Youth Leadership and Skills Development Training

Life Skills: Decision Making, Communication and Interpersonal Skills

Target Districts: Bahawalpur, Lodhran, Multan, and Muzaffargarh
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1 Introduction

Currently youth in Pakistan, especially in the under-developed and rural regions of Southern Punjab, are particularly vulnerable to being recruited by factions of violent extremist groups. According to a report by Formation Awareness and Community Empowerment Society on “Radicalization of Youth in Southern Punjab”, radicalization as a phenomenon is affecting large areas of Southern Punjab including the target districts of Bahawalpur, Lodhran, Multan and Muzaffargarh. There is high unemployment and the great majority of the youth have little knowledge about - or skills in - leadership development, peace/conflict resolution, life skills and local development issues and challenges to guide them towards productive and non-violent activities.

Under “Youth Leadership and Skills Development Training” project, LEAD Pakistan intends to utilize local organizations to identify active youth leaders in the community. This module, in collaboration with Umeed Jawan is a deliberate effort to develop the skills of youth leaders who can further begin a structured effort to engage their peers in productive activities. The selected active youth leaders will be organized in a leaders’ cohort to be trained on life skills, leadership and peace/conflict resolution, along with awareness on local development issues and challenges. The leaders’ cohort will then represent the core group of local organizations who will further conduct youth trainings in the community to widen the scale and reach out to the larger community, especially vulnerable youth.
2 Training Objectives:

Training was designed to meet the following objectives:

- To create awareness regarding the concept of life skills and make participants understand the concept
- To enhance participants teambuilding skills
- To make participants understand the importance of developing Negotiation Skills for becoming a better leader

Training Techniques:

This training has been designed following the principles of activity based learning. Every session incorporates theoretical details about the topics along with their practical application through group exercises and activities. Following training techniques have been used:

- Lecture
- Brainstorming
- Q&As
- Group Activities & Exercises
- Presentations

Training Target Group

The target group comprises of the youth leaders as well vulnerable Youth of the district Bahawalpur, Lodhran, Multan and Muzzafargarh.

Training Date & Venue

Training will be conducted in October in Bahawalpur.
## Session Plan

<table>
<thead>
<tr>
<th>Sr.</th>
<th>Session</th>
<th>Time</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction of Trainer, Participants and Project</td>
<td>60 min</td>
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<tr>
<td>2</td>
<td>Why to train peers/communities on life skills</td>
<td>30 min</td>
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<td>3</td>
<td>What are life Skills</td>
<td>30 min</td>
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<td>4</td>
<td>What is communication and its elements? Effective Communication</td>
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<td>5</td>
<td>Skills Required for Effective Communication</td>
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<td>6</td>
<td>How to Conduct effective training sessions</td>
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### Day-2

| 1   | Review of Training Day-1                                                | 30 min |
| 2   | What is Self-Awareness Why is it important?                            | 60 min |
| 3   | Assertiveness                                                           | 60 min |
| 4   | Assertiveness and self-confidence methods and techniques                | 90 min |
| 5   | How to improve your self-team                                           | 90 min |

### Day-3

| 1   | Review of Training Day-2                                                | 30 Min |
| 2   | What is decision making                                                 | 30 Min |
| 3   | Decision making stages                                                  | 60 min |
| 4   | Problem Solving                                                         | 90 min |
| 5   | Decision making Process                                                 | 90 min |
| 6   | Decision making skills and techniques                                   | 60 min |

### Day-4

| 1   | Review of Training Day-3                                                | 30 Min |
| 2   | Critical thinking                                                       | 60 min |
| 3   | Cognitive Competence                                                    | 60 min |
| 4   | Creative Thinking                                                       | 60 min |
| 5   | Relationship between Creative Thinking and Critical Thinking            | 60 min |

### Day-5

| 1   | Review of Training Day-4                                                | 30 Min |
| 2   | What are interpersonal skills                                            | 30 min |
| 3   | 60 min                                                                  |         |
| 4   | Negotiation Model                                                       | 90 min |
| 5   | Developing plan of action for replicating the training                   | 60 min |
| 6   | Conclusion of Five day work shop with Q&A and Feed Back                 | 60 min |
Day 1
COMMUNICATION SKILLS
### Day 1:
**COMMUNICATION SKILLS**

<table>
<thead>
<tr>
<th>Session Name: Communication Skills</th>
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<td>Session Objective: Participants are able to understand what life skills and their significance</td>
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<th>Topics / Session Contents:</th>
<th>Activity</th>
<th>Duration</th>
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<tr>
<td>1</td>
<td>Ice breaking, Registration &amp; Housekeeping</td>
<td>Participant registration</td>
<td>60 minutes</td>
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<tr>
<td>2</td>
<td>Project Introduction (LEAD Pakistan &amp; Umeed Jawan)</td>
<td>Orientation regarding the project</td>
<td>30 minutes</td>
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<td>3</td>
<td>Objectives of Training Workshop</td>
<td>Why to train peers/communities on life skills</td>
<td>30 minutes</td>
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<td>4</td>
<td>Conducting Introduction activity</td>
<td>Defining and explaining Life Skills</td>
<td>30 minutes</td>
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<tr>
<td>5</td>
<td>Two Tea Breaks</td>
<td>Break</td>
<td>15+15 minutes</td>
</tr>
<tr>
<td>6</td>
<td>What are communication and its elements?</td>
<td>Slides + Activity + Group work</td>
<td>30 minutes</td>
</tr>
<tr>
<td>7</td>
<td>Effective Communication</td>
<td>Slides + Activity + Group work</td>
<td>30 minutes</td>
</tr>
<tr>
<td>9</td>
<td>Lunch + Prayer Break</td>
<td>Break</td>
<td>60 minutes</td>
</tr>
<tr>
<td>10</td>
<td>Skills Required for Effective Communication</td>
<td>Slides + Activity + Group work</td>
<td>90 minutes</td>
</tr>
<tr>
<td>11</td>
<td>Strategies for Positive Attitude</td>
<td>Slides + Activity + Group work</td>
<td>45 minutes</td>
</tr>
<tr>
<td>12</td>
<td>Consensus Building Process</td>
<td>Slides + Activity + Group work</td>
<td>45 minutes</td>
</tr>
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Day 1: Life Skills
Topic One

4 Effective communication

In the information age, we have to send, receive, and process huge numbers of messages every day. But effective communication is about more than just exchanging information; it's also about understanding the emotion behind the information. Effective communication can improve relationships at home, work, and in social situations by deepening your connections to others and improving teamwork, decision-making, and problem solving. It enables you to communicate even negative or difficult messages without creating conflict or destroying trust. Effective communication combines a set of skills including nonverbal communication, attentive listening, the ability to manage stress in the moment, and the capacity to recognize and understand your own emotions and those of the person you’re communicating with.

While effective communication is a learned skill, it is more effective when it's spontaneous rather than formulaic. A speech that is read, for example, rarely has the same impact as a speech that’s delivered (or appears to be delivered) spontaneously. Of course, it takes time and effort to develop these skills and become an effective communicator. The more effort and practice you put in, the more instinctive and spontaneous your communication skills will become.

4.1 Effective communication skills #1: Listening

Listening is one of the most important aspects of effective communication. Successful listening means not just understanding the words or the information being communicated, but also understanding how the speaker feels about what they’re communicating.

Effective listening can:

- **Make the speaker feel heard and understood** which can help build a stronger, deeper connection between you.
- **Create an environment where everyone feels safe** to express ideas, opinions, and feelings, or plan and problem solve in creative ways.
- **Save time** by helping clarify information, avoid conflicts and misunderstandings.
- **Relieve negative emotions.** When emotions are running high, if the speaker feels that he or she has been truly heard, it can help to calm them down, relieve negative feelings, and allow for real understanding or problem solving to begin.
4.1.1 Tips for effective listening

If your goal is to fully understand and connect with the other person, listening effectively will often come naturally. If it doesn’t, you can remember the following tips. The more you practice them, the more satisfying and rewarding your interactions with others will become.

- **Focus fully on the speaker**, his or her body language, and other nonverbal cues. If you’re daydreaming, checking text messages, or doodling, you’re almost certain to miss nonverbal cues in the conversation. If you find it hard to concentrate on some speakers, try repeating their words over in your head—it’ll reinforce their message and help you stay focused.

- **Avoid interrupting** or trying to redirect the conversation to your concerns, by saying something like, “If you think that’s bad, let me tell you what happened to me.” Listening is not the same as waiting for your turn to talk. You can’t concentrate on what someone’s saying if you’re forming what you’re going to say next. Often, the speaker can read your facial expressions and know that your mind’s elsewhere.

- **Avoid seeming judgmental.** In order to communicate effectively with someone, you don’t have to like them or agree with their ideas, values, or opinions. However, you do need to set aside your judgment and withhold blame and criticism in order to fully understand a person. The most difficult communication, when successfully executed, can lead to the most unlikely and profound connection with someone.

- **Show your interest** in what’s being said. Nod occasionally, smile at the person, and make sure your posture is open and inviting. Encourage the speaker to continue with small verbal comments like “yes” or “uh huh.”

4.2 Effective communication skills #2: Nonverbal communication

When we communicate things that we care about, we do so mainly using nonverbal signals. Wordless communication, or body language, includes facial expressions, body movement and gestures, eye contact, posture, the tone of your voice, and even your muscle tension and breathing. The way you look, listen, move, and react to another person tells them more about how you’re feeling than words alone ever can.

Developing the ability to understand and use nonverbal communication can help you connect with others, express what you really mean, navigate challenging situations, and build better relationships at home and work.

- You can enhance effective communication by using open body language—arms uncrossed, standing with an open stance or sitting on the edge of your seat, and maintaining eye contact with the person you’re talking to.
• You can also use body language to emphasize or enhance your verbal message—patting a friend on the back while complimenting him on his success, for example, or pounding your fists to underline your message.

4.2.1 Tips for improving how you read nonverbal communication

• **Practice observing people** in public places, such as a shopping mall, bus, train, café, restaurant, or even on a television talk show with the sound muted. Observing how others use body language can teach you how to better receive and use nonverbal signals when conversing with others. Notice how people act and react to each other. Try to guess what their relationship is, what they’re talking about, and how each feels about what is being said.

• **Be aware of individual differences.** People from different countries and cultures tend to use different nonverbal communication gestures, so it’s important to take age, culture, religion, gender, and emotional state into account when reading body language signals. An American teen, a grieving widow, and an Asian businessman, for example, are likely to use nonverbal signals differently.

• **Look at nonverbal communication signals as a group.** Don’t read too much into a single gesture or nonverbal cue. Consider all of the nonverbal signals you receive, from eye contact to tone of voice to body language. Anyone can slip up occasionally and let eye contact slip, for example, or briefly cross their arms without meaning to. Consider the signals as a whole to get a better “read” on a person.

4.2.2 Tips for improving how to deliver nonverbal communication

• **Use nonverbal signals that match up with your words.** Nonverbal communication should reinforce what is being said, not contradict it. If you say one thing, but your body language says something else, your listener will likely feel you’re being dishonest. For example, you can’t say “yes” while shaking your head no.

• **Adjust your nonverbal signals according to the context.** The tone of your voice, for example, should be different when you’re addressing a child than when you’re addressing a group of adults. Similarly, take into account the emotional state and cultural background of the person you’re interacting with.

• **Use body language to convey positive feelings** even when you’re not actually experiencing them. If you’re nervous about a situation—a job interview, important presentation, or first date, for example—you can use positive body language to signal confidence, even though you’re not feeling it. Instead of tentatively entering a room with your head down, eyes averted, and sliding into a chair, try standing tall with your shoulders back, smiling and maintaining eye contact, and delivering a firm handshake. It will make you feel more self-confident and help to put the other person at ease.
4.3 Effective communication skills #3: Managing stress

In small doses, stress can help you perform under pressure. However, when stress becomes constant and overwhelming, it can hamper effective communication by disrupting your capacity to think clearly and creatively, and act appropriately. When you’re stressed, you’re more likely to misread other people, send confusing or off-putting nonverbal signals, and lapse into unhealthy knee-jerk patterns of behavior.

How many times have you felt stressed during a disagreement with your spouse, kids, boss, friends, or coworkers and then said or done something you later regretted? If you can quickly relieve stress and return to a calm state, you’ll not only avoid such regrets, but in many cases you’ll also help to calm the other person as well. It’s only when you’re in a calm, relaxed state that you’ll be able to know whether the situation requires a response, or whether the other person’s signals indicate it would be better to remain silent.

4.3.1 Quick stress relief for effective communication

When stress strikes, you can’t always temper it by taking time out to meditate or go for a run, especially if you’re in the middle of a meeting with your boss or an argument with your spouse, for example. By learning to quickly reduce stress in the moment, though, you can safely face any strong emotions you’re experiencing, regulate your feelings, and behave appropriately. When you know how to maintain a relaxed, energized state of awareness—even when something upsetting happens—you can remain emotionally available and engaged.

To deal with stress during communication:

- **Recognize when you’re becoming stressed.** Your body will let you know if you’re stressed as you communicate. Are your muscles or your stomach tight and/or sore? Are your hands clenched? Is your breath shallow? Are you “forgetting” to breathe?

- **Take a moment to calm down** before deciding to continue a conversation or postpone it.

- **Bring your senses to the rescue** and quickly manage stress by taking a few deep breaths, clenching and relaxing muscles, or recalling a soothing, sensory-rich image, for example. The best way to rapidly and reliably relieve stress is through the senses: sight, sound, touch, taste, and smell. But each person responds differently to sensory input, so you need to find things that are soothing to you.

- **Look for humor in the situation.** When used appropriately, humor is a great way to relieve stress when communicating. When you or those around you start taking things too seriously, find a way to lighten the mood by sharing a joke or amusing story.

- **Be willing to compromise.** Sometimes, if you can both bend a little, you’ll be able to find a happy middle ground that reduces the stress levels for everyone concerned. If you realize that the other person cares much more about
something than you do, compromise may be easier for you and a good investment in the future of the relationship.

- **Agree to disagree**, if necessary, and take time away from the situation so everyone can calm down. Take a quick break and move away from the situation. Go for a stroll outside if possible, or spend a few minutes meditating. Physical movement or finding a quiet place to regain your balance can quickly reduce stress.

### 4.4 Effective communication skills #4: Emotional awareness

Emotions play an important role in the way we communicate at home and work. It’s the way you feel, more than the way you think, that motivates you to communicate or to make decisions. The way you react to emotionally driven, nonverbal cues affects both how you understand other people and how they understand you. If you are out of touch with your feelings, and don’t understand how you feel or why you feel that way, you’ll have a hard time communicating your feelings and needs to others. This can result in frustration, misunderstandings, and conflict. When you don’t address what’s really bothering you, you often become embroiled in petty squabbles instead—arguing with your spouse about how the towels should be hung, for example, or with a co-worker about whose turn it is to restock the copier.

Emotional awareness provides you the tools needed for understanding both yourself and other people, and the real messages they are communicating to you. Although knowing your own feelings may seem simple, many people ignore or try to sedate strong emotions like anger, sadness, and fear. But your ability to communicate depends on being connected to these feelings. If you’re afraid of strong emotions or if you insist on communicating only on a rational level, it will impair your ability to fully understand others, creatively problem solve, resolve conflicts, or build an affectionate connection with someone.

#### 4.4.1 How emotional awareness can improve effective communication

Emotional awareness—the consciousness of your moment-to-moment emotional experience—and the ability to manage all of your feelings appropriately is the basis for effective communication.

Emotional awareness helps you:

- Understand and empathize with what is really troubling other people
- Understand yourself, including what’s really troubling you and what you really want
- Stay motivated to understand and empathize with the person you’re interacting with, even if you don’t like them or their message
- Communicate clearly and effectively, even when delivering negative messages
- Build strong, trusting, and rewarding relationships, think creatively, solve problems, and resolve conflicts

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Life Skills Development
4.4.2 Effective communication requires both thinking and feeling
When emotional awareness is strongly developed, you’ll know what you’re feeling without having to think about it—and you’ll be able to use these emotional cues to understand what someone is really communicating to you and act accordingly. The goal of effective communication is to find a healthy balance between your intellect and your emotions, between thinking and feeling.

4.4.3 Emotional awareness is a skill you can learn
Emotional awareness is a skill that, with patience and practice, can be learned at any time of life. You can develop emotional awareness by learning how to get in touch with difficult emotions and manage uncomfortable feelings, including anger, sadness, fear, disgust, surprise, and joy. When you know how to do this, you can remain in control of your emotions and behavior, even in very challenging situations, and communicate more clearly and effectively.
5 Strategies for Positive Attitude

1. **Look for the positive.** Many people with a positive attitude look for the good in situations rather than the negative. If city officials closed the sports field where they had been playing football two hours early, they would try to find somewhere else to play or use the time to talk to their friends. For a person with a positive attitude, there are positive aspects in any situation because it could always be worst – the positive aspects must be identified and highlighted. (common expression for those with positive attitude: The glass is half full (positive) rather than half empty (negative) even if both statements represent the same situation.

2. **Work to improve a negative situation.** When faced with a negative situation a person with a positive attitude will start finding a way to address the problem. If a storm eliminated the power to his or her home, this person would start looking for other ways to light it rather than complaining while doing nothing.

3. **Change negative self talk to positive one.** We all have that little voice in our head that continues to tell us we are not good enough or we should be a better person. However, this critical voice can paralyze some people, making them too worried about making additional mistakes. The person with a positive attitude is able to silence that voice and create a positive voice that provides the encouragement and energy needed to move in the right direction.

4. **Control their emotions and thoughts.** Being involved in a negative situation can affect someone’s actions, decisions and physical strength. Trying to keep a positive attitude can help avoid making regrettable mistakes in such difficult situation. Sometimes you just have to get away from the situation for a little while to regain a positive attitude. Take a walk, jog, read a book, play a game or sport, meditate or pray. Then go back and face the situation with new energy.

5. **Help others.** People with a positive attitude assist others who need help. They know that we all need help from time to time. Helping others makes us feel good about ourselves and the people we assist. People with a positive attitude will also accept help from others.
Topic Three

6 Consensus Building Process

- Identify the problem or issue to be addressed
- Identify and recruit stakeholders
- Analyze the issue under discussion and identify interests
- Brainstorm potential solutions
- Evaluate options and select the best one
- Implement the solution
- Monitor and evaluate the outcome

6.1 Determinants of a Successful Consensus-Building Process

- The stakeholders must be interdependent. There must be a motivation for people to work together and cooperate.

- Participants must deal with their differences in a constructive (positive, helpful) way.

- Participants must feel ownership of the decisions made and be willing to implement them themselves.
Day 2:
ASSERTIVENESS & SELF-AWARENESS
**Day 2**

**ASSERTIVENESS & SELF-AWARENESS**

<table>
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<th>Session Name:</th>
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<td>Training Objectives</td>
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<td>How to improve your self-esteem</td>
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Day 2: Assertiveness & Self Awareness

Topic 1:

7 What is Assertiveness?

Assertiveness is the ability to honestly express your opinions, feelings, attitudes, and rights, without undue anxiety, in a way that doesn't infringe on the rights of others.

7.1 Where does Non-Assertive Behaviour come from?
Many of us are taught that we should always please and/or defer to others, that it is not nice to consider our own needs above those of others, or that we shouldn't "make waves", that if someone says or does something that we don't like, we should just be quiet and try to stay away from that person in the future.

7.2 Why is Assertiveness important?
If you don't know how to be assertive, you might experience:

- Depression -- Anger turned inward, a sense of being helpless, hopeless, or of having no control over your life.
- Resentment -- Anger at others for manipulating or taking advantage of you.
- Frustration -- Why did I allow that to happen?
- Temper/violence -- If you can't express anger appropriately, it may build up.

Most people find it easier to be assertive in some situations than in others. This makes perfect sense. It's a lot easier to hold your ground with a stranger than with someone you love who might get angry if you express your true feelings. But the more important the relationship is to you, the more important it is to be assertive. Assertive behaviors lead to increased respect from others, their willingness to see you as a person who respects him/herself, a worthwhile person, and a more loveable person!

7.3 Is Assertiveness always the best way to go?
Before you decide to act assertively in a given situation, you have to decide if you can live with the consequences. Although assertive behavior usually will result in a positive response, some people might react negatively to it.

If you're planning to try assertive behavior, remember that the other person is used to your behaving in a certain way, and may be confused when you change your communication style. Why not tell the other person up front what you're trying to do? It helps to choose a peaceful moment for this.
7.4 An example of an assertive communication:
"I need to tell you something and I’d like you to hear me out before you comment. I’ve noticed that whenever we have midterms, you forget to clean your side of the room. I know you get anxious when you have to take exams, but you’re not cleaning the room really frustrates me. Can we clean the room together to create less stress for both of us?"

7.5 How to be effectively assertive
Use assertive body language. Face the other person, stand or sit straight, don’t use dismissive gestures, be sure you have a pleasant, but serious facial expression, keep your voice calm and soft, not whiney or abrasive.

Use "I" statements. Keep the focus on the problem you’re having, not on accusing or blaming the other person. "I’d like to be able to tell my stories without interruption." instead of "You’re always interrupting my stories!"

Use facts, not judgments. "Your punctuation needs work and your formatting is inconsistent" instead of "This is sloppy work." or "Did you know that shirt has some spots?" instead of "You’re not going out looking like THAT, are you?"

Express ownership of your thoughts, feeling, and opinions. "I get angry when he breaks his promises." instead of "He makes me angry." or "I believe the best policy is to..." instead of "The only sensible thing is to ..."

Make clear, direct, requests. Don’t invite the person to say no. "Will you please ... ?" instead of "Would you mind ... ?" or "Why don’t you ... ?"

Broken record -- Keep repeating your point, using a low level, pleasant voice. Don’t get pulled into arguing or trying to explain yourself. This lets you ignore manipulation, baiting, and irrelevant logic. Example: You are taking something back to a store that you know gives refunds, but the clerk first questions your decision, tries to imply that there’s something wrong with you because you changed your mind, tells you that she can only give a store credit, etc. Using the broken record, you walk into the store and say "I decided I don’t need this and I’d like my money back." Then no matter what the clerk says, you keep repeating "I decided I don’t need this and I’d like my money back." If she doesn’t get it, simply ask to speak to a manager and say the same thing.

7.6 Some Final Points
One of the most common problems in communication is caused by trying to read people’s minds or expecting them to read yours. If you want people to respond to your ideas and needs, you have to be able to say what they are, and say it in a way that will make others want to respond appropriately. Do you remember the self-efficacy part from the beginning of this piece? The belief that if you do something in a particular way, you will be effective? Even if you don’t believe that now, but you muster your courage and try some of these techniques in situations that are not extremely threatening, the results will probably be so encouraging that you will begin to believe in your effectiveness.
If it's really scary to think about being assertive, try it first with people you don't know. Think of someone you know who is assertive and pretend you are that person. Once you become comfortable with assertive behaviors in less threatening situations, you can crank it up a notch and use it all the time. When assertiveness becomes a habit, you will wonder how you ever got along before you started using it. After you've become truly assertive, you probably won't need to use these techniques very much.

As people practice assertive communication, you can almost see that little spark of self-respect glimmer, flicker, take hold, and burst into flame. People can sense it when you respect yourself, and they will treat you with respect. And that is the ultimate goal of assertive communication.

Topic 2:

8 Assertiveness and self-confidence

8.1 How to help build, boost, and develop self-confidence and assertiveness?

Building self-confidence and assertiveness is probably a lot easier than you think. 'Non-assertive' people (in other words 'normal people') do not generally want to transform into being excessively dominant people. When most people talk about wanting to be more assertive, what they usually really mean is:

- 'How can I become more able to resist the pressure and dominance of excessively dominant people?'
- 'How can I stand up to bullies (or one bully in particular)?'
- And also, 'How can I exert a little more control in situations that are important to me?'

Pure assertiveness - dominance for the sake of being dominant - is not a natural behaviour for most people. Most people are not naturally assertive. Most people tend to be passive by nature. The assertive behaviour of highly dominant people tends to be driven by their personality (and often some insecurity). It is not something that has been 'trained'.

For anyone seeking to increase their own assertiveness it is helpful to understand the typical personality and motivation of excessively dominant people, who incidentally cause the most worry to non-assertive people.

It's helpful also at this point to explain the difference between leadership with dominance: Good leadership is inclusive, developmental, and a force for what is right. Good leadership does not 'dominate' non-assertive people, it includes them and involves them. Dominance as a management style is not good in any circumstances. It is based on short-term rewards and results, mostly for the benefit of the dominant, and it fails completely to make effective use of team-members' abilities and potential.
The fact is that most excessively dominant people are usually bullies. Bullies are deep-down very insecure people. They dominate because they are too insecure to allow other people to have responsibility and influence, and this behavior is generally conditioned from childhood for one reason or another. The dominant bullying behavior is effectively reinforced by the response given by 'secure' and 'non-assertive' people to bullying. The bully gets his or her own way. The bullying dominant behavior is rewarded, and so it persists.

Dominant, bullying people, usually from a very young age, become positively conditioned to bullying behavior, because in their own terms it works. Their own terms are generally concerned with satisfying their ego and selfish drives to get their own way, to control, to achieve status (often implanted by insecure ambitious parents), to manipulate, make decisions, build empires, to collect material signs of achievement, monetary wealth, and particularly to establish protective mechanisms, such as 'yes-men' followers ('body-guards'), immunity from challenge and interference, scrutiny, judgment, etc. Early childhood experiences play an important part in creating bullies. Bullies are victims as well as aggressors. And although it's a tough challenge for anyone on the receiving end of their behavior they actually deserve sympathy.

Non-assertive people do not normally actually aspire to being excessively dominant people, and they certainly don't normally want to become bullies. When most people talk about wanting to be more assertive, what they really mean is 'I'd like to be more able to resist the pressure and dominance of excessively dominant people.' Doing this is not really so hard, and using simple techniques it can even be quite enjoyable and fulfilling.

Importantly, the non-assertive person should understand where they really are - a true starting point: non-assertive behavior is a sign of strength usually, not weakness, and often it is the most appropriate behavior for most situations - don't be fooled into thinking that you always have to be more assertive.

Understand where you want to be: what level of assertiveness do you want? Probably to defend yourself, and to control your own choices and destiny (which are relatively easy using the techniques below), not to control others.

For people who are not naturally assertive, it is possible to achieve a perfectly suitable level of assertiveness through certain simple methods and techniques, rather than trying to adopt a generally more assertive personal style (which could be counter-productive and stressful, because it would not be natural). People seeking to be more assertive can dramatically increase their effective influence and strength by using just one or two of these four behaviors prior to, or when confronted by a more dominant character or influence, or prior to and when dealing with a situation in which they would like to exert more control. Here are some simple techniques and methods for developing self-confidence and more assertive behavior.
8.2 Assertiveness and self-confidence methods and techniques

8.2.1 Effective techniques for assertiveness & self-awareness
1. Know the facts relating to the situation and have the details to hand.
2. Be ready for - anticipate - other people’s behaviour and prepare your responses.
3. Prepare and use good open questions.
4. Re-condition and practice your own new reactions to aggression (posters can help you think and become how you want to be - display positive writings where you will read them often - it's a proven successful technique).
5. Have faith that your own abilities and style will ultimately work if you let them.
6. Feel sympathy for bullies - they actually need it.
7. Read inspirational things that reinforce your faith in proper values and all the good things in your own natural style and self.

8.2.2 Know the facts and have them to hand
Ensure you know all the facts in advance - do some research, and have it on hand ready to produce (and give out copies if necessary). Bullies usually fail to prepare their facts; they dominate through bluster, force and reputation. If you know and can produce facts to support or defend your position it is unlikely that the aggressor will have anything prepared in response. When you know that a situation is going to arise, over which you'd like to have some influence, prepare your facts, do your research, do the sums, get the facts and figures, solicit opinion and views, be able to quote sources; then you will be able to make a firm case, and also dramatically improve your reputation for being someone who is organised and firm.

8.2.3 Anticipate other people’s behaviour and prepare your responses
Anticipate other people’s behavior and prepare your own responses. Role-play in your mind how things are likely to happen. Prepare your responses according to the different scenarios that you think could unfold. Prepare other people to support and defend you. Being well prepared will increase your self-confidence and enable you to be assertive about what's important to you.

8.2.4 Prepare and use good open questions
Prepare and use good questions to expose flaws in other people’s arguments. Asking good questions is the most reliable way of gaining the initiative, and taking the wind out of someone’s sails, in any situation. Questions that bullies dislike most are deep, constructive, incisive and probing, especially if the question exposes a lack of thought, preparation, consideration, consultation on their part. For example:

- 'What is your evidence (for what you have said or claimed)?'
- 'Who have you consulted about this?'
- 'How did you go about looking for alternative solutions?’
- 'How have you measured (whatever you say is a problem)/'
- 'How will you measure the true effectiveness of your solution if you implement it?'
- 'What can you say about different solutions that have worked in other situations?'

And don't be fobbed off. Stick to your guns. If the question is avoided or ignored return to it, or re-phrase it (which you can prepare as well).

8.2.5 Re-condition and practice your own new reactions to aggression

Re-conditioning your own reaction to dominant people, particularly building your own 'triggered reactions', giving yourself 'thinking time' to prevent yourself being bulldozed, and 'making like a brick wall' in the face of someone else's attempt to dominate you without justification. Try visualizing yourself being in a firmer manner, saying firmer things, asking firm clear, probing questions, and presenting well-prepared facts and evidence. Practice in your mind saying 'Hold on a minute - I need to consider what you have just said.' Also practice saying 'I'm not sure about that. It's too important to make a snap decision now.' Also 'I can't agree to that at such short notice. Tell me when you really need to know, and I'll get back to you.' There are other ways to help resist bulldozing and bullying. Practice and condition new reactions in yourself to resist, rather than cave in, for fear that someone might shout at you or have a tantrum. If you are worried about your response to being shouted at then practice being shouted at until you realize it really doesn't hurt - it just makes the person doing the shouting look daft. Practice with your most scary friend shouting right in your face for you to 'do as you are told', time after time.

Topic 3: 9 How to raise your self esteem

Have you wondered about what self-esteem is and how to get more of it? Do you think your self-esteem is low? Do you know how to tell? Do you know what to do about it?

Self-esteem answers the question, "How do I feel about who I am?" We learn self-esteem in our family of origin; we do not inherit it.

Global self-esteem (about "who we are") is normally constant. Situational self-esteem (about what we do) fluctuates, depending on circumstances, roles, and events. Situational self-esteem can be high at one moment (e.g., at work) and low the next (e.g., at home).

Low self-esteem is a negative evaluation of oneself. This type of evaluation usually occurs when some circumstance we encounter in our life touches on our sensitivities. We personalize the incident and experience physical, emotional, and cognitive arousal. This is so alarming and confusing that we respond by acting in a self-defeating or self-destructive manner. When that happens, our actions tend to be automatic and impulse-driven; we feel upset or emotionally blocked; our thinking

1http://psychcentral.com/lib/how-to-raise-your-self-esteem/000737
narrow; our self-care deteriorates; we lose our sense of self; we focus on being in control and become self-absorbed.

Global self-esteem is not set in stone. Raising it is possible, but not easy. Global self-esteem grows as we face our fears and learn from our experiences. Some of this work may require the aid of a psychotherapist. In the meantime, here is what you can do:

- **Get sober.** Get help through 12-step groups to stop self-destructive behaviors. Addictions block learning and drag down our mood. Identify them and replace them with self-care.
- **Practice self-care.** Make new lifestyle choices by joining self-help groups and practicing positive health care.
- **Identify triggers to low self-esteem.** We personalize stressful events (e.g., criticism) by inferring a negative meaning about ourselves. A self-defeating action often follows. Each event can, instead, be a chance to learn about ourselves, if we face our fear of doing so and the negative beliefs about ourselves that sustain the negative meanings.
- **Slow down personalizing.** Target personalizing to slow impulsive responses. You can begin to interfere with these automatic overreactions by using relaxation and stress management techniques. These techniques are directed at self-soothing the arousal. This allows us to interrupt the otherwise inevitable automatic reaction and put into play a way to begin to face the unacknowledged fears at the root of low self-esteem.
- **Stop and take notice.** Pay attention to the familiarity of the impulse. Our tendency is to overreact in the same way to the same incident. Awareness of the similarity can be the cue to slow our reactivity.
- **Acknowledge reaction.** Verbalize, “Here I go again (describe action, feeling, thought) . . .” Actively do something with the awareness rather than passively note it. The result is to slow the impulse and give ourselves a choice about how we want to respond.
- **Choose response.** Hold self-defeating impulses. Act in a self-caring and effective way. By choosing to act in a more functional way, we take a step toward facing our fears.
- **Accept impulse.** Be able to state the benefit (e.g., protection) of overreaction. We won’t be able to do this at first, but as we become more effective, we will begin to appreciate what our self-defeating impulse had been doing for us.
- **Develop skills.** We can provide for our own safety, engender hope, tolerate confusion, and raise self-esteem by learning and using these essential life skills:
- **Experience feelings.** “Feel” feelings in your body and identify your needs. When we do not respect our feelings, we are left to rely on what others want and believe.

- **Optional thinking.** End either/or thinking. Think in “shades of gray” and learn to reframe meanings. By giving ourselves options, we open ourselves to new possibilities about how to think about our dilemmas.

- **Detachment.** End all abuse; say “no” to misrepresentations and assumptions. By maintaining personal boundaries, we discourage abuse by others and assert our separateness.

- **Assertion.** Voice what you see, feel, and want by making “I” statements. By expressing our thoughts, feelings, and desires in a direct and honest manner, we show that we are in charge of our lives.

- **Receptivity.** End self-absorption; listen to others’ words and meanings to restate them. In this way, we act with awareness of our contribution to events as well as empathize with the needs of others.

**Topic 4:**

**10 What Is Self Awareness and Why Is It Important**

Do you say or do things without thinking how this will affect or impact the people around you? Or perhaps you know that your words and actions could hurt other people yet, for one reason or another, you do it anyway. Let’s talk about how self-awareness can help you live a happy, stress free life.

**Definition of terms**

Here’s an excellent definition of self-awareness. Self-awareness is the capacity for introspection where you deeply understand your personal thoughts, emotions, and behaviour as well as how these affect you and everyone else around.

**10.1 Why is self-awareness important?**

Self-awareness is an important skill to acquire (yes, it is a skill and not an inherent ability) because it is an attitude that will help you face problems better and get along with people well. When you are self-aware you have a skill set that can build bridges, so to speak, rather than burn relationships down. To be self-aware is to be emotionally intelligent. You become someone who can take life’s turbulence in stride with a smile on your face and peace in your heart. It is an important key to success.

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Moreover, when you are self-aware you get to build stronger and better relationships with your family and friends. Of course you don’t need to be voted Ms or Mr Congeniality. What you need is to learn to empathize so that you think things through before you say something or do something and hurt other people’s feelings in the process. You become a positive person who spreads positive vibes despite facing the stress of day to day living.

10.2 Self-aware is self-assured

Another reason why self-awareness is important is that you can better deal with people who look down on you. At one time or another you may have been disparaged by your friends, co-worker, your boss, and even by your family. Admittedly, it’s painful. However, if you have better insight and a truthful understanding of who and what you are then you can easily overcome other people’s put downs. Why? You will understand that those who put other people down or talk bad about other people are more insecure and unsure of themselves. You will see through their masks. The insults may hurt your feelings but it will neither dent your self-assurance nor will you need to fixate on extracting revenge just to make yourself feel better.

A person who is self-aware can walk out and walk away from people who hurt them with his self-esteem intact. He can move on with his life happy and stress-free. A person who is constantly mean, angry, bitter, or generally negative on the other hand will just hurt himself more than he can hurt other people in his lifetime.

10.3 Self-awareness builds empathy

If you have better understanding on how you think, feel, and react to a situation you also get to understand why people act the way they do. This is empathy. Why do we need to empathize? For the simple reason that it feels so much better knowing you do not deliberately hurt other people’s feelings even if you got hurt yourself and that you interact with integrity even if those whom you are talking to or dealing with are not. At the same time in in the process of becoming self-aware you also stunt the progress of negative traits like arrogance and self-righteousness.

10.4 How can you be self-aware?

Self-awareness is a skill. This means it is something that must be consciously developed and constantly practiced if it is to flourish. To be self-aware you must:

1) Continually pay attention on the details of your being you, like why you act the way you do or why you feel this particular emotion in a given situation.

2) Introspect regularly. If you want to grow and become a better person (like someone who knows how to preserve good relations with other people; knows how to deal with people who hurt you; cope with frustration, anger or depression) then a little introspection will surely help a lot. Introspection is defined as “the examination or observation of one’s own mental and emotional processes” [link](http://dictionary.reference.com/browse/introspection). When you introspect self-awareness naturally follows.
3) Be open-minded. This means not judging a person or a situation based on personal beliefs, behaviour, or attitude. Accept people without bias and always put yourself on other people’s shoes (without compromising your own values). In the instances that other people hurt or put you down you will be able to stand up for your rights and assert yourself with composure. You don’t have to go gung-ho whenever you feel slighted.

A person who is self-aware takes the drama out of his life and in the process sees through the drama of other people as well.

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Day 3
DECISION MAKING
Day 3
DECISION MAKING

Session Name: Decision making
Session Objective:

<table>
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<td>Training Objectives</td>
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<td>3</td>
<td>What is decision making?</td>
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<td>Two tea breaks</td>
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<td>Problem Solving</td>
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<td>Lunch + Prayer break</td>
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<tr>
<td>8</td>
<td>Decision making process</td>
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<td>9</td>
<td>Decision making skills and techniques</td>
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</table>
Day 3: Decision-making

Topic 1:
11 What is Decision Making?

A good place to start is with some standard definitions of decision making.

**Decision making is the study of identifying and choosing alternatives based on the values and preferences of the decision maker.**

Making a decision implies that there are alternative choices to be considered, and in such a case we want not only to identify as many of these alternatives as possible but to choose the one that (1) has the highest probability of success or effectiveness and (2) best fits with our goals, desires, lifestyle, values, and so on. The two important ideas here are that first, there must be some genuine alternatives to choose from among. Note that "Do it" or "Don't do it" does not qualify as a set of alternatives. Only "Do this" or "Do something else" really qualifies. Second, every decision must be made in the light of some standard of judgment. This standard usually gets expressed in the form of criteria, which reflect the values and preferences of the decision maker. These values and preferences are often influenced by corporate rules or culture, law, best practices, and so forth.

**Decision making is the process of sufficiently reducing uncertainty and doubt about alternatives to allow a reasonable choice to be made from among them.**

This definition stresses the information-gathering function of decision making. It should be noted here that uncertainty is *reduced* rather than eliminated. Very few decisions are made with absolute certainty because complete knowledge about all the alternatives is seldom possible. Thus, every decision involves a certain amount of risk. If there is no uncertainty, you do not have a decision; you have an algorithm—a set of steps or a recipe that is followed to bring about a fixed result.

**11.1 Stages of Decision Making**

Many different techniques of decision making have been developed, ranging from simple rules of thumb, to extremely complex procedures. The method used depends on the nature of the decision to be made and how complex it is.

The method described here follows seven stages:

1. Listing all possible solutions/options.
2. Setting a time scale and deciding who is responsible for the decision.

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3. Information gathering.
4. Weighing up the risks involved.
5. Deciding on values, or in other words what is important.
6. Weighing up the pros and cons of each course of action.
7. Making the decision.

11.1.1 Listing Possible Solutions/Options
In order to come up with a list of all the possible solutions and/or options available it is usually appropriate to work on a group (or individual) problem-solving process. This process, could include brainstorming or some other 'idea generating' process.

This stage is important to the overall decision making processes as a decision will be made from a selection of fixed choices. Always remember to consider the possibility of not making a decision or doing nothing and be aware that both options are actually potential solutions in themselves.

11.1.2 Setting a Time Scale and Deciding Who is Responsible for the Decision
In deciding how much time to make available for the decision making process, it helps to consider the following:

- How much time is available to spend on this decision?
- Is there a deadline for making a decision and what are the consequences of missing this deadline?
- Is there an advantage in making a quick decision?
- How important is it to make a decision? How important is it that the decision is right?
- Will spending more time improve the quality of the decision?

Topic 2:

12 Problem-Solving and Decision-Making
Simple processes for problem-solving and decision-making

Problem solving and decision-making are important skills for business and life. Problem-solving often involves decision-making, and decision-making is especially important for management and leadership. There are processes and techniques to improve decision-making and the quality of decisions. Decision-making is more natural to certain personalities, so these people should focus more on improving the quality of their decisions. People that are less natural decision-makers are often able to make quality assessments, but then need to be more decisive in acting upon the

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4http://www.businessballs.com/problemsolving.htm
assessments made. Problem-solving and decision-making are closely linked, and each requires creativity in identifying and developing options, for which the brainstorming technique is particularly useful. See also the free SWOT analysis template and examples, and PEST analysis template, which help decision-making and problem-solving. SWOT analysis helps assess the strength of a company, a business proposition or idea; PEST analysis helps to assess the potential and suitability of a market. Good decision-making requires a mixture of skills: creative development and identification of options, clarity of judgment, firmness of decision, and effective implementation. For group problem-solving and decision-making, or when a consensus is required, workshops help, within which you can incorporate these tools and process as appropriate. Here are some useful methods for effective decision-making and problem-solving: First a simple step-by-step process for effective decision-making and problem-solving.

12.1 Decision-making process

1. Define and clarify the issue - does it warrant action? If so, now? Is the matter urgent, important or both. See the Pareto Principle.

2. Gather all the facts and understand their causes.

3. Think about or brainstorm possible options and solutions. (See brainstorming process)

4. Consider and compare the pros and cons of each option - consult if necessary - it probably will be.

5. Select the best option - avoid vagueness or 'foot in both camps' compromise.

6. Explain your decision to those involved and affected, and follow up to ensure proper and effective implementation.

Decision-making maxims will help to reinforce the above decision-making process whether related to problem-solving or not, for example:

"We know what happens to people who stay in the middle of the road. They get run down." (Aneurin Bevan)

"In any moment of decision the best thing you can do is the right thing, the next best thing is the wrong thing, and the worst thing you can do is nothing." (attributed to Theodore Roosevelt - more maxims on the quotes page)

JFDI - Just Frigging Do it (polite version). The decision-makers motto. There are usually several right answers when you are faced with a complex decision. When you've found the best solution you can find, get on with it, make it work, and it most probably will. (More useful rules, acronyms and training ideas on the acronyms page)

Pros and Cons decision-making method
Another simple process for decision-making is the pros and cons list.

Pro means 'for', and con means 'against'. In other words, advantages and disadvantages.

This method also applies to all sorts of problem-solving where issues and implications need to be understood and a decision has to be made.

Some decisions are a simple matter of whether to make a change or not, such as moving, taking a new job, or buying something, selling something, replacing something, etc. Other decisions involve number of options, and are concerned more with how to do something, involving a number of choices. Use the brainstorming process to identify and develop options for decision-making and problem-solving.

1. First you will need a separate sheet for each identified option.

2. On each sheet write clearly the option concerned, and then beneath it the headings 'pros' and 'cons' (or 'advantages' and disadvantages', or simply 'for' and 'against'). Many decisions simply involve the choice of whether to go ahead or not, to change or not; in these cases you need only one sheet.

3. Then write down as many effects and implications of the particular option that you (and others if appropriate) can think of, placing each in the relevant column.

4. If helpful 'weight' each factor, by giving it a score out of three or five points (e.g., 5 being extremely significant, and 1 being of minor significance).

5. When you have listed all the points you can think of for the option concerned compare the number or total score of the items/effects/factors between the two columns.

6. This will provide a reflection and indication as to the overall attractiveness and benefit of the option concerned. If you have scored each item you will actually be able to arrive at a total score, being the difference between the pros and cons column totals. The bigger the difference between the total pros and total cons then the more attractive the option is.

7. If you have a number of options and have complete a pros and cons sheet for each option, compare the attractiveness - points difference between pros and cons - for each option. The biggest positive difference between pros and cons is the most attractive option.

8. N.B. If you don't like the answer that the decision-making sheet(s) reflect back to you, it means you haven't included all the cons - especially the emotional ones, or you haven't scored the factors consistently, so re-visit the sheet(s) concerned.
You will find that writing things down in this way will help you to see things more clearly, become more objective and detached, which will help you to make clearer decisions.

**Pros and cons weighted decision-making template - example**

This example weighs the pros and cons of buying a new car to replace an old car.

The weighted pros and cons are purely examples - they are not in any way suggestions of how you should make such a decision. Our decision-making criteria depend on our own personal situations and preferences. And your criteria and weighting will change according to time, situation, and probably your mood too.

Use whatever scoring method you want to. The example shows low scores but you can score each item up to 10, or 20 or 100 - whatever makes sense to you personally. Or you can use an 'A/B/C' or three-star scoring method, whatever works for you.

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<tr>
<td>better comfort</td>
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<tr>
<td>lower fuel costs</td>
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<tr>
<td>lower servicing costs</td>
</tr>
<tr>
<td>better for family use</td>
</tr>
<tr>
<td>better reliability</td>
</tr>
<tr>
<td>it'll be a load off my mind</td>
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<tr>
<td><strong>total 6 pros</strong></td>
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In the above example, on the basis of the pros and cons and the weighting applied, there seems to be a clear overall (and quantifiable) advantage in the decision to go ahead and buy a new car.

Notice that with this decision-making method it's even possible to include 'intangible' emotional issues in the pros and cons comparison, for example 'it'll be a load off my mind', and 'decisions scare and upset me'.

A decision-making pros and cons list like this helps remove the emotion which blocks clear thinking and decision-making. It enables objectivity and measurement, rather
than reacting from instinct, or avoiding the issue altogether. Objective measurement helps in making a confident decision.

The total weighted scores are the main deciding factor rather than the total number of pros and cons, although there is not a scientific ‘right’ or ‘wrong’ way to consider the total number of pros and cons compared with the total weighted scores.

If the weighted scores are indicating a decision which makes you feel uncomfortable, then check your weightings, and also check that you’ve not missed out any factors on either side of the table.

If the decision makes you feel uncomfortable and this is not reflected in the table, then add it as a factor and give it a score.

Seeking feedback or input from a trusted neutral friend can be helpful in confirming your factors and their scores.

**Complex problems and decisions**

For more complex decisions and problems involving more than two possible options you can use several pros and cons tables in conjunction, to compare the overall weight of each option.

In such cases the wording of the options is important, for example, if considering the best path for one’s own career and work development the options might be:

- be employed, working for a big company
- be self-employed, working as a consultant or freelancer from home
- start a business, with premises and staff

A situation like this can be approached by completing three separate pros and cons tables and then comparing the net effects (difference between weighted pros and cons) of each one.

While this won’t necessarily evaluate and compare all possible inter-related aspects of the whole situation, it will help to give great clarity and detached objectivity (detached as in unemotional), which can be very difficult to find when confronted with a complicated and big challenge offering several options.

Also consider that some decisions and challenges are difficult because you don’t have the necessary knowledge or experience, in which case you need first to decide if the decision or challenge is actually appropriate and necessary for you at this stage.

Some decisions have to be made whether you are ready or not. Others might not be as pressing as you imagine.

Do not be forced into a change-based decision if having considered the implications carefully you decide that it’s not the best thing to do.
The decision to do nothing different, in the right way for the right reasons, is often a perfectly good option.

Whatever you do - try to be as objective as you can be.

Well prepared decisions are easier to make and to implement, and generally produce the best results.

**Decision making skills and techniques**

We use our decision making skills to solve problems by selecting one course of action from several possible alternatives. Decision making skills are also a key component of time management skills.

Decision making can be hard. Almost any decision involves some conflicts or dissatisfaction. The difficult part is to pick one solution where the positive outcome can outweigh possible losses. Avoiding decisions often seems easier. Yet, making your own decisions and accepting the consequences is the only way to stay in control of your time, your success, and your life. If you want to learn more on how to make a decision, here are some decision making tips to get you started.

A significant part of decision making skills is in knowing and practicing good decision making techniques. One of the most practical decision making techniques can be summarized in those simple decision making steps:

1. **Identify the purpose of your decision.** What is exactly the problem to be solved? Why it should be solved?

2. **Gather information.** What factors does the problem involve?

3. **Identify the principles to judge the alternatives.** What standards and judgement criteria should the solution meet?

4. **Brainstorm and list different possible choices.** Generate ideas for possible solutions.

5. **Evaluate each choice in terms of its consequences.** Use your standards and judgement criteria to determine the cons and pros of each alternative.

6. **Determine the best alternative.** This is much easier after you go through the above preparation steps.

7. **Put the decision into action.** Transform your decision into specific plan of action steps. Execute your plan.

8. **Evaluate the outcome of your decision and action steps.** What lessons can be learnt? This is an important step for further development of your decision making skills and judgement.

Final remark. In everyday life we often have to make decisions fast, without enough time to systematically go through the above action and thinking steps. In such
situations the most effective decision making strategy is to keep an eye on your goals and then let your intuition suggest you the right choice.
# Day 4
## Critical Thinking

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<td>60 minutes</td>
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<tr>
<td>4</td>
<td>Two tea breaks</td>
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<td>30 minutes</td>
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<td>5</td>
<td>Cognitive competence</td>
<td>Slides, Activity &amp; Group work</td>
<td>60 minutes</td>
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<tr>
<td>6</td>
<td>Creative Thinking</td>
<td>Slides, Activity &amp; Group work</td>
<td>60 minutes</td>
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<td>7</td>
<td>Lunch + Prayer break</td>
<td>Break</td>
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<td>Relationship between Creative thinking and Critical thinking</td>
<td>Slides, Activity &amp; Group work</td>
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Critical thinking is the ability to think clearly and rationally. It includes the ability to engage in reflective and independent thinking. Someone with critical thinking skills is able to do the following:

- understand the logical connections between ideas
- identify, construct and evaluate arguments
- detect inconsistencies and common mistakes in reasoning
- solve problems systematically
- identify the relevance and importance of ideas
- reflect on the justification of one’s own beliefs and values

Critical thinking is not a matter of accumulating information. A person with a good memory and who knows a lot of facts is not necessarily good at critical thinking. A critical thinker is able to deduce consequences from what he knows, and he knows how to make use of information to solve problems, and to seek relevant sources of information to inform him.

Critical thinking should not be confused with being argumentative or being critical of other people. Although critical thinking skills can be used in exposing fallacies and bad reasoning, critical thinking can also play an important role in cooperative reasoning and constructive tasks. Critical thinking can help us acquire knowledge, improve our theories, and strengthen arguments. We can use critical thinking to enhance work processes and improve social institutions.

Some people believe that critical thinking hinders creativity because it requires following the rules of logic and rationality, but creativity might require breaking rules. This is a misconception. Critical thinking is quite compatible with thinking “out-of-the-box”, challenging consensus and pursuing less popular approaches. If anything, critical thinking is an essential part of creativity because we need critical thinking to evaluate and improve our creative ideas.

13.1 Definition of Cognitive Competence

There are broad definitions of cognitive competence, as well as narrow definitions. Building on the definition given by Sun and Hui, the present paper refers critical thinking and creative thinking as the core cognitive competence, though it is noted

6http://www.hindawi.com/journals/tswj/2012/210953/
that cognitive competence includes, but is not limited to these two thinking. Critical thinking refers to reasoning and making inferences, and creative thinking means stretching one’s spectacles, evaluating multiple ideas and alternatives, and generating novel and practical ideas. The definitions of critical thinking and creative thinking, and the specific cognitive skills involved are reviewed in the followings.

### 13.2 Critical Thinking

According to Paul, “critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, or communication, as a guide to belief and action”. Moreover, “critical thinking refers to the use of cognitive skills or strategies that increase the probability of a desirable outcome. Critical thinking is purposeful, reasoned, and goal-directed. It is the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions”. Therefore, critical thinking is a process that activates certain cognitive skills so as to make the best judgments regarding on what to believe and what to do.

“Reason” and “inference” are the two main cognitive skills in critical thinking that are used when making judgments or decisions, accepting beliefs, and developing ideas and alternatives. It is important to make good and objective reasons for one’s beliefs, by recognizing one’s subjective point of view, gathering multiple and diverse points of view, coordinating various views (including those for and against the concerned issues), for generating sufficient reasons and reliable evidence before making a judgment. Since there are no explicit guidelines for judging what sufficient and reliable reasons are, it may run the risk of developing under- or overcritical judgments. Therefore, rational thinking is needed. Lipmann further elaborated that when engaging in critical thinking, one should make reference to reliable, strong, and relevant criteria, such as norms, shared values, laws, rules, definitions, facts, and values, and pay attention to the situational factors, such as special circumstances and limitations, and variations in culture, context, time, and people. One should also be reflective and self-correcting so as to question one’s own thoughts, identify the errors in one’s own thinking, and then make reasonable corrections. In other words, critical thinking means one needs to be critical to the concerned issues as well as one’s thinking, so that one can proceed to make inference and deduction from the information collected for doing a rational evaluation and making a reasonable decision. Paul added that critical thinkers like to reason about their reasoning and make inferences and conceptualization with rational justification. Their habitual inspection of the thinking is, in fact, “an action of ongoing creation” contributing to their cognitive and intellectual advancement. In sum, critical thinking includes the skills of reasoning and making inferences, and it is both evaluative and productive that encompasses the ideas of rationality and creativity, respectively.

### 13.3 Creative Thinking

Creative thinking refers to thinking that is novel and that produces ideas that are of value. According to Sternberg, creative thinking is autonomous and people can choose to capitalize on certain “thinking styles” and “intellectual skills” to maximize
their creativity. Among the thirteen thinking styles, research findings showed that five of them, including legislative, judicial, hierarchical, global, and liberal (i.e. type I intellectual styles) are related to creative thinking. Adolescents choose to regulate their thinking processes and behaviors accordingly can thus learn to master creative thinking. Therefore, it is preferable that, adolescents, when performing a task, can evaluate the task (judicial thinking style) and choose to develop their own ideas, rules, and procedures (legislative thinking style), instead of simply following rules and instructions (executive thinking style). When doing multiple tasks, adolescents can rank things in priority and distribute attention to the tasks in accordance with the value of the tasks (hierarchical thinking style). Besides drilling the details of a task (local thinking style), adolescents can also look at the overall picture of the task (global thinking style).

Moreover, adolescents can be proactive in choosing works involving novelty and ambiguity (liberal thinking style). All these are in parallel with the synthetic, analytic, and practical intellectual skills for solving problems, in which creative people would interpret problems in a new way and avoid being bounded by conventional thinking (synthetic skills), identify the most valuable and novel idea (analytic skills), and make out ways to demonstrate the values of that idea (practical skills). In short, creative thinking refers to the cognitive skills of stretching one’s spectacles, generating and evaluating multiple ideas and alternatives, and generating novel and practical ideas. Similarly, creative thinking (the components of judicial thinking style and analytic skills) entails critical thinking, because adolescents have to be skeptical enough to criticize their own ideas so as to initiate positive changes in their thinking. It is believed that after continuously practicing these thinking styles and skills, adolescents would learn to welcome changes and innovations, to think globally and progressively rather than conservatively, and become habitual in generating novel and realistic ideas that help task completion, problem solving, and decision making.

13.4 Relationship between Creative Thinking and Critical Thinking

Conceptually, creative thinking and critical thinking are not dichotomous and conflicting. Both of them operate together productively to leading to creative and effective problem solving, just as “divergent thinking” and “evaluative thinking” do. Adolescents are activating creative thinking when they use divergent thinking to generate numerous and diverse solutions to a problem, in which they redefine problems in novel ways that other people usually do not see (originality), select relevant information to conceptualize a problem (flexibility), draw an analogy between the old problem and the new interpretation, and combine the information in a novel way (fluency). To find out the most sensible novel solution, adolescents also activate evaluative and critical thinking to perform valuation. Likewise, creative thinking and critical thinking are comparable to de Bono’s conceptions of “lateral thinking” and “vertical thinking”, in which the former requires people to see things from multiple perspectives and arrive at the solutions from new angles, whereas the later requires people to see things sequentially and conventionally and generate solutions from a deeper investigation. He highlighted that both thinking are equally important in generating novel and practical ideas for problem solving, because solutions generated by lateral thinking solely are not realistic enough for tackling
problems, whereas solutions generated by vertical thinking lack novelty for energizing progressive advancement though the problem is practically solved. Some empirical studies also revealed that both creative thinking and critical thinking (or divergent thinking and evaluative thinking, or lateral thinking and vertical thinking) are complementary with each other in effective problem solving and decision making.

Research findings also showed that both critical thinking and creative thinking are closely related to each other to facilitate learning and knowledge construction. In learning, simply recalling the facts and information are usually being accused of a straight-forward surface approach. However, it is argued that recalling is a step to build up a solid foundation of knowledge, so that one can further execute the higher-order cognitive processes of critical thinking and creative thinking to understand the meanings of the information and to apply the learnt knowledge to daily life situations. To further constructing one’s own knowledge and meaningful learning, more sophisticated critical thinking skills are indispensable for analyzing (such as differentiating, organizing, and attributing) and evaluating (e.g., checking and critiquing) multiple information, followed by using creative thinking to create (such as generating, planning, and producing) knowledge with originality and novelty. Paul stressed that “the creative dimension of thinking is best fostered by joining with the critical dimension”.

It demonstrates that there is a close linkage between critical thinking and creative thinking in problem solving and learning, and therefore acquiring and mastering of these thinking skills are of paramount importance. Adolescents should be encouraged to utilize these thinking skills effectively, not simply to get problems solved and to know more, but to achieve effective problem solving and meaningful knowledge construction.

13.5 Antecedents of Cognitive Competence
There are various factors, such as heredity, environmental stimuli, socioeconomic status, culture, and maturation, contributing to adolescents’ cognitive competence. Among them, the role of cognitive development and maturation is indispensable. According to Piaget, one’s cognitive competence becomes sophisticated throughout four developmental stages according to one’s age. Children aged between 7 and 11 years are at the concrete operational stage. Their logical reasoning is developed which allows them to mentally arrange and compare things. Critical thinking starts to blossom as their thinking becomes decentered and less egocentric, which allows them to consider others’ perspectives and clarify one’s thoughts. This logical and critical thinking becomes advanced when they reach the formal operational stage (age 12 or above) because they are able to think systematically, manipulate mental objects, test hypotheses, and draw conclusions based on reasoning. It reveals that developmental age and maturation are related to the development of cognitive competence, and at the same time, adolescents’ cognitive competence is changing progressively via their active manipulation of the mental processes.

Meaningful social interaction is another factor helping adolescents excel cognitively. Vygotsky believed that through conversation, collaboration, modeling, guidance and
encouragement, adolescents learn better ways of thinking, reasoning and solving problems from more competent peers and adults, when compared with performing the task alone. Creative imagination and thinking also become more sophisticated during adolescence, when youngsters actively use private speech to conceptualize their own ways of problem solving from those learnt from social models. Empirical findings also showed that students were cognitively advanced when they could internalize, self-regulate, and transfer these cognitive skills, so as to complete the tasks independently without the help of the others.

Sociocultural contexts and settings, for example, family, classroom, school, and educational system, also account for cognitive competence among adolescents. Thus, another critical antecedent of cognitive competence is whether there is “mediated learning experience” that provides the opportunities for adolescents (i) to learn the thinking skills, and (ii) to become aware of these thinking skills and processes that help them to excel in task performance, and also become more self-regulatory and self-efficacious in transferring the skills to wider contexts. There are many research findings demonstrated that structured programs, activities, scaffolding instructions and guidance, and social interactions are effective in helping children and adolescents to equip and transfer these thinking skills. For instance, the Philosophy for Children Program in training critical thinking, the Purdue Creative Thinking Program in training divergent thinking, and the de Bono Cognitive Research Trust Program for Creative Thinking (CoRT Program) in training lateral thinking and vertical thinking which could facilitate the fluency, flexibility, and originality of thinking. Mushrooming evidences also showed the potential of incorporating creative thinking in classroom teaching for mainstream students and outside classroom context among gifted students for them to transfer the skills to independent learning and problem solving.

13.6 Critical Thinking in Decision Making
Critical thinking is often talked about as a stand-alone activity. Like some other individual activities, thinking critically may just feel good. Yet, critical thinking seems most useful when it aids other cognitive processes, such as applying critical thinking in decision making.

Anne Helsdingen from the Open University of the Netherlands and her colleagues studied an interesting issue about critical thinking in decision making. They wanted to know whether teaching critical thinking skills can improve judgment and decision making in general.

Helsdingen and her team define critical thinking as reasoned thinking with a purpose. They also describe some core critical thinking skills and abilities, such as being able to:

- Appreciate that your own opinions may be wrong
- Accept statements as true even when they conflict with your own views
- Temporarily adopt an initial position with which you disagree, and then reason from that starting point
A challenge, according to these researchers, is how to teach skills for critical thinking in decision making so that they transfer to new decision making problems. Transfer means being able to apply what you have learned to new tasks or new situations.

To tackle this problem, they start with a useful cognitive model of how decisions are made. Numerous researchers have worked with similar versions of the model of the years. One version is called “explanation-based decision making,” or the “story model.”

The idea is that people encounter situations. When they do, they recognize important parts of the situation from past experience. They then create a story (or explanation) about what’s going on and what will happen. They make decisions based on their story, and how things have turned out in similar stories past.

A problem with making decisions this way is that our stories tend to be less complete than we think – a failure of meta cognition. We also overlook inconsistent details because we’re sucked in by the good story. According to Helsdingen, we might improve our intuitive approach by bringing critical thinking in the decision making process.

The researchers tested a method for including critical thinking in decision making. First, they explained the story model of decision making. Then, they prompted the learners to reflect on their story and thinking critically about it. Some of the questions they included to prompt critical thinking were:

- Do you have all the necessary information?
- Is there any conflict in the evidence?
- The devil’s advocate tells you that your story is wrong. Make up an alternative story. Is it more plausible than the original?

The students in the study read through cases about crimes that had been committed. Their job was to decide on the priority of each case for the police. They got feedback, so they could learn what makes cases more important in police work.

Some of the students received the critical thinking skills training while making these decisions. Others did not.

How well they made these crime decisions was not the most important thing, though. The main thing was how well they would do in a different situation after learning about critical thinking in decision making. That is, would their new skills transfer?

The researchers tested for transfer by having the students make different decisions about traffic offenses. The overall results suggested that the training on how to include critical thinking in decision making was effective. The benefits did transfer to the new decision making task.

As you come across decisions that you need to make, pay some attention to the stories you are telling yourself in the process. Use some of the ideas above and other critical thinking skills to improve your story and decision. Writing is also a good...
strategy for how to make a decision. It may seem like a bit of extra work at first, but with practice will become more natural for your future decisions.

Day 5
INTERPERSONAL SKILLS
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INTERPERSONAL SKILLS

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Life Skills Development
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DAY 5: Interpersonal Skills

Topic 1:
14 What are Interpersonal Skills?

Interpersonal skills are the life skills we use every day to communicate and interact with other people, both individually and in groups. People who have worked on developing strong interpersonal skills are usually more successful in both their professional and personal lives.

Interpersonal skills are the life skills we use every day to communicate and interact with other people, both individually and in groups. People who have worked on developing strong interpersonal skills are usually more successful in both their professional and personal lives.

Employers often seek to hire staff with ‘strong interpersonal skills’ - they want people who will work well in a team and be able to communicate effectively with colleagues, customers and clients.

This section of Skills You Need is full of information and practical advice that you can use to improve your interpersonal skills.

Interpersonal skills are not just important in the workplace, our personal and social lives can also benefit from better interpersonal skills. People with good interpersonal skills are usually perceived as optimistic, calm, confident and charismatic - qualities that are often endearing or appealing to others.

Through awareness of how you interact with others - and with practice - you can improve your interpersonal skills. SkillsYou Need aims to help you learn and develop your interpersonal skills by providing an extensive library of quality content. We hope that you find our content useful and rewarding.
14.1 Interpersonal Communication Skills: What They Are and How to Improve Them?*

Interpersonal communication skills are an important part of everyday life – personally and professionally. However, not everyone is naturally good at it and for most people, they need to learn and practice over time before they can communicate with ease.

14.2 Communicating at the Basic Level

To learn how to develop your interpersonal communication skills, you must first understand some fundamental principles of effective communication – what we can call the Greek philosophy of communication or influence. This is a three-level communication approach: ethos, pathos and logos.

**Ethos** denotes ethics. In other words, your credibility as a communicator. How trustworthy are you and what do you know that your audience should trust and listen to you?

**Pathos** means empathy, the feeling or understanding you have of the person listening to you.

Logos stands for logic and it has to do with the strength of your thoughts and the power of your presentation.

This means to communicate effectively, you must first have credibility, understand your listener and then coherently present your thoughts.

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*http://www.udemy.com/blog/interpersonal-communication-skills/
14.3 Six Ways to Improve Your Interpersonal Communication Skills

Here are six practical ways to improve your interpersonal communication skills:

14.3.1 Seek out opportunities to lead
Great leaders are great communicators, and what better way there is to enhance your interpersonal communication skills than to seek out opportunities to take up leadership roles?

Taking up a leadership opportunity does not mean going after titles; It rather means being proactive and taking the initiative. In a business setting, it may mean voluntarily bringing coworkers together to solve a problem or develop a concept. By forming teams, directing projects, solving problems or leading a product development focus group, you learn how to communicate with people, thereby enhancing your interpersonal communication skills.

14.3.2 Take a speech course
If you really want to improve your interpersonal communication skills, then taking a speech course may be an idea worth considering. A good speech course helps you build confidence and teaches you how to communicate coherently. This is by far one of the smartest ways to improve your interpersonal communication skills.

14.3.3 Write, write and write some more
Writing helps you to learn how to express yourself clearly. It makes you think before you speak. Because it requires that kind of control, it helps you to personally communicate to yourself. Internal communication precedes interpersonal communication. Therefore, consistently practicing the art of writing can help you improve your interpersonal communication skills.

14.3.4 Rehearse with a recording tool
To be able to communicate effectively, you need to understand the way you communicate. By recording yourself, you will have the opportunity to listen or even watch yourself talk so you can observe your body language, tone of voice, language command, confidence level and even what causes you to communicate effectively or poorly. Once you make these observations of yourself, it will be easier to improve in some areas so you become an effective communicator.

14.3.5 Take an acting class
Acting offers you an opportunity to relate with different kinds of people. It can boost your confidence and language command. Because acting lets you communicate on stage in a manner that will be understood and appreciated by an audience, it can be an avenue to develop your interpersonal communication skills. Watch and learn from effective communicators.

There are leaders in every sphere of human life and this includes interpersonal communication. One best way to improve your interpersonal communication skills is to watch and observe how effective communicators communicate. If you want to know whom to learn from, think of the people who leave a positive lasting impression.
anytime you interact with them; those who can motivate you toward a course; and leaders who inspire you – but not manipulate you – to take an action.
ABOUT UMEED JAWAN
UMEED JAWAN was initiated in November 2013 with an objective to put countermeasures in place and promote opportunities that provide youth with an alternative to, and reduce the appeal of, joining radical and extremist organizations. In collaboration with local development organizations, the project is currently operating in Bahawalpur, Lodhran, Multan and Muzaffargarh Districts of Southern Punjab.

ABOUT LEAD PAKISTAN
LEADERSHIP FOR ENVIRONMENT AND DEVELOPMENT (LEAD) PAKISTAN is a non-profit organization working since 1995 to create and sustain a global network of leaders who are committed to promote change towards the patterns of sustainable development that is economically sound, environmentally responsible and socially equitable.

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