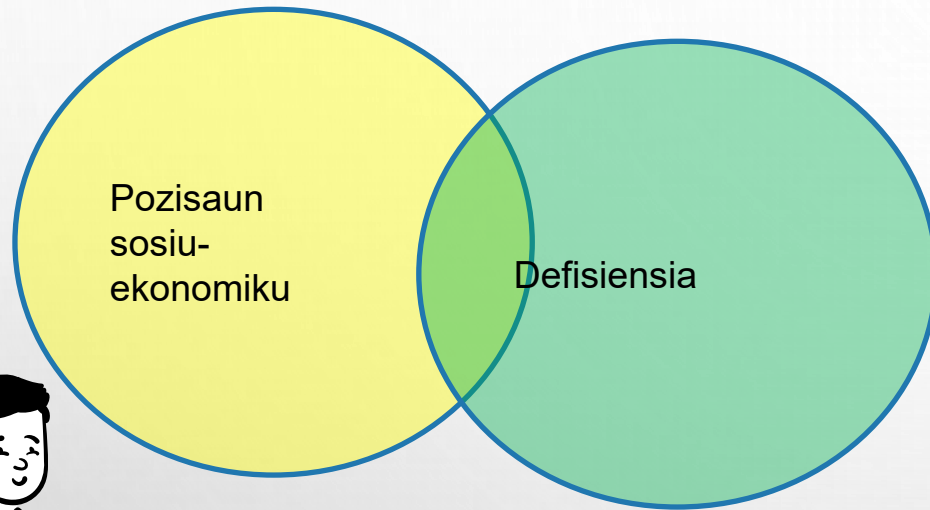
Ethical
responsibility



Intersectionality and its relevance to addressing multiple forms of discrimination

- Intersectionality is a concept that recognizes the interconnected nature of various social identities and how they intersect to create unique experiences and forms of discrimination for individuals (developed by Kimberlé Crenshaw, a legal scholar, in the late 1980s).
- Why Intersectionality is relevant to addressing different forms of discrimination:
 - Complex identities
 - Diverse experiences
 - Amplification of discrimination
 - Invisibility and marginalization
 - Social justice movements
 - Understanding privilege
- Intersectionality is a crucial concept for recognizing the interconnected nature of social identities and understanding how they can result in multiple and compounded forms of discrimination.
- Addressing these issues effectively requires a holistic approach that considers the full range of identities and experiences that individuals present.

Intersectionality and its relevance to addressing multiple forms of discrimination





Strategies FOR creating safe, respectful and inclusive spaces

- Educate yourself
 - Engage in training
 - Participate actively
 - Seek feedback
- Recommend changes
 - Participate in inclusive initiatives
 - Celebrate cultural awareness

Activity 3: paper tear

Activity expectation: At the end, your piece of paper should look exactly like mine.

- Everybody, get a piece of clean paper.
- Fold your piece of paper into a half;
- Tear off the top right corner of the paper;
- Fold into a half again.
- Tear off the top left corner of the paper;
- Fold into a half one more time.
- Tear off the top right corner of the paper;
- Now open your paper, look and compare your paper with mine.



PART II:

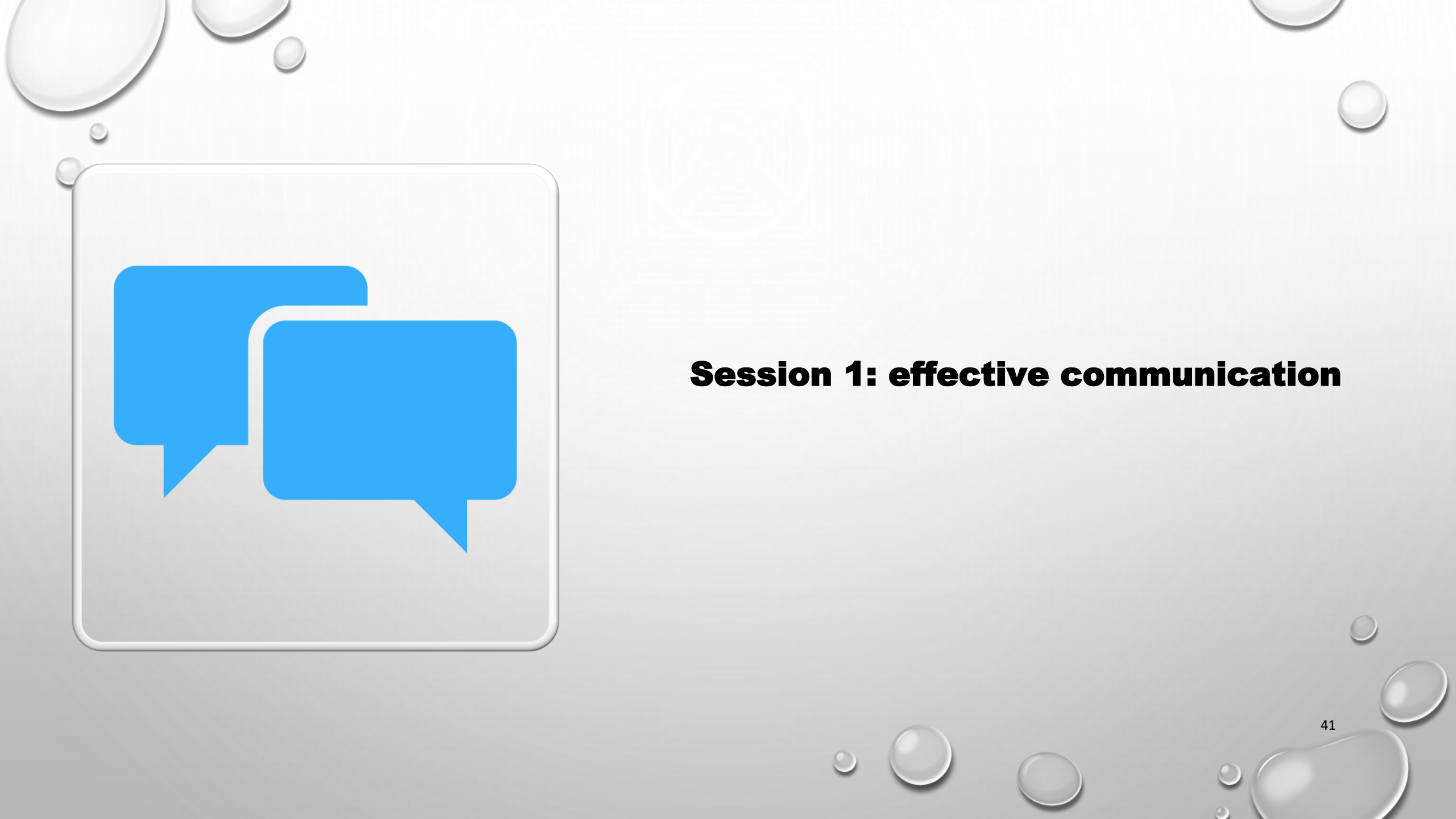
MODULE 4: EFFECTIVE COMMUNICATION & NETWORKING



Module 4 Overview:

1. Identify and Use Effective Communication Techniques;
2. Develop Written Communication Skills for Professional Purposes;
3. Build and Maintain Professional Networks;
4. Utilize Networking Opportunities to Achieve Professional Goals;
5. Evaluate and Improve Communication and Networking Skills;





Session 1: effective communication

effective communication



Is. the process of conveying information, ideas, thoughts or feelings from one person or group to another clearly, **concise and easily understood** (Sharma, 2022).



It involves the transmission of the message and the reception and comprehension of that message by the intended audience.



It is a fundamental skill in personal relationships, academic settings and in the workplace.

Key elements of effective communication

- Clarity
- Active listening
- Feedback
- Empathy
- Non-verbal communication
- Openness and honesty
- Context awareness
- Consistency
- Adaptability
- Respect

importance OF effective communication in the workplace

- Team collaboration
- Productivity
- Employee engagement
- Conflict resolution
- Innovation
- Employee morale
- Decision-making
- Customer relations
- Adaptability to change
- Compliance and policy adherence
- Feedback and improvement

VERBAL AND NON-VERBAL COMMUNICATION

Verbal communication is using speech or spoken word to exchange information, emotions and thoughts (Sharma, 2022).



VERBAL COMMUNICATION

Verbal communication is the process of transmitting information to other people using language. It can include the oral exchange of concepts, emotions, and knowledge.

EXAMPLES

Examples can include:

- Having a phone call
- Speaking up in a meeting
- Giving a speech to a group of people
- Teaching an in-person class
- Ordering food at a restaurant
- Asking for directions on the street
- Giving in-person feedback

SKILLS

Effective verbal communication skills include:

- Projecting your voice
- Volume modulation
- Tone modulation
- Active listening
- Appropriate humor
- Strategic pauses

non-verbal communication



Is the transmission or conveying and exchanging messages or information without the use of spoken (Sharma, 2022).



It involves the use of: facial expressions, body language, gestures, posture, eye contact and other visual and non-verbal cues to convey meaning.

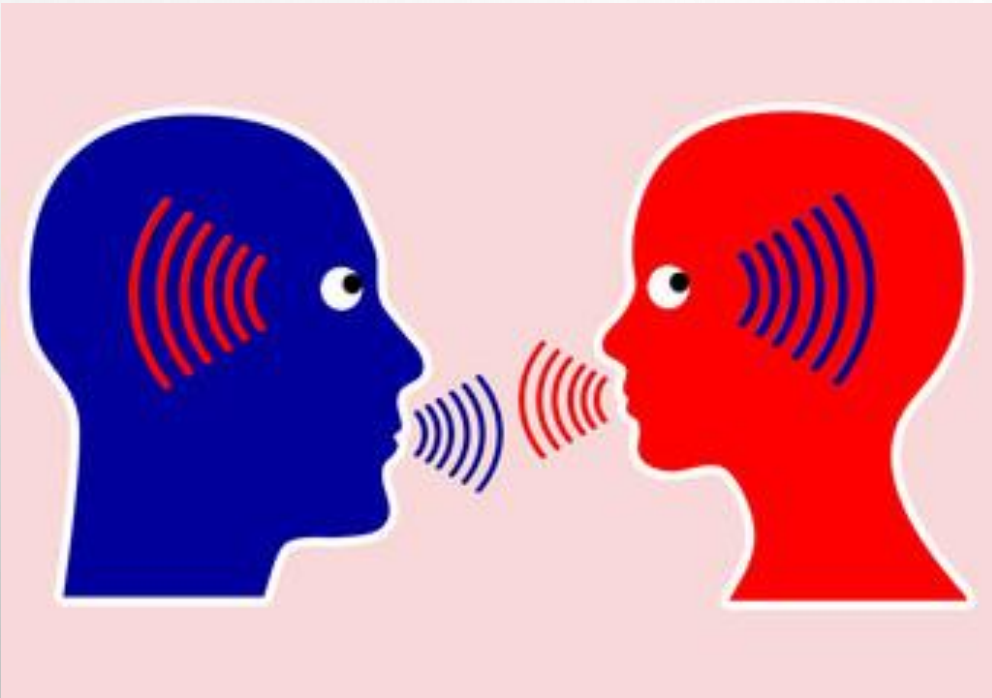


Non-verbal communication can complement, reinforce or contradict verbal messages and it plays a crucial role in interpersonal interactions.

Effective use OF non-verbal communication

- Be mindful of body language
- Use facial expressions
- Establish and maintain eye contact
- Control your tone and pitch
- Gesture appropriately
- Monitor your proximity
- Adapt to culture norms
- Use touch appropriately
- Dress appropriately
- Practice active listening
- Be aware of your paralanguage
- Use silence effectively
- Adapt to different situations
- Seek feedback

ACTIVE LISTENING



- Active listening is a communication skill that involves going beyond simply hearing the words that another person speaks (Purdy, 1997).
- It is about actively processing and seeking to understand the meaning and intent behind them.
- It requires being a mindful and focused participant in the communication process.

KEY ELEMENTS OF ACTIVE LISTENING

- Giving full attention
- Paraphrasing
- Reflecting feelings
- Avoiding interrupting
- Asking clarifying questions
- Providing feedback
- Empathy
- Suspending judgment
- Maintaining open body language
- Resisting distractions
- Responding appropriately

Various methods of communication in the workplace

- Face to face communication
- Meetings
- Email
- Instant Messaging (IM) and chat platforms (e.g. WhatsApp)
- Phone calls
- Video conferencing



- Internal memos & newsletters
- Bulletin boards and notice boards
- Social media
- Feedback mechanisms
- Training and workshops
- Events and gatherings

Structure of an email

- **Use a descriptive subject line** – Clearly indicate the purpose or main topic of your email in the subject line. For example: “Agenda for Friday’s team meeting”.
- **Start with a greeting:** Begin your email with a polite greeting. For example: “Dear colleagues/ Sarah, I hope you are well.”
- **Provide a clear introduction:** Introduce the purpose of your email in the opening paragraph. For example: “I am writing to update you on.....” Or : “The purpose of my communication is to:” then state purpose in the blank.
- **Organize content in paragraphs:** Use paragraphs to organize your content logically.
- **Use bullet points or numbered lists:** For lists of items or key points, use bullet points or numbered lists. For example:
During the meeting, we discussed the following issues:
a) Hiring new staff..... ; b) Establishing a brand for our team; c) Documenting all staff activities, etc.
- **Provide context and details:** Clearly explain any background information or context related to the email. For example: “In our last meeting, we discussed [topic], and based on that discussion, we have decided to...”
- **End with a clear conclusion:** Summarize the key points and if necessary, specify any action items or next steps. For example: “Please review the attached and provide your feedback by [deadline]”.
- **Close with a polite sign-off:** End your email with a polite closing and your name. For example: “Kind regards, [your name]”

What do you think of this email?

— ↗ ↘ ×

RE: RE: RE: RE:RE.....

Bele mai meeting agora.

Ok, obrigada...ciao,

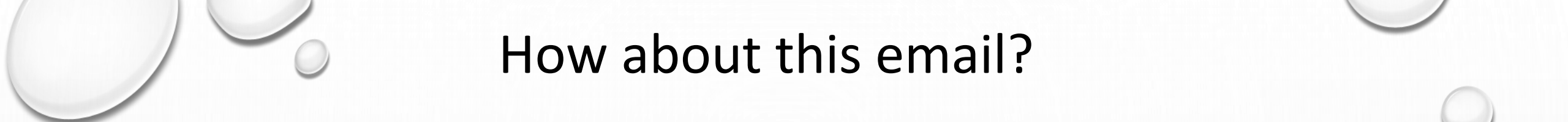
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Send

Aa





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Send

Aa



And this email?

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abcdefe@gmail.com

Hello.....????|

Hai,

Bele mai meeting agora.

Ok, obrigada...ciao,

bfrighach

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Aa



Then this email?

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abcdefe@gmail.com

Bom dia...!!

Hai,

Bele mai meeting agora.

Ok, obrigada...ciao,

bfrighach

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Send



And how about this email?

— ↗ ×

Pedido atu Marka Enkontru

Espera ita-boot diak deit. Hau nia naran Zeka, hosi kompania ABABA, ami nia ekipa hakarak marka tempu ho ita-boot atu enkontru kona-ba oportunidade investe iha suco EBEBA. Ami sujere atu ita enkontru Segunda semana oin, dia 6 de Otubru 2025, oras 10:00 dader iha ita-boot nia edifisiu. Ami espera bele hetan konfirmasaun hosi ita-boot iha tempu badak

Komprimmentus,

Jestor Programa Merkadoria
Kompania ABABA
Dili, Timor-Leste

Send          

Example of a clear and well-Structured email

Subject: Invitation to a Workshop on Coffee Waste Recycling

Dear [recipient's name],

We hope this email finds you well. Timor Global is hosting a workshop on coffee waste recycling in Timor-Leste and we would like to exchange our insights with the relevant stakeholders. The workshop will be held with the following details:

Date: 30 June 2025

Time: 08:30am to 17:00pm

Location: East Timor Development Agency (ETDA) Conference Room

Please RSVP by Friday, 13 June 2025 to xxmm@gmail.com or to +67077001114.

We look forward to seeing you there.

Sincerely yours,

Your Name/Organization]

Group activity 1: draft a Project Update Email

Scenario/background: imagine you are an intern working on a coffee waste recycling project, in a team at Timor Global company. Your team was asked to collect coffee waste from four different cafés in Dili municipality at a set schedule within a month, the four cafés are Fatima Café, HaHa Café, Letefoho Café, and Aroma Timor Café. Your team has made significant progress, and it's time to provide a project update to your supervisor and other colleagues at Timor Global. Your email should convey the achievements, highlight any challenges, and propose solutions or next steps. You may follow the format provided in the above example, then address the key points listed below:



Key Points to Include:

a. Introduction:

- Briefly greet the recipients
- Clearly state the purpose of the email

b. Achievements:

- Summarize the key accomplishments of the project (including whether your team managed to collect coffee waste in all of the four cafés according to the timeline, how many kilos of coffee waste your team has collected and what your team did with the coffee waste).
- Highlight any positive developments (for example, your team's cooperation and coordination with the four cafés and other project partners that might have involved)

Group activity 1: draft a Project Update Email Cont'd

Key Points to Include:

c. Challenges:

- Acknowledge any challenges or obstacles your team encountered during the project (provide a concise description without dwelling too much on the negatives).

d. Solutions/Next Steps:

- Propose solutions or strategies to overcome challenges (including outline the next steps or actions that will be taken to address any issues).

e. Team Recognition:

- Acknowledge and appreciate the efforts of the team (including highlight specific contributions or teamwork that stood out).

f. Closing:

- Express confidence in the team's ability to overcome challenges
- Invite any feedback or suggestions from the recipients



A close-up photograph of a sandwich served on a piece of crumpled brown paper. The sandwich is made with a golden-brown bun, filled with a slice of melted red cheese, a slice of meat, and two slices of green pickles. The background is a rustic, dark wooden surface with a white, distressed paint finish. The text "LUNCH BREAK" is overlaid in large, black, sans-serif capital letters across the center of the image.

LUNCH
BREAK

Day II agenda: AFTERNOON

Time	Activity
13:30-13:35	PART II: Effective Communication & Networking - Continue
13:35-13:45	Understanding Networking and Its Importance
13:45-13:50	Identifying Networking Opportunities and Establishing an Initial Contact
13:50-14:15	Digital Tools and Platforms for Professional Networking and Being Approachable
<i>14:15-14:30</i>	<i>ACTIVITY I: Networking</i>
<i>14:30-14:35</i>	<i>ACTIVITY II: Revisit and Re-adjust Your SMART Goals</i>
14:35-14:40	PART III: Giving and Receiving Feedback – Module Overview
14:40-15:00	Understanding Giving and Receiving Feedback and Their Importance
15:00-15:15	Using Clear and Concise Language to Convey Feedback
<i>15:15-15:30</i>	<i>ACTIVITY I: Positive Feedback</i>
15:30-15:40	COFFEE BREAK
15:40-15:45	Fostering Open Communication while Giving Feedback
15:45-15:50	Active Listening during Feedback Session
15:50-16:00	Receiving Feedback without being Defensive
16:00-16:15	The Feedback Formula
<i>16:15-16:30</i>	<i>ACTIVITY II: Role Play – Giving and Receiving Feedback</i>
16:30-16:45	Q&A
16:45-17:00	END of DAY II: Post-Test & Training Evaluation

Session 2: networking

It's not who you know, but who knows you



networking



- Is the process of creating and nurturing professional relationships with individuals who share similar interests, goals or professions (Breakcold, 2023).
- It involves building and maintaining a network of contacts to exchange information, advice and resources.
- Networking can take place in various contexts such as in-person events, social media platforms, professional organizations and workplace environments

Key elements of networking

Building
relationships

Information
exchange

Professional
development

Job opportunities

Industry insights

Social and
emotional
support

Continuous
learning

importance OF networking To interns

- Professional development
- Career exploration
- Job opportunities
- Industry insights
- Building a professional reputation
- Learning from mentors
- Learning from mentors
- Skill development
- References and recommendations
- Confidence building
- Staying informed about opportunities

identifying networking opportunities

- Industry events and conferences
- LinkedIn and social media
- Alumni associations
- Local meet-ups and networking groups
- Company events and launches
- Educational workshops and training
- Volunteer opportunities
- Networking within your workplace
- Participate in online forums and discussion boards

An example of establishing an initial contact through an email

Subject: Introduction and Interest in Your Work

Dear [recipient's name],

I hope this email finds you well. My name is [Your Name] and I recently learned about your company from your Facebook page. I was particularly impressed by your recycling project that you are currently running in Dili municipality, and I admire how you empower youth volunteers to work with community starting recycling at the household level.

I am currently working with Timor Global (based in Railaco, Ermera municipality) as an intern where I work with their program managers on recycling initiatives such as turning all coffee waste into useful recycled products. I'm reaching out because I think with the shared interest we have, we can exchange insights, and I can be part of your project. I am particularly interested on food waste at household level and would greatly appreciate your perspective.

I understand that your time is valuable, and I would be happy to accommodate your schedule. If you are open to it, I would love to connect for a brief coffee chat or a virtual meeting at your convenience.

Thank you for considering my request, and I look forward to the possibility of connecting with you.

Sincerely yours,

[Your Full Name] [Your Position] [Your Contact Information]

Digital tools and platforms for professional networking

Linkedin

Twitter

Meetup

Xing

Slack

Quora

Discord

Professional
organization websites

Bizzabo

Anglelist

Facebook groups

Google
meet/hangouts

beING approachable

Use the **S.O.F.T.E.N.** technique to create a great non-verbal impression.



S

- Smile



O

- Open up your posture



F

- Forward lean



T

- Touch by shaking hands



E

- Eye contact



N

- Nod when the other person talks

(LinkedIn, 2024)



Which person would you rather approach?





Approach someone and.....

Be brave

Be brave, even if it's uncomfortable, be brave and just do it.

Remember

Remember your body language – smile, eye contact

Introduce

Introduce yourself – shake hands

Tell

Tell them about yourself

Be curious

Be curious. Ask questions.

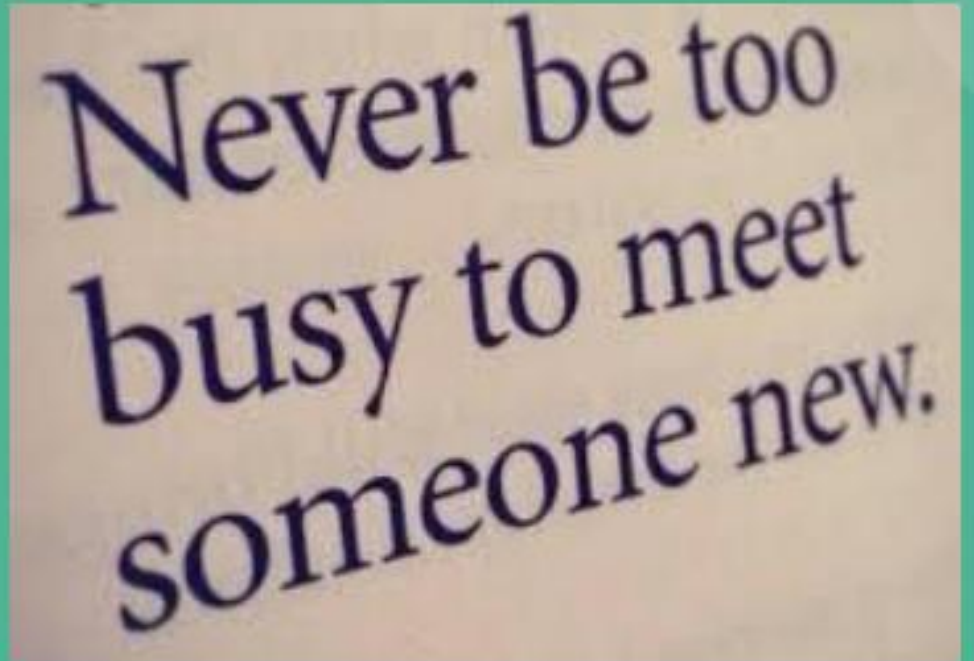
Talk about

Talk about something you both have in common

Group Activity 1: Networking

Group Activity

- Meet someone new – introduce yourself
- Start a conversation – share your story
- Keep the conversation going – ask questions
- Remember something about that person so you can follow-up next time you meet



Never be too
busy to meet
someone new.

Activity 2: Revisit and re-adjust your smart goals

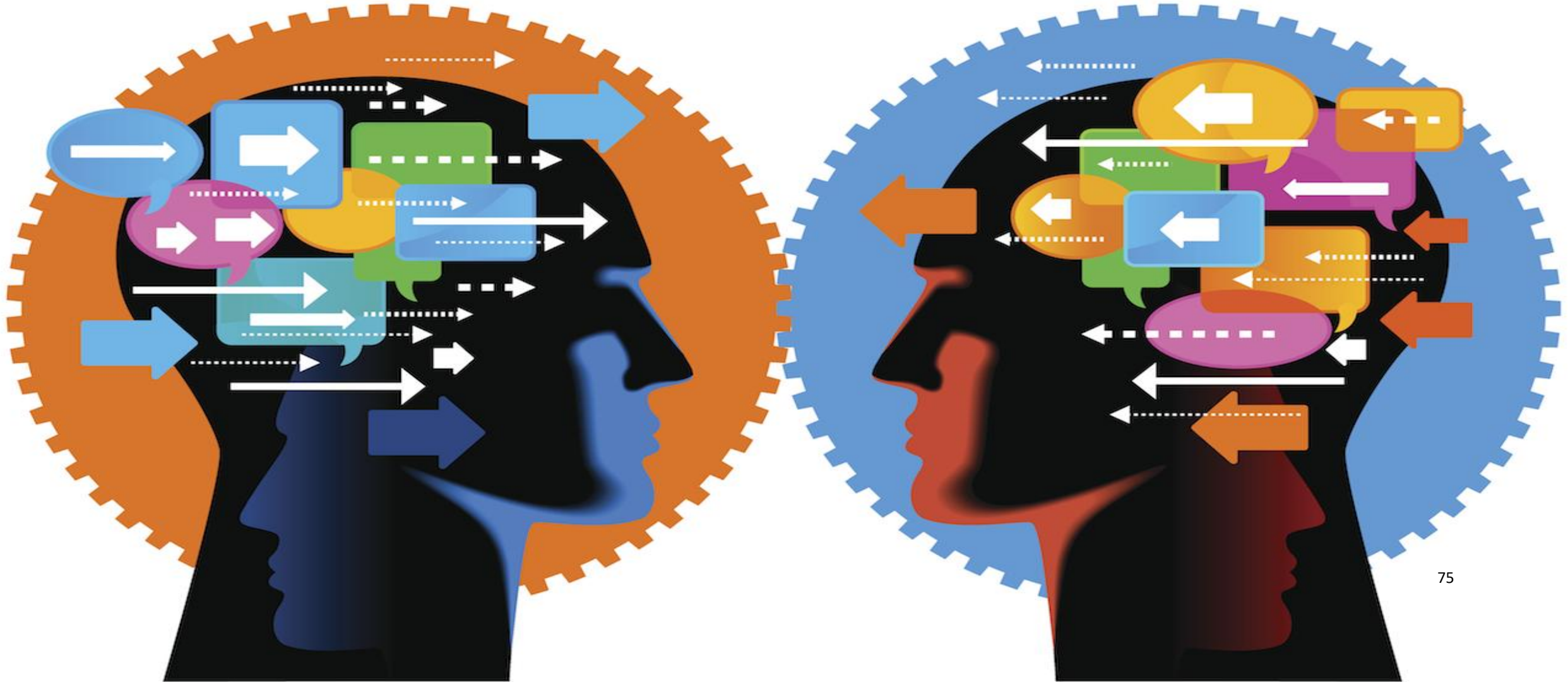
I want to.....

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.....

“I will”

PART III:

MODULE 4: GIVING AND RECEIVING FEEDBACK



Module 4 Overview:

1. Prepare for the Feedback Process;
2. Give Constructive Feedback;
3. Receiving Feedback Effectively;
4. Respond to Feedback;
5. Apply Feedback in Professional Context;
6. Evaluate and Improve Feedback Skills;



Giving feedback

- This involves providing information, comments or observations to another person about their performance, behaviour or actions (Jug et al., 2019).
- It is a communication process that aims at offering constructive insights, recognition or suggestions for improvement.

Key aspects of Giving feedback



Constructive
nature



Specificity



Timelines



Clarity



Objective tone



Balanced
approach



This involves listening actively to and absorbing the information provided by others regarding one's performance, behaviour or actions (Jug et al., 2019).



It is a process of being open to insights, recognizing strengths and being willing to address areas for improvement.

receiving feedback

Key elements of receiving feedback



- Be open to feedback
- Listen actively
- Seek clarification
- Have a reflective attitude
- Show gratitude
- Avoid defensiveness
- Be action-oriented
- Use it for continuous learning

purpose of giving feedback

Facilitate	To facilitate improvement
Recognize	To recognize strengths
Align	To align expectations
Enhance	To enhance communication
Support	To support goal achievement
Build	To build trust
Provide	To provide guidance
Encourage	To encourage learning
Empower	To empower individuals
Promote	To promote accountability

purpose of receiving feedback



- To gain self-awareness
- To identify blind spots
- To improve performance
- To build resilience
- To enhance communication skills
- To cultivate a growth mindset
- To strengthen relationships
- To implement actionable changes
- To show appreciation
- To promote accountability

using clear and concise language to convey feedback

➤ **Be direct and specific**

For example: Instead of saying, “your presentation could be better”, say, “including more visuals in your presentation would enhance engagement and clarify key points”.

➤ **Focus on observable behavior**

For example: Instead of saying, “you are not a good team player”, say, “during the group project, I noticed that you did not actively seek input from other team members”.

➤ **Use descriptive language**

For example: Instead of saying, “your report was unclear”, say, “the report lacked specific examples and data points, which made it challenging to understand your conclusions”.

➤ **Provide examples**

For example: Instead of saying, “your communication needs improvement”, say, “in the meeting yesterday, your explanation of the project timeline was unclear, which led to some confusion among team members”.

➤ **Link feedback to impact**

For example: Instead of saying, “you missed the deadline”, say, “the delay in submitting the report affected the entire project timeline, which caused additional stress on the team”.

using clear and concise language to convey feedback CONT'D

- **Avoid generalizations**

- For example: Instead of saying, “you always make mistakes”, say, “I noticed a couple of errors in the financial calculations in the last two reports. Let us review the process to ensure accuracy”.

- **Balance positive and constructive feedback**

- For example: Say, “your attention to detail in the initial stages of the project was commendable. However, we can work on defining the final deliverables for greater impact”.

- **Use “I” statements**

- For example: Instead of saying, “you always interrupt others”, say, “I noticed that in the meeting, there were a few instances where you interrupted colleagues”.

- **Offer solutions or suggestions**

- For example: Say, “to enhance clarity in your emails, consider including a summary at the beginning to outline key points”.

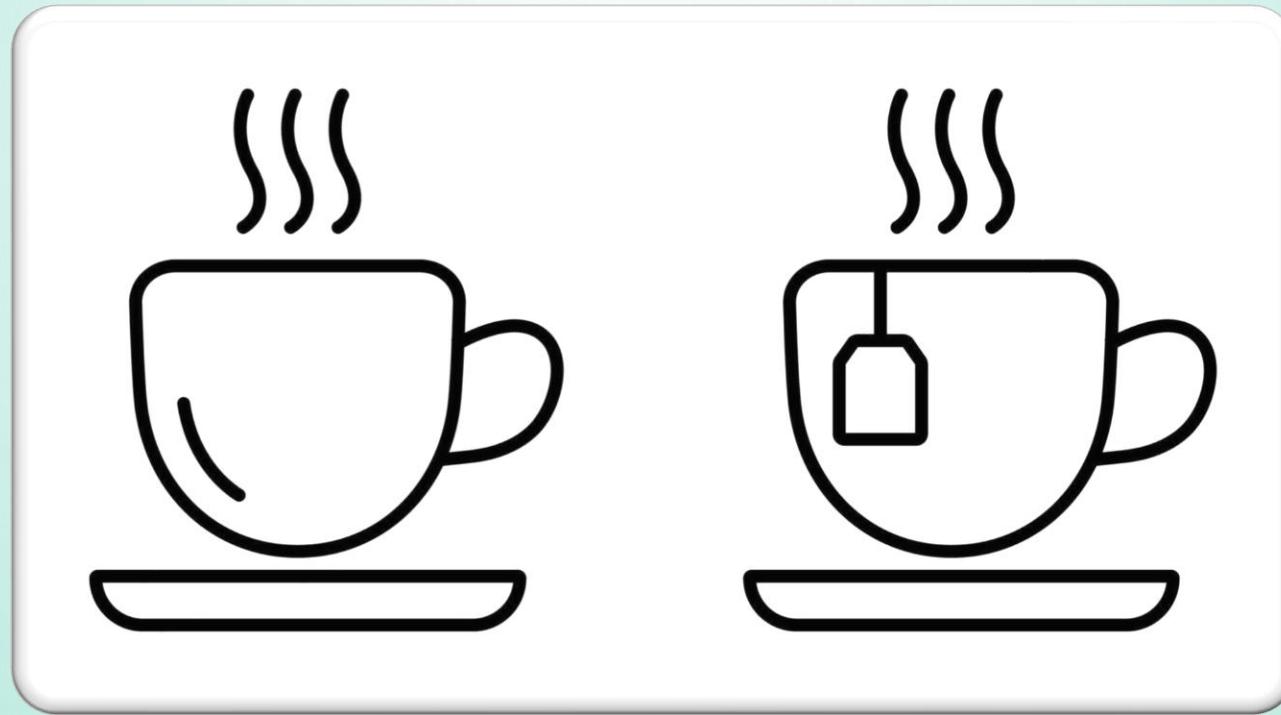
- **Encourage dialogue**

- For example: Say, “I would like to hear your thoughts on the feedback and if there are any specific areas where you think additional support or resources could be beneficial.”



Activity I: Positive feedback

- Write your name **at the bottom** of the paper.
- Pass on the paper to the **person on your right**.
- Write **one positive feedback in one or two sentences** (about the person whose name on that paper) at the top of the paper.
- Fold the paper to seal your comments.
- Then pass on the paper to the person on your right.
- **Repeat the process** until the paper reaches to the person whose name on the paper.



Coffee/tea break

FOSTERING OPEN COMMUNICATION WHILE GIVING FEEDBACK

- Create a positive environment
- Establish trust
- Listen actively
- Balance positive and constructive feedback
- Express openness to feedback
- Set development goals together
- Follow up
- Ensure confidentiality
- Use non-verbal cues

ACTIVE Listening during feedback SESSIONS

- Give full attention
- Use verbal and non-verbal cues
- Paraphrase and summarize
- Reflect feelings
- Ask clarifying questions
- Avoid interrupting
- Show empathy
- Use mirroring
- Maintain open body language
- Provide feedback
- Demonstrate patience
- Avoid judging prematurely
- Use positive reinforcement
- Take notes
- Express understanding

receiving feedback without being defensive

- Stay calm
- Listen actively
- Assume positive intent
- Seek clarification
- Reflect before responding
- Express appreciation
- Avoid making excuses
- Use “I” statements
- Separate the person from the behaviour
- Ask for time to process
- Focus on solutions
- Practice empathy
- Learn from constructive criticism
- Develop a growth mindset
- Follow-up

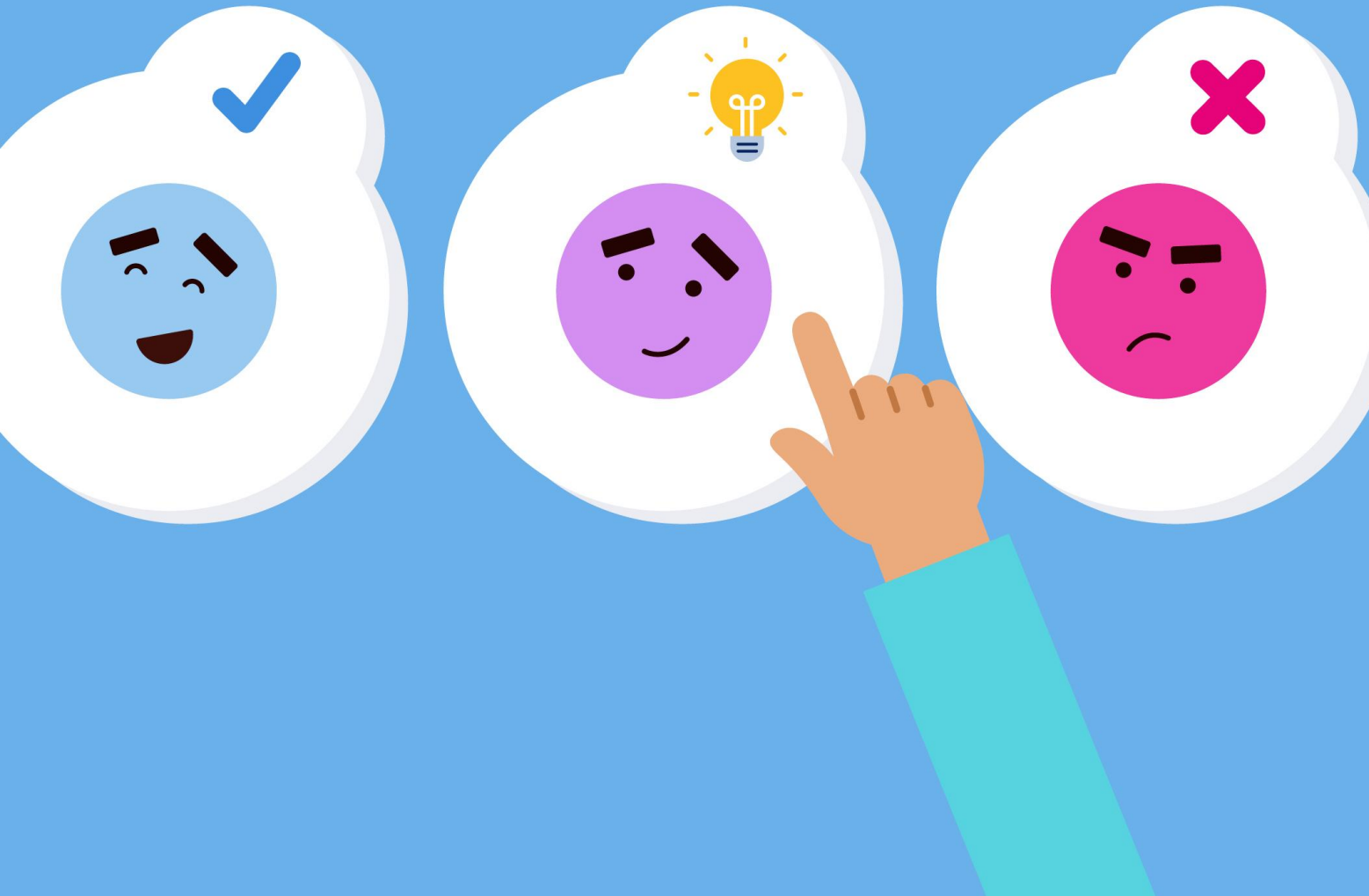
The feedback formula

- **Introduce the conversation:** “Do you have a second, I need to talk to you”. (Remember, good feedback should not be long, 2 or 5 minutes is better).
- **Empathize:** “This maybe a little bit difficult to hear, a little bit difficult for me to say, but I care about you and your career. However, I think this is getting in a way, so I’m asking for permission to tell you”.
- **Describe the behaviour:** “I have noticed there are times when we are working, and you are on your phone, and you are texting”.
- **State the impact of the behaviour:** “We are in an environment that is really about Customer Service and paying attention to every customer that comes in here and our colleagues who work in here, but I think this is getting in our way”.
- **Empathize again:** “I know this is really awkward, I appreciate that you are willing to hear me out and I don’t want this to negatively impact you”.
- **Ask the other person for his/her perception of the situation:** “What are your thoughts? Have you heard this before?”
- **Suggest or request:** “Can I suggest or request? Can you kindly put your phone away when dealing with the customers and the colleagues, and that you give them your full attention? Would you be willing to do that?”
- **Built an agreement on next steps (if any)**
- **Express gratitude:** Say, “thank you for having this conversation with me, I know it is awkward”.



Activity II: role play – giving & receiving feedback

- Please get into pairs.
- Practice giving feedback using the previous scenario (phone usage at the workplace)
- Follow the nine-steps feedback formula explained in the previous slide.



*Thank
you!*

ANY
Questions?