

Soft Skills Training

Training of Trainer

Youth Employment and Entrepreneurship Skills (YEES) Project



Day I agenda: morning

Time	Activity
09:00-09:30	Opening Remarks from the VIPs - UNDP - KOICA - INDMO - SEFOPE
09:30-09:45	Briefing on the Soft Job Skill Training Module
09:45-09:50	Group Photo with Accredited Soft Skill Training Modules
09:50-10:00	COFFEE BREAK
10:00-10:10	Parking Lot: Our Ground Rules & Suggestion Box
10:10-10:15	Role as a Trainer and Pre-Test
10:15-10:20	PART I: Personal Development - Module Overview
10:20-10:35	Definition and Importance of Personal Development
<i>10:35-10:45</i>	<i>ACTIVITY I: Personal SWOT Analysis</i>
10:45-10:55	7 Essential Pillars in Personal Development
10:55-11:10	Component of Personal Development: Technical & Soft Skills
<i>11:10-11:20</i>	<i>ACTIVITY II: Knowing Yourself</i>
11:20-11:35	SMART Goals
<i>11:35-11:50</i>	<i>ACTIVITY III: Setting-up Your SMART Goals</i>
11:50-12:00	PART II: Emotional Intelligence – Module Overview
12:00-12:10	Definition and Importance of Emotional Intelligence

OUR GROUND RULES

- **Punctuality:**

- Arrive on time to each workshop session. Arriving late is a sign of disrespect to the trainer and to your fellow participants.

- **No disturbances:**

- Phones should be in silent mode except during breaks.
- Avoid side conversations – If you are unclear about the topic being discussed or the instructions, please ask the facilitator to clarify.

- **Respect others:**

- Respect each other, yourselves, and the trainer. Do not speak when someone else is speaking.
- Listen actively to understand what the other participants are saying. The trainer will be facilitating the discussions with your assistance.
- During pair and group activities, avoid defensive behaviours and statements.
- Encourage diversity in ideas, perspectives and preferences. Analyse and discuss ideas, not people.

OUR GROUND RULES CONT'D.

- **Agree to disagree:**

- Every one must feel free to express opinions and concerns.
- Understand other people's perspectives, respect different points of view. There will be a tolerance of differences in approaches and strategies.
- Everyone should contribute to a safe/non-judgemental environment.

- **Participation:**

- You are your own best resource. Much of the content of the training will involve individual, pair and group activities.
- Each one of you brings a wealth of perspectives to the program. The training can only be successful if it is a two-way process and if everyone participates fully.
- Be engaged all the time, but do not dominate the discussion.
- Be inclusive, give everyone a chance to contribute and encourage others to do so.

OUR GROUND RULES CONT'D.

- **Ask Questions:**

- There are no stupid questions. If you have a question you don't want to ask in front of others, ask it privately during the break. Please do not think any question you have is unimportant.

- **Give your honest feedback:**

- At the end of some of the modules you will be given a form for your feedback on making this training better next time. Please be honest! Constructive criticism is appreciated and is the only way that we can improve.

Module 1:



ROLE AS THE TRAINER:



Introduce the concepts in this module with the aim of building the interns' capacity to apply the concepts and related skills to their own lives, specifically during their internship.



Explain that by the end of this module, the trainees will understand the concept of personal development, its objectives and what it consists of. They will gain common understanding that learning is an ongoing process, and that both technical and soft/human skills are crucial for one to achieve her/his full potential.



The trainer must note and explain to the interns that some of the exercises and activities may seem unrelated to the key messages of the session. The trainers should guide the interns to constantly make the linkage.



The trainer must explain to the interns that this module is an entry/intro (the basic understanding/foundation of human skills training) to the other 9 modules that will be covered. Each module is related to one another. The trainers should guide/remind the interns of the linkage of each module to one another.



The trainer must always remind the interns/participants of the ground rules every morning, before the first session starts.

Module 1 Overview:

1. What is Personal Development? Why is it important?
2. The 7 Essential Pillars of Personal Development
3. Elements of Personal Development
4. Personal Goals for Personal Development



WHAT IS PERSONAL DEVELOPMENT?

- What is a person? A human being regarded as individual (Jefferson, 1776).
- What is development? A process that creates growth, progress, positive change or the addition of physical, economic, environmental, social and demographic components (Sen, 1985).
- Personal development is a process of learning & reflecting about yourself and improving yourself (your skills and qualities) through conscious habits and activities to reach your potential (Covey, 1989).
- It's important to consider your skills and what you are aiming to achieve – setting yourself personal goals with the intention of improving your quality of life and helping you to be the person you aspire to be.
- Your skills: technical skills and human skills.

WHAT IS PERSONAL DEVELOPMENT? (CONT'D).

Personal development can involve many aspects of your life including:

- a) Social interaction;
- b) Emotional needs;
- c) Career;
- d) Academic needs;
- e) Physical / exercise, etc.

- Relates to goal-setting and identifying ways to build strengths you need to succeed in life.
 - Make a plan and work on it everyday and achieve progress in your personal & professional life.
- It is a continuous, lifelong process with efforts that embraces a growth mindset and patience with yourself.

WHY IS IT IMPORTANT?

- ❖ **Knowing ones' self** primarily focuses on how we, as individuals, behave and think in general. It deals with our internal and external self (attitude and the way we look).
- ❖ Through personal development, one can know her/himself:
 - One's talent (our abilities);
 - His/her strengths (what s/he is good at) and their weaknesses (what they need to improve upon or make better);
 - Their likes and dislikes;
 - Physical appearance (our bodily looks), etc.



ACTIVITY 1: PERSONAL SWOT ANALYSIS

PERSONAL SWOT ANALYSIS

Strengths

What you do well?

What unique resources can you draw on?

What do others see as your strengths?

Opportunities

What opportunities are open to you?

What trends could you take advantage of?

How can you turn your strengths into opportunities?

Weaknesses

What could you improve?

Where do you have fewer resources than others?

What are others likely to see as weaknesses?

Threats

What threats could harm you?

What is your competition doing?

What threats do your weaknesses expose you to?



IMPROVING OUR TALENTS

- We are all blessed with at least one thing we can do very well but we all can improve our talents (and our weaknesses) through:
 - Education;
 - Training;
 - Constant practice;
 - Counseling.

DO I NEED ANY SKILLS / EXPERIENCE TO START LEARNING PERSONAL DEVELOPMENT?



You don't need to have any special skills or experience to begin working on Personal Development.



No matter where you are in your personal or professional life, there are benefits to learning the skills that will enhance your Personal Development.



There is no finish line for personal development. It's an ongoing process that may take you down many different roads over time.



Have an open mind and heart, step out of your comfort zone.

7 ESSENTIAL PILLARS IN PERSONAL DEVELOPMENT

1. Personal skills

- Skills that you were born with or have practiced and perfected or want to perfect (Covey, 1989).
- Knowing what areas you excel in and which areas you could improve in is very useful for your life.

2. Personal growth

- Improving yourself, stepping out of your comfort zone, focusing on becoming a better version of yourself than you were yesterday (Covey, 1989).

3. Personal power

- Being connected and supported by those who can help you people (networking) and money (financial freedom & opportunities) (Covey, 1989).

4. Personal improvement

- Stems from good work habits and a positive mental attitude, e.g., thinking before you act is critical to developing good work habits, setting priorities on a list & considering the likely consequences before beginning and maintaining a positive attitude speed up achieving your goals (Covey, 1989).

7 ESSENTIAL PILLARS IN PERSONAL DEVELOPMENT CONT'D.

5. Personal empowerment

- Promoting a positive image and creativity in daily life can speed up achieving your goals & boost personal empowerment, constantly challenge yourself to learn & grow. Use creative thinking to achieve your goals & empower yourself (Covey, 1989).

6. Personal analysis

- Be conscious of areas in which you are naturally gifted and analyze areas where you need improvement. Constantly evaluating yourself, being truthful about your current strengths and areas for improvement is the first step to moving forward (Covey, 1989).

7. Personal objectives

Developing short-term & long-term goals is a pivotal step; clearly set goals for yourself, have a set plan to help you have a clear understanding of which strategies are necessary to reach your desired goals (Covey, 1989).

COMPONENTS OF PERSONAL DEVELOPMENT

a) Technical skills:

- These are job-related competencies and abilities that are necessary for you to complete the work e.g., if you are a Chef, you must know how to cook various dishes and to present them in an appealing manner on a platter. Another example is; if you are a Computer Programmer, you must know how to code information (Ritzhaupt et al., 2018).
- They are skills acquired through formal education (a degree, diploma, etc.) and on-the-job training to enable you to complete specific job-related tasks.
- Employers can measure your technical skills by looking at your education, previous experience and certifications; that are often applicable to a certain career.

COMPONENTS OF PERSONAL DEVELOPMENT CONT'D.

b) Soft/Human skills

- These are personal qualities and traits that impact how you work e.g., communication, teamwork, adaptability & agility, creativity, ethics, etc. (Cimatti, 2016).
 - These skills that are innate, more difficult to develop or improve.
 - You will need to practice them overtime in real world with others. Some people may be born with one or more human skills, while others may have to learn to acquire them.
 - Soft/human skills are harder to evaluate and cannot be genuinely communicated or reflected well through your cover letter or resume, thus employers have to wait until an interview or your first weeks on the job to know your human skills.
 - Soft/human skills or people skills are transferable skills that can be used in every job.
- **Both technical and soft/human skills are necessary for a successful career in any field.**



THE SOFT SKILLS/HUMAN SKILLS

- 1) Personal Development (An introduction to all topics)
- 2) Professionalism
- 3) Emotional Intelligence (Emotional Quotient)
- 4) Ethics
- 5) Empathy
- 6) Adaptability & Agility
- 7) Gender, Equality, Equity, Disability, Diversity And Social Inclusion (GEEDDSI)
- 8) Creativity
- 9) Critical Thinking
- 10) Time Management
- 11) Effective Communication and Networking
- 12) Giving and Receiving Feedback
- 13) Customer Service
- 14) Team Development
- 15) Collaboration
- 16) Self-leadership
- 17) Dealing with Difficult People
- 18) Problem Identification and Solving
- 19) Conflict Management and Resolution
- 20) Decision Making

ACTIVITY 2: KNOWING YOURSELF

WHAT IS UNIQUE ABOUT YOU?

What are you
good at?

What do you care
about?

WHAT IS YOUR STORY?

What is important
to you?

What interests
you?

YOUR TURN....

WHAT IS YOUR STORY?

WHAT IS UNIQUE ABOUT YOU?

CREATING CLEAR AND FOCUSED SMART GOALS



Vision

Every individual needs to have a vision about what they want to achieve in their life and how they will get there.



Goal-setting

Is a powerful tool for turning your vision into reality. You must be willing to take actionable steps to make the difference and put in consistent work to get what you want.

First step is to setting-up some goals (e.g., getting a first job at SEPFOPE or UNDP or writing a book, starting an online book, starting a healthy diet, starting to exercise or walk or anything else).

A driving force to give you motivation and inspiration to work hard every day

Attach value and meaning to the things we do, thus when setting-up your goals, ask yourself why you want to achieve each goal.



SMART Goals

Consider the five aspects “SMART” when you write each goal: what is your goal? is it clear and focused? How do you evaluate whether you have achieved your goal or not? How can you achieve it? Is it achievable and relevant? When can you achieve it?

CREATE CLEAR AND FOCUSED SMART GOALS (BOWMAN, 2015)

Specific	Measurable	Achievable	Realistic	Timely
S G	M O	A A	R L	T S
What do you want to do?	How will you know when you've reached it?	Is it in your power to accomplish it?	Can you realistically achieve it?	When exactly do you want to accomplish it?

Example of SMART Goals



I want to be able to speak in front of a group.

Specific	Measurable	Attainable	Relevant	Time-Based
I will focus on developing speaking confidence for an upcoming presentation.	I will give the speech clearly and without stumbling in front of my class in 3 weeks.	I believe I can do this because it's a psychological challenge, not a cognitive one. I understand the material. I can overcome my fears.	I need to give this presentation to pass my course.	The presentation that I need to give will be given in 3 weeks from now.

I will develop the confidence to give a class presentation, by practicing speaking from note cards in front of a mirror and friends, for the next 3 weeks.

ACTIVITY 3: SETTING-UP 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-bound	I need to do.....in.....

“I will”

PART II:

EMOTIONAL INTELLIGENCE



MODULE 1:

Module 1 Overview:

1. Recognize and Understand Emotions
2. Manage and Regulate Emotions
3. Empathize and Communicate Effectively
4. Apply Emotional Intelligence in Decision Making
5. Continuously Develop Emotional Intelligence



BEFORE WE START:



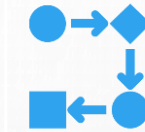
Have you ever been told that you are too sensitive? That you take things too seriously? That you need to keep your emotions in check?



It is almost like a hindrance.



Emotions are your instinctual response to the environment around you.



They guide the way you make informed decisions, the way you develop relationships and how you see your own self worth.



Emotions make you human, the way they impact you and others can be surprising.



WHAT ARE EMOTIONS?

- An emotion is a natural instinctive state of mind deriving from one's circumstances, mood or relationship with others (Hwang & Matsumoto, 2016).
- Some positive emotions: love, appreciation, happiness, hope, enthusiasm, confidence, gratitude, patient, trust, vulnerable, optimistic and many more.
- Some negative emotions: fear, anger, guilt, depression, jealousy, anxiety, resentment, frustration, shame, offended, regret, sad, worried and a few more.
- Emotions are a mind state, and you have more control than you think.

WHAT ARE EMOTIONS?



happy



angry



nervous



jealous



confused



shy



disgusted



scared



cry



loving



tired



disappointed



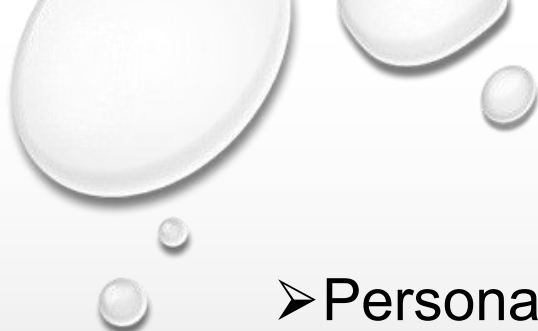
COMMON EMOTIONS AND HOW TO RECOGNIZE AND LABEL THEM

- **Happiness** can be seen from: smiles, laughter, positive body language, etc.
 - **Labeling:** “you seem really happy today,” or “I feel so happy right now.”
- **Sadness** can be seen from: tears, slumped posture, a subdued tone of voice, etc.
 - **Labelling:** “it looks like you really sad,” or “I’m feeling pretty down”.
- **Anger** can be seen from: facial redness, clenched fists, raised voice, etc.
 - **Labelling:** “you seem really angry,” or “I’m getting quite upset”.
- **Fear:** wide eyes, increased heart rate, avoidance behaviors, trembling, expression of apprehension & anxiety indicate fear, etc.
 - **Labelling:** “it appears you are feeling scared,” or “I’m feeling quite afraid right now”
- **Surprise** can be seen from: raised eyebrows, widened eyes, an open mouth, and expression of astonishment indicate surprise.
 - **Labelling:** “you look surprised,” or “I’m so surprised by this!”

COMMON EMOTIONS AND HOW TO RECOGNIZE AND LABEL THEM, CONT'D.



- **Disgust** can be seen from: a wrinkled nose, turned-down mouth, etc.
 - **Labelling:** “you seem disgusted,” or “I feel really disgusted”.
- **Contempt** can include: a sneering expression, a one-sided mouth raise, etc.
 - **Labelling:** “it seems like you have contempt for that,” or “I’m contemptuous about this”.
- **Guilt** is seen from: avoidance of eye contact, fidgeting, self-blame, and expression of remorse, etc.
 - **Labelling:** “you appear to be feeling guilty,” or “I’m guilty of what happened”.
- **Shame** shows when: one hides their face, has a slouched posture, and expresses humiliation or disgrace, etc.
 - **Labelling:** “it seems like you’re ashamed” or “I’m so ashamed of my actions”.
- **Love/affection** includes physical closeness, tender gestures, kind words and expressions of fondness and caring indicate love or affection.
 - **Labelling:** “you seem really affectionate,” or “I’m in love/ I love you”.



- Personality

- Weather

- Stress

- Social activities

- Sleep

- Exercise

- Age

- Gender

- Health

FACTORS INFLUENCING EMOTIONS

THE IMPACT OF EMOTIONS ON BEHAVIOUR

Motivation

Action Tendency

Social Behavior

Risk Taking

Procrastination

Addition and
Impulse Control

THE IMPACT OF EMOTIONS ON DECISION-MAKING

Emotional Bias

Risk Assessment

Impaired Judgement

Empathy and moral decision-making

Influence of Anticipated Emotions

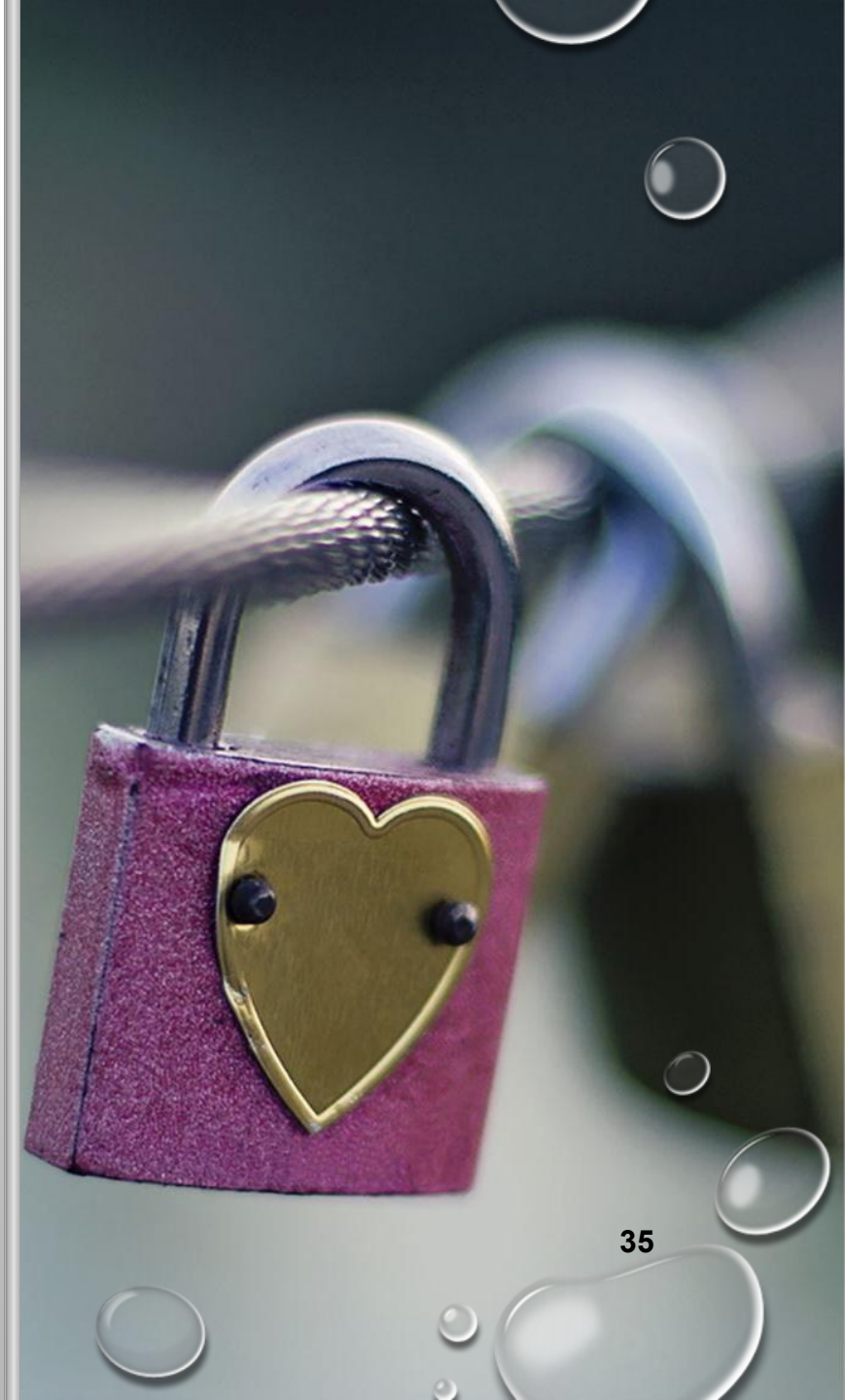
Affect Heuristic

Emotion Regulation

Emotional Contagion

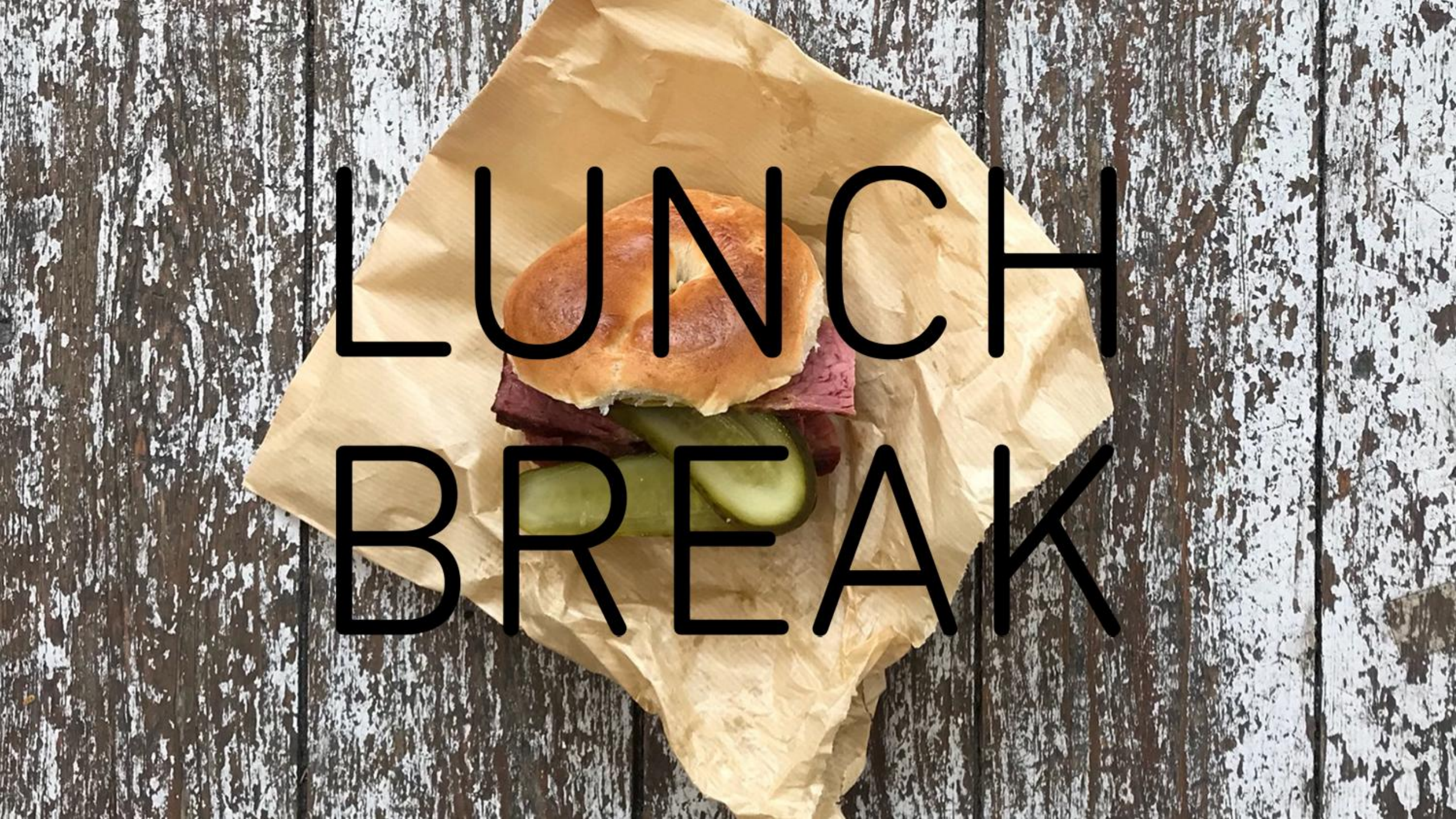
WHAT IS EMOTIONAL INTELLIGENCE (EQ)?

- It is the way you perceive, interpret, use and manage your emotions (Ciarrochi et al., 2000).
- It allows you to connect honestly and authentically with your feelings.
- Emotions are connected to every thought that you have and inform how you react to situations.
- Lack of the awareness of your emotions will result in misinformed decisions that will affect your work, relationships and wellbeing.



5 KEY COMPONENTS OF EQ

1. **Self-awareness**: involves recognizing and understanding your own emotions, including their triggers and effects on your thoughts and behavior (Morin, 2011).
2. **Self-regulation**: refers to the ability to manage and control one's emotions and impulses (Vohs & Baumeister, 2004).
3. **Motivation**: involves setting and pursuing goals with energy and enthusiasm.
4. **Social awareness (empathy)** is the capacity to recognize and understand the emotions of others (Morin, 2011).
5. **Social skills (relationship management)** involves using emotional awareness and self-regulation to handle interpersonal interactions effectively.



LUNCH
BREAK

Day I agenda: AFTERNOON

Time	Activity
13:30-13:40	<i>ACTIVITY I: How are You Intelligence?</i>
13:40-13:55	Strategies to Manage & Regulate Your Emotions
13:55-14:10	<i>ACTIVITY II: Revisit and Update Your SMART Goals</i>
14:10-14:15	PART I: Ethics - Module Overview
14:15-14:25	Definition and Importance of Ethics
14:25-14:30	The Impact of Ethical Behavior on Individual's Reputation and Organizational Success
14:30-14:35	Key Ethical Principles and Ethical Dilemma in the Workplace
14:35-15:00	<i>ACTIVITY I to V: Workplace Scenario 1-5 for Your Analysis</i>
15:00-15:05	Complying with Ethical Standards in Your Organization
15:05-15:10	PART II: Professionalism – Module Overview
15:10-15:15	Understanding Professionalism and Importance of Professionalism
15:15-15:20	Perception is Reality
15:20-15:25	Your Appearance and Your Speech
15:25-15:40	5 Ways to Demonstrate Professionalism, 10 Common Unprofessional Behaviour & the Consequences
15:40-15:50	COFFEE BREAK
15:50-15:55	PART III: Adaptability and Agility – Module Overview
15:55-16:05	Definition and Importance of Adaptability and Agility
16:05-16:20	Personal Barrier to Accepting Change
16:20-16:30	<i>ACTIVITY I: Let's Play Clasp Thumb</i>

ACTIVITY 1: HOW ARE YOU INTELLIGENT?

NATURALIST

- I enjoy spending time in nature.
- I like to know classification of species.
- I can hear animal and bird sounds clearly, see detail or specifics in flora and fauna.
- I am happiest outdoors exploring the world.
- I like tending to plants and animals.
- I enjoy outdoor sports and activities.

LOGICAL/MATHEMATICAL INTELLIGENCE

- I compute math problems easily.
- I enjoy math and using computers.
- I like strategy games.
- I like using logic to solve problems.
- I reason things out.
- I like to use data in my work to measure, calculate, and analyze.

VISUAL/SPATIAL INTELLIGENCE

- I visualize clear pictures, I think in pictures and images.
- I am sensitive to color.
- I can find my way around unfamiliar areas.
- I like illustrated books.
- I easily read maps and charts.
- I enjoy jigsaw puzzles.

INTRAPERSONAL INTELLIGENCE

- I am aware of my feelings, strengths, and weaknesses.
- I attend seminars to learn more about myself.
- I consider myself a loner.
- I enjoy hobbies by myself.
- I enjoy solitude.
- I am motivated by independent study.

ACTIVITY 1: HOW ARE YOU INTELLIGENT? CONT'D

INTERPERSONAL INTELLIGENCE

- People look to me for advice.
- I prefer team sports.
- I have many close friends.
- I like working in groups.
- I have empathy for others.
- I can read situations and people.

BODILY/KINESTHETIC INTELLIGENCE

- I process information using bodily sensations.
- I like to touch or be touched when talking.
- I use hand gestures when speaking.
- I like working with my hands on crafts/hobbies.
- I think of myself as well coordinated.
- I learn by doing rather than watching.

MUSICAL/RHYTHMIC INTELLIGENCE

- I like to listen to musical selections on radio, computer, CDs.
- I am sensitive to music and sounds in the environment.
- I can remember melodies.
- I listen to music when studying.
- I enjoy singing.
- I keep time to music.

VERBAL/LINGUISTIC INTELLIGENCE

- I like to tell jokes, tell stories or tales.
- Books are important to me.
- I like to read.
- I often listen to radio or tapes.
- I quote things I've read.
- I like crosswords and word games.

ACTIVITY 1: HOW ARE YOU INTELLIGENT? CONT'D

- a. Go through the eight (8) different types of intelligence. In each type give 1-5 points (1 means 'Not relevant for me', 2 means 'A bit relevant for me', 3 means 'Somehow relevant for me', 4 means 'Relevant for me', 5 means 'Highly relevant for me') for each item in the bullet point list.
- b. Add all the points participants gave for each type. In which type(s) did they score most points?
- c. Exchange the result with a person sit next to them. What kind of creativity/skills does the trainee think she/he has?
- d. Which job/profession/career does the trainee intend to pursue? Does she/he think that her/his type of intelligence (where she/he scored the highest points) and (intended) job/career path fit?



STRATEGIES TO MANAGE AND REGULATE YOUR EMOTIONS

- Self-awareness
- Mindfulness & meditation
- Deep breathing
- Emotion labelling
- Stress management
- Seek social support
- Practice empathy
- Conflict resolution skills
- Distraction and relaxation techniques
- Limit exposure to emotional triggers



TECHNIQUES TO DIFFUSE OR DE-ESCALATE EMOTIONALLY CHARGED SITUATIONS/ CHALLENGING SITUATIONS

- Stay calm
- Active listening
- Empathize
- Use “I” statements
- Avoid blame
- Slow down
- Maintain personal space
- Offer choices
- Use non-verbal cues
- De-escalation phrases
- Validation
- Take a break
- Offer a solution
- Avoid trigger words
- Invoke a third party
- Educate yourself

REVIEW AND REVISE/UPDATE YOUR PERSONAL SMART GOALS

Specific	Measurable	Achievable	Realistic	Timely
S G	M O	A A	R L	T S
What do you want to do?	How will you know when you've reached it?	Is it in your power to accomplish it?	Can you realistically achieve it?	When exactly do you want to accomplish it?

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 to

to

Time-Based

- I need to do

in

I will _____

PART I:

Module 2: ETHICS



Module 2 Overview:

1. Introduce Ethics
2. Understand Ethical Principles
3. Recognize Ethical Dilemmas
4. Apply Ethical Decision-Making Models
5. Communicate Ethical Decisions
6. Implement Ethical Practices



What ARE Ethics?

- Ethics refer to moral principles, values and the concept of right or wrong (Fischer, 2004).
- Ethics are concerned with questions of how people should behave, what constitutes good or bad conduct.



Understanding ethics

- Ethics include moral principles;
- They provide guidance in moral dilemmas;
- They vary from society to society, and culture to culture;
- Ethics can be applied to various domains e.g., Law, Medicine, Business, Communication, etc.
- They can also be applied to personal life.
- Ethical theories: There are various theories for determining what is morally right or wrong e.g., utilitarianism, deontology, virtue ethics and ethical relativism.
- Ethical codes provide a basis for decision making to professionals e.g., doctors, lawyers, journalists, etc. during the course of their work.



workplace ethics

- Workplace ethics refer to a set of moral principles and values that guide the behaviour and decision-making of individuals and organizations within the context of their professional environment (Somers, 2001).
- These principles governs how employees, employers and other stakeholders interact and make decisions within the workplace.



Importance OF workplace ethics

- Trust & credibility
- Employee morale & satisfaction
- Reduced conflict
- Compliance & legal protection
- Reputation & brand image
- Decision-making
- Social responsibility
- Long-term success
- Employee retention & recruitment
- Positive work culture, etc.



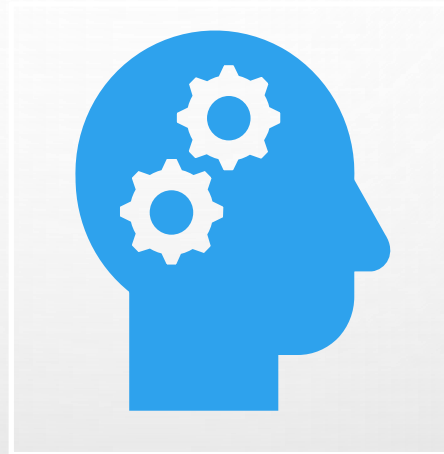
The impact of ethical behaviour on individual'S reputation



Trust &
credibility



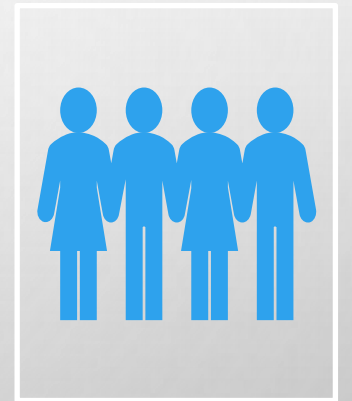
Respect &
positive
relationships



Career
advancement



Personal
satisfaction



positive
Public
perception

The impact of ethical behaviour on organizational success



Brand image &
reputation



Employee morale
& productivity



Reduced legal &
regulatory risks



Stakeholder
relationships



Innovation &
creativity



Long-term
sustainability



Competitive
advantage

Key ethical principles

Autonomy

Beneficence

Non-
maleficence

Justice

Veracity

Fidelity

Confidentiality

Respect for
persons

Utility

Virtue

Ethical Dilemmas IN THE Workplace

- Whistleblowing
- Conflict of interest
- Lying or deception
- Discrimination & harassment
- Privacy & data security
- Environmental concerns
- Product safety
- Corporate social responsibility
- Employee relations
- Work-life balance
- Pay equity
- Intellectual property
- Gifts & bribes
- Supply chain ethics
- Moral leadership
- Social media use
- Covid-19 & health safety

SAMPLE SCENARIOS FOR YOUR ANALYSIS

Scenario 1: Employee relations & Favoritism

Situation: Cancio, a manager, consistently shows favoritism to Gorreti, providing her with better opportunities & treatment compared to other team members.

Ethical implications:

- Fairness & equality;
- Loyalty to team;
- Abuse of power;
- Organizational values;
- Consequences.



SAMPLE SCENARIOS FOR YOUR ANALYSIS cont'D

Scenario 2: Social media use

Situation: An employee of a well-known technology company with a substantial social media following shares a post on his personal Instagram account. In his post, he criticizes his employer/company's environmental practices, claiming the company is not doing enough to reduce its carbon footprint.

What are the ethical implications of this scenario?

Form groups of 3 or 4 people, then ask participants to discuss the above scenario in their groups and share their analysis with the whole class/plenary after ten minutes.



SCENARIO ANALYSIS AND DISCUSSION

- **Ethical implications:**

- Freedom of expression
- Reputation & disclosure
- Loyalty & conflicts of interest
- Whistleblowing & responsibility
- Social media policy
- Impact on colleagues
- Social responsibility
- Response from the company





SAMPLE SCENARIOS FOR YOUR ANALYSIS CONT'D

Scenario 3: Harassment - Sexual harassment

Situation: Carla was working when her manager, Mario, approached her to ask for an update on the project she was working on. Mario sat alongside Carla, with his arm across the back of her chair discussing the project, whispering as if it was confidential.

Is Mario's behavior appropriate? What are the ethical implications of this scenario?

Form groups of 3 or 4 people (with new members – not the same persons as the previous groups formed), then ask participants to discuss the above scenario in their groups and share their analysis with the whole class/plenary after ten minutes.



SAMPLE SCENARIOS FOR YOUR ANALYSIS CONT'D

Scenario 4: Discrimination

Situation: Orlando sent an email titled “staff lunch – end of project”. It was to be held at his favorite steak house. He did not invite two of the team members as they do not eat meat.

Was Orlando’s behavior appropriate? What are the ethical implications of this scenario?

Form groups of 3 or 4 people (with new members – not the same persons as the previous groups formed), then ask participants to discuss the above scenario in their groups and share their analysis with the whole class/plenary after ten minutes.

SAMPLE SCENARIOS FOR YOUR ANALYSIS CONT'D

Scenario 5: Privacy/burdened virtue/gossiping

Situation: Bendita was talking to Sonia in the office kitchen. She mentioned that their colleague, Manuel and his brother are in trouble with the Police for partying all night on the rooftop of their apartment. Bendita and Sonia discussed that they thought Manuel & his brother should be evicted.

Is Bendita's behavior appropriate? What are the ethical implications of this scenario?

Form groups of 3 or 4 people (with new members – not the same persons as the previous groups formed), then ask participants to discuss the above scenario in their groups and share their analysis with the whole class/plenary after ten minutes.



Complying with Ethical Standards in Your Organization

- Familiarize yourself with ethical guidelines
- Seek guidance and ask questions
- Embrace ethical values
- Follow dress code and professional conduct
- Respect privacy and confidentiality
- Punctuality and attendance
- Communication & teamwork
- Conflict resolution
- Honesty and integrity
- Follow-directives
- Report ethical concerns
- Adapt to the organization's culture
- Professional development
- Respect diversity & inclusion
- Understand the impact
- Reflect and learn
- Show enthusiasm and commitment

PART II:

Module 2: Professionalism

Developing your sense of professionalism



Module 2 Overview:

1. Understand Professionalism
2. Apply the attributes of Professionalism in Professional Settings
3. Recognize Common Unprofessional Behaviour in the Workplace



Before we start:



What is the meaning of professionalism?



Why is it important to be professional?



When should one be professional?

Understanding Professionalism

Professionalism includes many specific behaviors and skills that address how one presents herself or himself to others.

The following traits contribute to professionalism:

- How you present yourself to others through your appearance and communication
- Knowledge about what your organization or company does
- Knowledge about your role
- The quality of your work
- Relationships with others
- Your work ethic
- Your determination and dedication
- Most important, your attitude
- Professional development is when your employer provides you with continuing education and career training to maintain professional competencies, develop new skills and adapt up-to-date work trends.



IMPORTANCE OF Professionalism

Professionalism:

- Creates a positive first impression;
- Ensures successful interpersonal relationships;
- Provides a lasting reputation within your organization and industry;
- Allows employees to take pride in their work and improve worker performance;
- Provides an opportunity to learn about building and maintaining professional growth opportunities.

Different Settings to be Professional



While at the workplace



When networking with other professionals



Anytime you talk with an employer



While acting as a guest speaker



In business meetings



While conducting or undertraining interviews – phone and in person



And more as you progress in your career

Perception is Reality

What's in a first impression?

- ⑩ 67% accurate;
- ⑩ Determines how people will treat you;
- ⑩ Intention → behavior → impact = first impression.

Body Language

- ⑩ Attitude is reflected in your body language.
- ⑩ Be sensitive to differing cultural and individual needs for personal needs - <https://www.youtube.com/watch?v=MZA5rtK60Ds>
- ⑩ Start with a good handshake.
- ⑩ Always stand to shake someone's hand.
- ⑩ Make eye contact.
- ⑩ Extend hand, Go “web to web” and “palm to palm”, Crisp shake, do not pump, mentally count to three... release.

Let's try it!

Perception is Reality



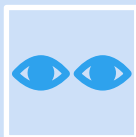
Body language

- Practice, ask for feedback.
- Mirror behavior of the host if uncertain – use good judgment.
- Be consistent with what you say and do.
- Pay attention to the situation and people around you – respond accordingly.



Appearances

– formal, semi-formal, and smart-casual

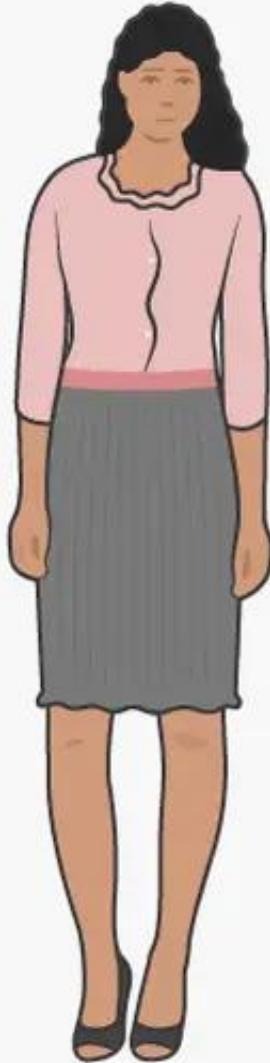


Let's see them!

Appearances



Smart
Casual



Smart
Casual



Semi
formal



Semi
formal



Formal



Formal

What is Business Casual for Women?

THE READER'S DIGEST VERSION



DO

Shirt

Pick button-down tops or structured tees.

Jacket or cardigan

Blazers and cardigans add personality and a pop of color.

Slacks

Dress pants, dark-wash jeans and skirts all work in the office.

Flats

They go with anything, though dressy sneakers and sandals are OK too.



DON'T

Strappy tanks

Avoid strappy tanks, stretched or too-tight shirts and graphic tees.

Distressed or torn jeans

Your work jeans shouldn't have rips, holes or fraying ends.

Flip-flops

Skip the flip-flops and beat-up athletic shoes.



Appearances



1. Wear minimal jewelry
2. Wear little or no cologne or perfume
3. Don't wear anything too tight or too revealing
4. Go with dark colors like Black, Gray and Navy
5. Close-toed shoes
6. Be sure the shirt under your jacket is appropriate – or keep the jacket on!



What Is Business Casual for Men?

THE READER'S DIGEST VERSION



DO

Button-down shirt

Tuck it into dress pants or leave it untucked over jeans.

Blazer

An optional blazer works well with a fitted T-shirt and trousers.

Slacks

Go with khakis, dress pants or dark-wash jeans without fraying or holes.

Shoes

Pair clean, minimalistic white sneakers with dressy jeans or trousers.



DON'T

T-shirt

Avoid stretched, too-tight or graphic tees.

Sweats

Both sweats and torn jeans are no-no's in the office.

Flip-flops

Skip the flip-flops and beat-up athletic shoes.



Professional Dress



1. Clean and pressed suit
2. Tie – not too flashy
3. Neatly trimmed hair/facial hair
4. No white socks!
5. Clean fingernails
6. Try on your interview attire a week or so before your interview



Your Speech

- Think before you speak;
- Do not speak out of anger;
- Use proper grammar;
- Do not interrupt;
- Speak slowly and clearly;
- Speak “intelligently” – limit the use of jargons, if use jargon be informed, learn from other professional - <https://www.Youtube.Com/watch?V=igpik79wapg>

5 Ways to Demonstrate Professionalism in the Workplace

- **Try to exceed workplace expectations**
 - Observe all working regulations, accomplish all activities & assignments and recognise what is required of you.
- **Personal accountability**
 - Acknowledge when you commit a mistake; claim credit for a project's success and complete jobs & responsibilities promptly.
- **Ethics in the workplace**
 - Always adopt company's policies and report anything which is not.
 - Seek assistance when you do not know how to handle a problem, it is fine if your professional and personal principles differ slightly.
- **Physical appearance**
 - Always dress appropriately for the job, ensure a high degree of personal cleanliness and keep in mind that you are representing your employer.
- **Language**
 - Politics should be kept at home, swearing should be avoided and workplace discussions should be appropriate.

10 Common Unprofessional Behaviours in the Workplace

- 1) Resistance to working alongside others;
- 2) Inability to discern the feelings of others and adapt behaviour according to these cues (lacking empathy);
- 3) Being inflexible: change is a constant in the workplace, regardless of industry or the type of work, and agility is a must.
- 4) Adopting an inappropriate communication style for a particular audience.
 - For example, an employee may treat one of their colleagues like they would a personal friend, throwing casual slang into conversation and broaching topics that may not be suitable for the workplace. It's key that employees understand all types of professional audiences and modify their communication accordingly.
- 5) Failing to show up in appropriate, business-worthy attire.
 - Whether your office requires a suit and tie or allows jeans, your employees should still appear presentable and neat. For most businesses, this means avoiding attire that causes unwelcome distractions, friction among team members or doesn't align with your company's culture.

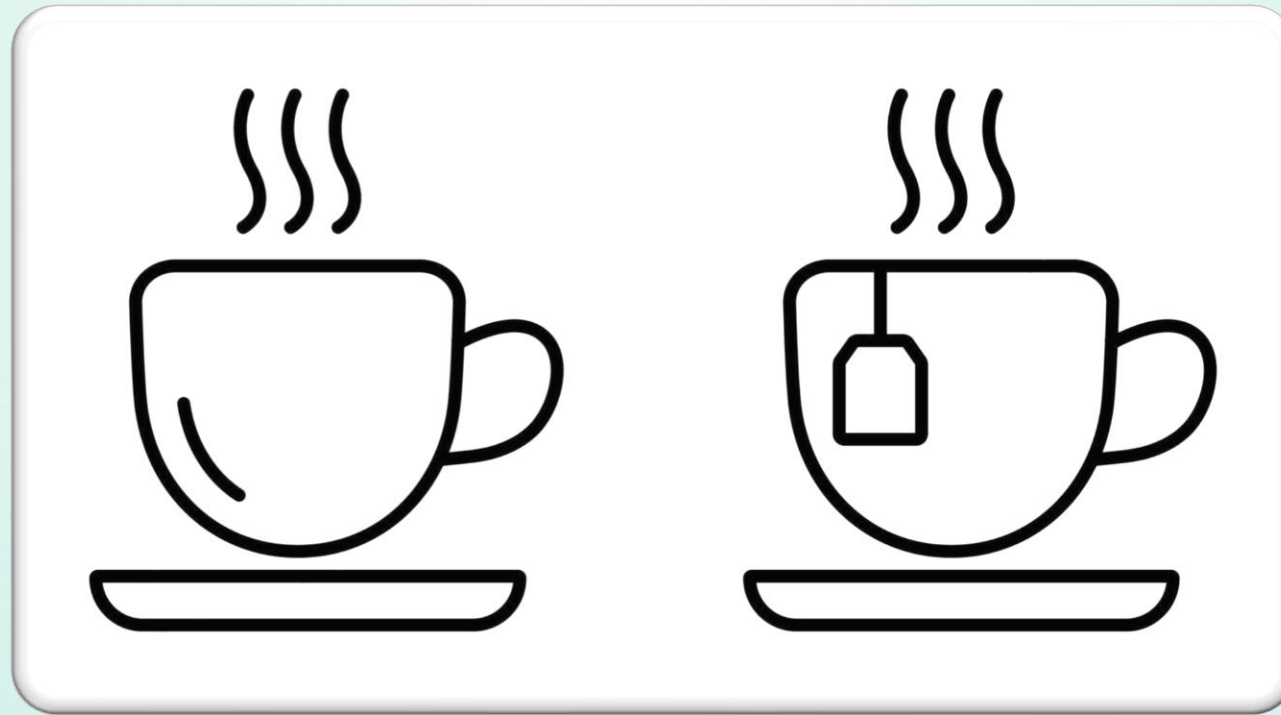
10 Common Unprofessional Behaviours in the Workplace Cont'D.

- 6) Flouting office rules and policies e.g., constantly being late to work and engaging in negative talk;
- 7) Expressing frustration with customers or other external parties;
- 8) Indulging in emotional outbursts e.g., yelling or losing one's temper;
- 9) Having a messy and disorganized office or email inbox;
 - If an employee's workspace appears chaotic, people will wonder which tasks or details are escaping their attention and slipping through the cracks. It just doesn't reflect well.
- 10) Portraying an undesirable image on social media.
 - This is especially important on employment related sites such as: LinkedIn and Glass door, but it's also becoming a more prominent issue on all social networks including Facebook, Instagram and X (Twitter).

Consequences of Unprofessional Behaviour in the workplace

Lack of professionalism in the workplace can lead to:

- Disgruntled or frustrated employers and work colleagues;
- Low engagement and morale;
- Toxic atmosphere;
- High turnover;
- Obstacles to staff recruitment, retention and succession planning;
- Negative brand reputation among employees, employers, customers, vendors and industry partners – which may result in lost business opportunities and reduced revenue.
- Termination of employment or internship.



Coffee/tea break

PART III:

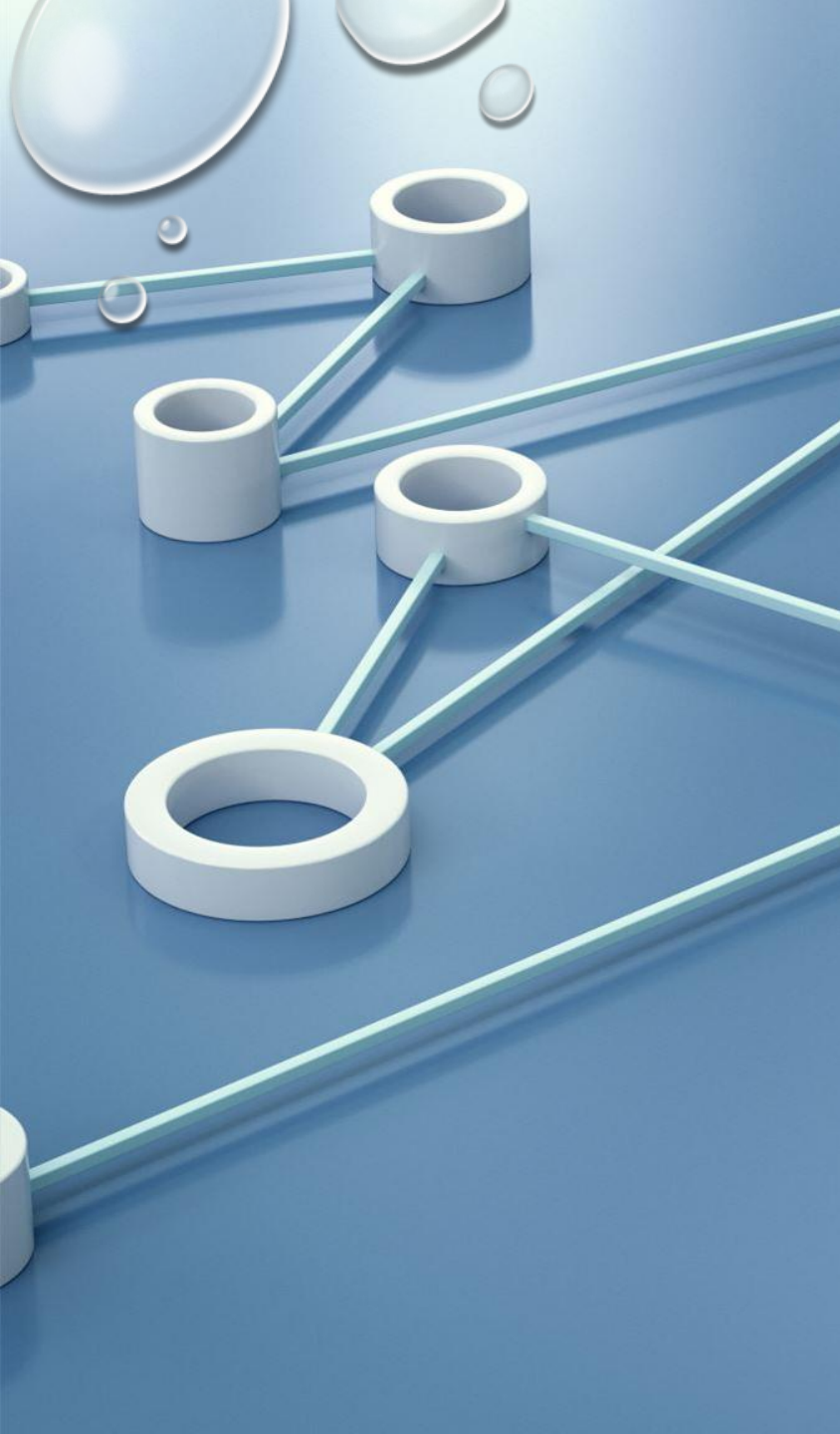
Module 2: Adaptability & Agility



Module 2 Overview:

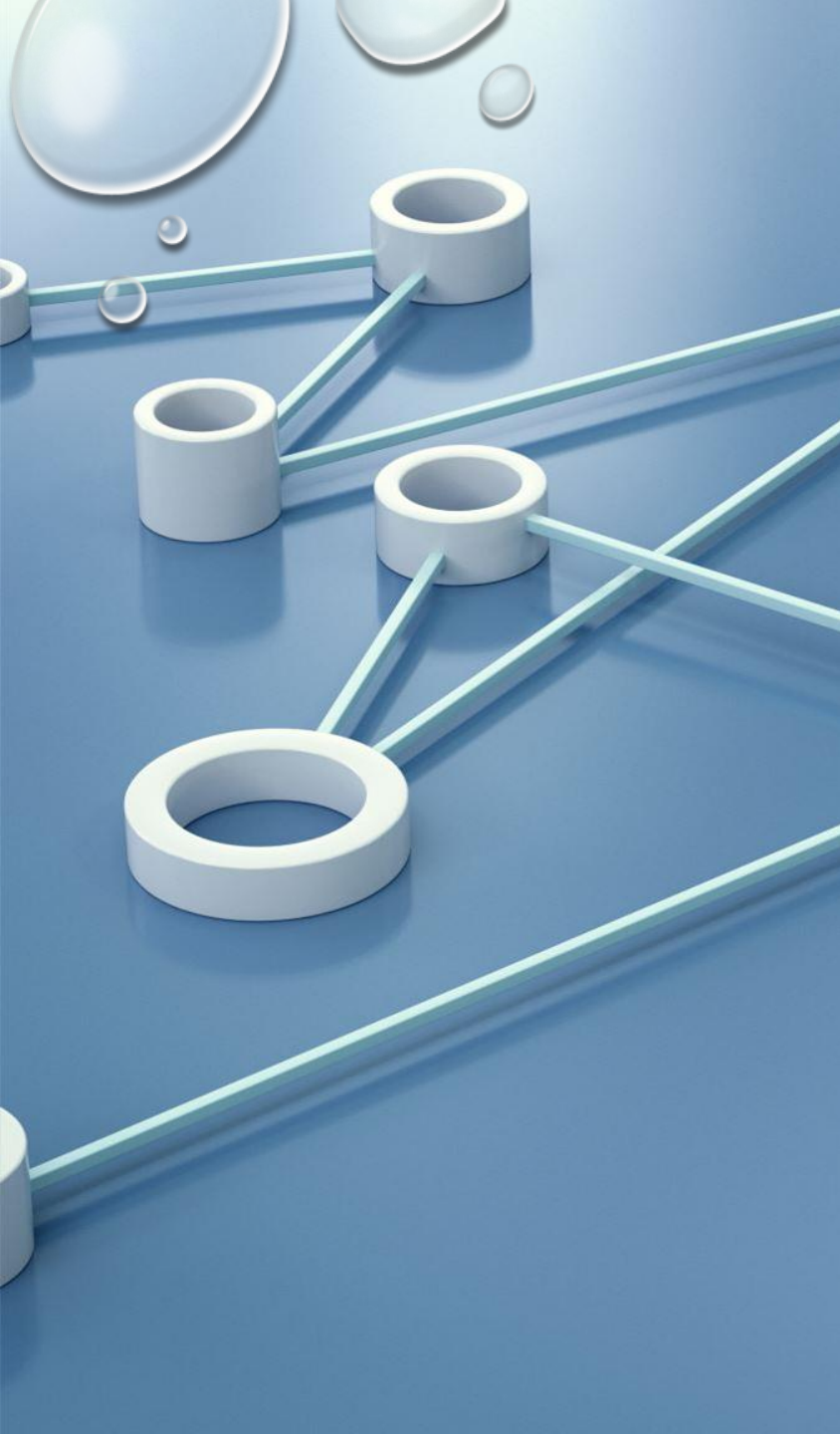
1. Understanding adaptability & agility
2. Embrace Change;
3. Flexibility respond to Challenges;
4. Learn Continuously;
5. Build Resilience;
6. Collaborate Effectively;





ADAPTABILITY

- **Adaptability** refers to the ability of an individual, organization or system to adjust in response to new or changing circumstances, challenges or environments. It involves making modifications to fit into a new situation or to overcome obstacles (Pulakos et al., 2006).
- Adaptability focuses on the capacity to change or modify one's behaviour, strategies or characteristics to better suit a particular context. It can be a long-term, ongoing trait.
- It often involves a deliberate and considered response to changes and it may not always require immediate, rapid adjustments.
- Adaptability can encompass a wide range of changes, including: behavioural changes, structural changes and other long-term transformations.



AGILITY

- **Agility**, on the other hand, refers to the ability of an individual, organization or system to respond quickly and effectively to changing circumstances. It often involves a more dynamic and immediate response to challenges or opportunities (Appelbaum et al., 2017).
- It is often more specific and focused on the ability to pivot, change direction or make rapid adjustments in response to short-term or sudden changes. It's about being nimble and flexible.
- Agility emphasizes speed and responsiveness. It requires the ability to make quick decisions and take swift action when necessary.
- It is often associated with more immediate and tactical changes, such as: adapting to a rapidly shifting market, responding to customer feedback or adjusting project plans in real-time.

IMPORTANCE OF ADAPTABILITY and AGILITY IN THE WORKPLACE

- Ability to respond to change
- Problem-solving
- Innovation
- Competitive advantage
- Resilience
- Teamwork
- Career growth
- Stress reduction
- Customer satisfaction
- Efficiency and effectiveness
- Learning and development



PERSONAL BARRIERS TO ACCEPTING CHANGE

- Fear of the unknown
- Comfort zone
- Lack of control
- Loss of familiarity
- Past negative experiences
- Risk aversion
- Lack of confidence
- Loss of status or identity
- Peer pressure
- Lack of awareness
- Overwhelm
- Resistance to authority



ACTIVITY 1: LET'S PLAY CLASP THUMB

- Please stretch your hands out.
- On the count of three, I want you to clasp your hands together.
One, two, three!!
- Keep them clasped together and take a look at your thumbs.
- Is your left thumb over your right or your right thumb over your left? Have you all noticed it?
- We are going to open our hands. Again, on the count of three, clasp your hands together.
One, two, three!!
- Look at your thumbs, have you done the same thing? Were you aware that you did this? That your left thumb is over your right or your right thumb is over your left?
- Some of you were aware and some of you were not. So now you learn about awareness.

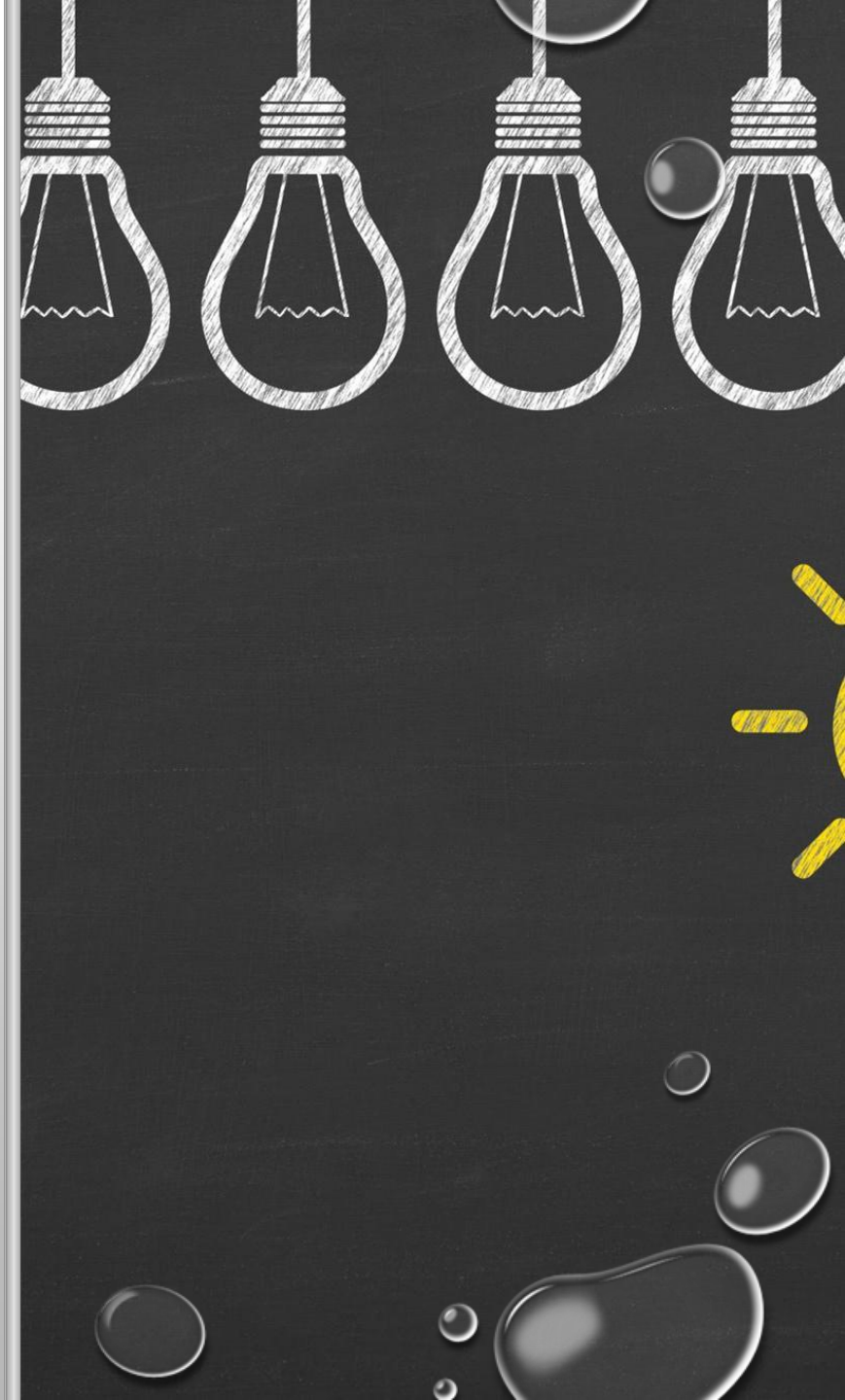


ACTIVITY 1: CLASP THUMB CONT'D

- Anyone, please tell us that if you put your left thumb over your right- That means that you are very intelligent.
- If you put your right thumb over your left, you are very creative.
- If you put them parallel to each other, you are very romantic.
- Now, let's change, if I'm intelligent, I want to become more creative, so left brain, right brain.
- If I'm more creative, I want to become more intelligent, so right brain, left brain.
- Now put your hands out, on the count of three, I'm going to ask you to change, it's ok if you do different movements
One, two, three!!
- Take a look at your thumbs, how does it feel? Was it in order? Think about the effort you put in? Then do it intentionally.

STRATEGIES TO RESPONDING TO CHANGING CIRCUMSTANCES

- Flexibility and adaptability
- Communication
- Employee training and development
- Learn from experience
- Maintain a growth mindset





ACTIVITY 2: ADAPTING TO NEW PROJECT REQUIREMENTS

- **Situation:** imagine you are working as an intern at Timor Global, one of the main coffee producing companies in Timor-Leste, you have been assigned to work on a coffee waste recycling project with a project manager (a regular Timor Global staff). This project requires you to work with a focal point from four different local cafés operate in Dili municipality, they are Fatima Café, HaHa Café, Letefoho Café, and Aroma Timor Café. The goal of the project is to collect 100kg of coffee waste from each coffee weekly. Your role is to coordinate with each focal point daily, including setting the schedule and vehicle to collect coffee waste from each café. There is only one car provided for this project, and you must also liaise with your manager (who is also your supervisor) to share the only vehicle assigned for this project.
- Ask participants to form a group of three to four people and discuss all the potential challenges, problems, obstacles and unexpected events that could arise during the project. Encourage the groups to consider factors like:
 - **Technical difficulties:** Can each company supply you with 100kg of coffee waste weekly? Will they properly handle or store the waste as instructed before collection?
 - **Human factors:** Will each focal point from each company be motivated to work on this project? Will they be receptive to this new idea of recycling coffee waste?
 - **External factors:** Could each café have their own coffee waste recycling project? Could a competitor launch a similar project at the same time? Could there be unexpected delays?
- Give the groups ten (10) minutes to discuss.
- Ask one or two volunteer groups to present their approach to this scenario, give the group/s ten (10) minutes to present.

ACTIVITY 3 - Twisted Scavenger Hunt



➤ Ask participants to form a group of three to four people.

➤ Set the stage

Choose a specific area within the office, like a hallway or a meeting room, to be the hunting ground.

➤ Create the clues

Write a series of clues that require interns to move quickly and adapt to different situations. These clues could include:

- **Physical challenges:** "Find the item that is furthest from the door" or "Locate something that requires you to reach high".
- **Quick thinking challenges:** "Find something that represents the letter 'A'" or "Find an item that helps us communicate".
- **Teamwork challenges:** "Find something the team agrees is the most important" or "Find something that can help us solve a problem".

➤ Start the hunt

Give each team the first clue and let the hunt begin.

➤ Observe and encourage

Monitor the teams as they work, providing guidance when needed and celebrating their agility and teamwork.

➤ Debrief and discuss

After the hunt, gather the teams to discuss what they learned and how they adapted to the challenges.

➤ Give them ten (10) minutes to discuss.

➤ Ask one or two volunteer group to present their approach to this situation, give each five (5) minutes to present.

*Thank
you!*

ANY
Questions?