

# ‘WORKPLACE EXCELLENCE’

## TRAINING CURRICULUM



**‘Women in Factories’**  
(A GLOBAL WOMEN’S ECONOMIC EMPOWERMENT INITIATIVE)

# **WORKPLACE EXCELLENCE**

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## **Training Curriculum**



**Swasti- A Health Resource Centre  
Bangalore- India**

**‘WORKPLACE EXCELLENCE’** training curriculum is developed by Swasti -A Health Resource Centre (INDIA) with support from Walmart Foundation and Implementing factories of Women in Factories program (WiF) - India.

This training curriculum aims to develop quality productive behavior among the workers; to learn and practice positive behavior at the workplace and to enhance their capacity for factories growth. These modules focus on Happiness, Quality of Work, Quality of Workplace Relationships, and Workplace Etiquettes, Adjusting to City Culture and Workers roles in factories growth. The curriculum has been designed keeping the implementing factories requirements.

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Swasti is an International Health Resource Centre based in India. We specialize in the social and management aspects of public health with a purpose to enhance the well being of people without adequate means and the socially marginalized. We are a niche service provider, offering end-to-end solutions, short and long term support and facilitation. Thematically our efforts cover workforce development, sexual and reproductive health including HIV, social protection, communicable and non-communicable diseases, water, sanitation and hygiene, technology in public health and gender based violence. Communities we work for include; workforce, vulnerable children, adolescents, marginalized rural and urban communities, HIV infected and affected populations, migrant populations and women and men in the formal sector.

Swasti's core competences are developing replicable models for scaling up, sharing best practices, and cutting across the boundaries of the corporate and non-governmental sectors. Swasti has decades of experience in designing and implementing workplace initiatives at the global level and has reached more than 20,000 workforce directly at more than 60 factories in India, the majority of whom are women. We have also been providing quality assurance and technical support to several other work force development initiatives in Asian countries; Cambodia, China, Sri Lanka, Bangladesh, Vietnam and Indonesia.

Swasti believes that a best workplace approach helps to build a climate of open communication in which everyone learns to resolve conflict constructively and is relevant for effective workforce engagement to improve standards. We have created our own expertise in designing models, testing, validation, research, quality assurance, training of trainers, networking with external organizations for better understanding and capacity building. To know more about Swasti visit- [www.swasti.org](http://www.swasti.org)

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## INTRODUCTION

A healthy and productive workforce constitutes the backbone of any thriving economy. While a large proportion of our population work in the informal sector, informal workers in the formal sector, especially women who make-up a sizeable percentage, are often illiterate, unaware of their rights and economically challenged, making them more vulnerable to exploitation.

Social and economic development can only be sustained if women and men get equal opportunities to achieve their full potential. Equipping and empowering informal workers with knowledge and skills, through life skills education, to manage their personal and professional lives enables improvement in their overall quality of life. There is sufficient evidence to prove that life skills education can have a positive impact in behaviour and attitudes in individuals and teams, leading to changes at three levels- individual, team and organization.

‘Women in Factories’ is an intervention in a factory set up, to enhance life skills of women workers, supported by Walmart and implemented by Swasti in India across the three states of Karnataka, Gujarat and Tamil Nadu. The goal of the project is “to enable women workers in the manufacturing sector with the objective of empowering them to attain their full potential”. The project seeks to focus on women workers although men are also part of the training. It also engages the factory management to enhance capacities to design, implement and sustain the efforts of empowering workers, especially women. The project works to influence the larger eco system that promotes, conserves and sustains development and empowerment of workers, especially women workers.

The curriculum adopted for trainings in the project has been developed by CARE International and has been utilized across the globe in five countries - India, Bangladesh, ElSalvador, Honduras, (Central America) and China. Swasti in India has contextualized the modules - for both Foundational and Advanced Training - to suit the local requirements. However, it was important to consider adding relevant topics, as suggested by the implementing factories, to address their specific requirements. The recommended additional topics include- Happiness at the Workplace, Quality of work, Quality of Work Relationships, Workplace Etiquettes, Adjusting to the city's culture and Role of workers in the growth of the factory.

Accordingly in the second Phase of the WiF the Advanced Training curriculum has been divided into two parts;

1. **Fundamentals** (Compulsory) all the Advanced Training participants should have undergone 70 hours of fundamentals.
2. **Electives** (Workplace Excellence). In addition, the factories would have their own choice to select some of the options given under the section called Electives.

## TRAINING OBJECTIVES

“Workplace Excellence’ training curriculum has been designed to promote a happy environment at the workplace and help the workers to maintain a proper work - life balance. The training is being implemented by Swasti with support from Walmart Foundation in the ‘*Women in Factories*’ programme implementing factories in India to train the factory workforce. This would enable them to achieve the factories 'organizational goals'.

**On conclusion of this training module, the participants will be able to:**

- a) Understand the basic concepts related to importance of happiness at the workplace and associated factors with real life examples.
- b) Learn and practice professional skills at work in order to be successful in their professional careers in the context of a competitive business environment.
- c) Practice self-motivation and motivate other team members to reach higher levels of productivity at work and also apply this to their family and social life.
- d) Define concepts related to interpersonal skills with examples and list out all the interpersonal skills required and practice them at the workplace to be more productive.
- e) Understand the roles of individuals and team contribution in the supply chain in their factory and list out the characteristics of Effective Teams.
- f) Interact and communicate with co-workers and supervisors playing different roles with improved sensitivity and consideration.
- g) Develop and practice skills to cope-up effectively with the city's culture and challenging situations.
- h) Learn about workplace etiquettes; develop a positive attitude towards work at the factory and acceptable behaviors at workplace.
- i) Encourage accommodating new employees in the right way and motivating them to bring potential workforce to the factory.

## TRAINING METHODOLOGIES

Depending on the topic and time allotted, trainers use combinations and variations of the techniques below to convey information and encourage the workers and supervisors to learn through their own participation. While the following list provides a summary of generic exercise “types,” more detailed, topic-specific examples can be found in the next section.

**Brainstorming:** This is a freewheeling technique to generate ideas. Phase 1 allows creative, spontaneous flow of suggestions without judgment or evaluation. Phase 2 analyzes the ideas and evaluates their usefulness.

**Buzz Group:** A large group is subdivided into smaller groups for a quick discussion. All groups meet simultaneously to react to a topic, generate ideas or questions, etc. They bring their results back to the larger group.

**Case Study:** A written or oral account of a situation is given to learners. Either individually or in small groups, they are asked to analyze the case and present recommendations.

**Coaching:** A one-on-one process in which intensive learning occurs; via demonstration and practice followed by guidance and feedback.

**Debate:** Two learners or teams of learners (or two instructors as a role play-see *role play below*) defend opposite sides of an issue for purpose of exploring all aspects of the discussion.

**Demonstration:** Learners observe the performance of a task or procedure. The demo may be a live session or recorded. It is best if both are done simultaneously (live at time of training, recorded for future reference).

**Dialogue:** Individuals (facilitators or learners) hold a conversation while learners observe. They present opposing views or simply discuss the issue.

**Discussion:** An exchange of ideas on a topic. It can be leaderless or moderated. It can be totally unstructured and spontaneous or it can be highly structured.

**Drill:** A session of repetitive practice designed to increase efficiency, improve quality of performance, or aid retention.

**Field Trip:** Learners are taken to the environment where they are asked to perform. The trip is carefully planned.

**Game:** An exercise in which competition or cooperation (or both) is used to practice principles learned previously. This is usually intended to be fun.

**In-Basket:** Prepared items are given to the learner as if arriving in their in-basket. Learner must prioritize, make decisions, handle any difficulties and respond to time deadlines and pressure, etc. in order to get the assignments completed.

**Instruments:** Questionnaires, checklists, etc, that learners are asked to fill out to explore a topic.

**Interview:** Learners are given the opportunity to interview and question a Subject Matter Expert (SME). Sometimes someone else conducts the interview while the learners observe.

**Job Aids:** These are tools that contain processes or procedures to help learners perform their job. These can include worksheets, checklists, samples, flowcharts, glossaries, diagrams, step-by-step guidance, etc.

**Lecturette:** A brief oral presentation, used to overcome some of the weaknesses of formal lectures. These are usually interspersed throughout a course of training.

**Mini-Case Study:** A modification of the case study in which the learners who discuss how the case should be handled describe a brief situation. This is characterized by only key facts being presented with brevity of discussion. This is often used to give examples of situations and procedures.

**Neighbor Discussion:** A quick method used to create participation and activity among learners. They are asked to speak to the person beside them/across from them for a few minutes to discuss an issue, answer a question, or generate questions to ask.

**Panel:** A discussion among SMEs takes place while learners ask questions after giving panel members time to speak. Often requires a moderator.

**Peer-Assisted Learning:** Learners help each other learn under guidance of a leader. They may also do exercises and give each other feedback. This is also used to give advanced learners an opportunity to help their less advanced peers.

**Practice Exercise:** Learners are given an assignment to practice performing a task.

**Quiz:** A method of assessing learning or giving practice by filling out a questionnaire or test. This is best done with hardcopy versus verbal test.

**Question and Answer:** The Leader covers course content by asking a series of questions. This is also reversed in which learners are asked to generate and ask questions in order to learn content. The leader could also ask questions to the group of learners.

**Reading:** Learners are assigned materials to read in order to cover course content or prepare for group activities.

**Reflection:** Learners are given time alone to review and think about what has been learned, assess its applicability, or think how to make it work in their setting.

**Role Play:** Learners enact a situation in order to try out new skills. Variations include:

- **Consultation:** the learner tries to help a client solve a problem.
- **Confrontation:** the learner is confronted by another person and must answer questions, handle problems, provide satisfaction, solve something, etc.
- **Court Techniques:** A situation or learner is “tried” as learners work out consequences of a mishandled or misdirected task.

**Simulation:** The training environment is one where the learner is allowed to practice a task under job-like conditions. This is a blanket term for any realistic, job like exercise.

**Skit:** A short dramatic presentation that is carefully prepared and rehearsed to illustrate principles or provide materials for analysis and discussion.

**Slip Writing:** A quick method of generating questions from learners by asking everyone to write their main questions on paper (or in the question block of live meeting) and pass them to the leader. This can be used for anonymously question asking.

**Self-Teaching Action Group:** A small group, of usually 3 or 4 member's takes responsibility for its own learning. This is often used among teams.

**Storytelling:** Stories instruct, inform, and entertain. Stories provide a frame of reference, act as directives for behaviors, and teach specific lessons. Anecdotes are a form of storytelling.

**Workshop:** A highly participative session that puts greater emphasis on learner application than presentations by the leader. Learners work to produce a product or solve a problem with guidance from the trainers(s).

**Fishbowls:** This technique is a variation of a group discussion, in which workers form an inner group and outer circle. A discussion takes place in the inner circle, and those in the outer circle must join the discussion to get into the inner circle.

**Presentations:** Good presentations can bring the driest subjects to life and turn passive listeners into active participants. Start by allowing the group to get settled. In a multilingual environment, the facilitator may want to hand out copies of any PowerPoint slides in advance so that the learners can refer to them in their native language. A story, an anecdote, quote, startling statistic, etc., is a good way to get the audience's attention. Tell the audience what you plan to cover, how long it will take and how you plan to proceed. When you finish the presentation, make sure you summarize what you have discussed. Using a summary slide is often an effective way to do this. No presentation or lecture on a single topic should last for more than 30 minutes, and in this format, a 15-20 minute presentation is usually the most effective. Learners should be encouraged to ask questions during the presentation.

## TRAINING DELIVERY INNOVATIONS

Trainers use a variety of techniques to connect with their audience. Because garment factory workers are generally tired, distracted, and have low levels of literacy and confidence, trainers must use creative methods to present material and key messages in a way that accommodates the workers' learning styles and keeps them energized and engaged.

### TRAINING DELIVERY TIPS

Trainers offer the following tips and best practices for training garment factory workers:

Tips	Actions/Process
<b>Establish an environment that is comfortable, open, and that encourages participation.</b>	<ul style="list-style-type: none"><li>• Set ground rules-e.g., reminding participants that all ideas are good ideas (and are not to be judged) during brainstorming.</li><li>• Use exercises that provide different options for participation.</li><li>• Provide participants feedback that is supportive and constructive.</li><li>• Never interrupt participants when they are speaking.</li></ul>
<b>Recognize each individual, and be Sensitive and Empathetic to his or her needs.</b>	<ul style="list-style-type: none"><li>• Recognize that every participant is different and brings a unique perspective and life experience-and that diversity is what we seek as an outcome of the participation.</li><li>• Encourage engaging all workers, but avoid pushing all participants to the same level of participation.</li></ul>
<b>Be flexible.</b>	<ul style="list-style-type: none"><li>• Remember that the trainer's role as a facilitator is to create a situation conducive to learning, rather than to simply transfer knowledge. Be prepared to respond to the dynamics of your trainees.</li></ul>
<b>Encourage mutual learning.</b>	<ul style="list-style-type: none"><li>• This is important to gain an understanding of the learners' existing knowledge of the topic to be addressed. It allows the facilitator to structure the key content of the session accordingly, and ensure that he/she is not telling the learners, things they already know. An effective way of doing this is to open a session with a brainstorming.</li></ul>
<b>Ask questions.</b>	<ul style="list-style-type: none"><li>• Frame questions to be open or narrow, depending on how and how much you want to direct the conversation.</li><li>• Ask questions to test for subject understanding throughout the session.</li><li>• Encourage the learner, not the answer—positively reinforce the effort to participate, even if the response is not correct.</li></ul>
<b>Synthesize and</b>	<ul style="list-style-type: none"><li>• This is arguably the most important role of the facilitator and often</li></ul>

<b>conclude sessions.</b>	<p>the role most effectively implemented. Upon the completion of activities used to illustrate or demonstrate the key messages of a session, it is important that the facilitator summarizes what has been discussed. The facilitator may do this by comparing or commenting on group findings, or linking findings back to presentation materials. If this is not done, learners may wonder why they were asked to read and discuss a case study or listen to a presentation. The facilitator should also check to see whether the participants have any questions.</p>
<b>Appeal to different learning styles and interests.</b>	<ul style="list-style-type: none"><li>• Use a variety of visual aids, multimedia tools, verbal exercises, and other activities. People remember what they see, say, hear, write, and do to varying degrees.</li><li>• Gauge and respond to different learning styles to capture the participants' interest. Learners typically fall into the following four categories; they want to: Know why they should pay attention-e.g., why the subject is important and what they will gain out of it.</li><li>• Know what they will learn before they start to try things out for themselves-learn by doing, with coaching from the facilitator</li><li>• Teach themselves through problem-solving, with feedback from peers and the facilitator.</li></ul>
<b>Keep it participatory and interactive.</b>	<ul style="list-style-type: none"><li>• Avoid lecturing at length and using text-heavy materials. □ Use games and exercises that get participants on their feet and interacting with each other.</li></ul>

## **SESSION GUIDLINE FOR FACILITATOR**

The facilitator is advised to follow the guideline to facilitate the session to make the training more effective and this guideline is standard for all the sessions.

<b>Steps</b>	<b>Actions/ Process</b>
<b>1</b>	Learning summary of previous session/s
<b>2</b>	Link previous session to this session
<b>3</b>	Introduction of this session
<b>4</b>	Share the session Objectives
<b>5</b>	Conduct an Activity <ol style="list-style-type: none"><li>1. Briefing</li><li>2. Online facilitation</li><li>3. Closure</li></ol>
<b>6</b>	Group Discussion <ol style="list-style-type: none"><li>1. Format</li><li>2. Questions related to training objectives.</li></ol>
<b>7</b>	Presentation by the group
<b>8</b>	Trainer's conceptual inputs by using following training aids. <ul style="list-style-type: none"><li>• Flip chart</li><li>• PPT</li><li>• Poster</li><li>• Pictures</li><li>• Videos</li></ul>
<b>9</b>	Questions and Answers
<b>10</b>	Summary /Key messages and learning application
<b>11</b>	Link to the next session

## CURRICULUM OVERVIEW

Module #	Session Topic	Session Coverage	Duration
1	Preliminary/ introduction	<ul style="list-style-type: none"><li>▪ Assembly, Welcome, Introductions, Workshop Briefing, Setting Expectations</li></ul>	30 mins
2	Happiness at workplace	<ul style="list-style-type: none"><li>▪ Definition of happiness at workplace</li><li>▪ Features that play a major role in happy work life (5 Cs)</li><li>▪ Factors / components that make one happy at work: Quality of Work, Interpersonal relationships at the factory, self-management, managing the family, managing social life.</li></ul>	2 hours
3	Quality of work	<ul style="list-style-type: none"><li>▪ Introduction to quality of work</li><li>▪ Factors which enhance quality and on time production</li><li>▪ Individual and team responsibilities and contributions</li><li>▪ Positive attitude towards products, team and factory.</li><li>▪ Value of timelines</li><li>▪ Delivery, credibility and understanding of shipment</li><li>▪ Reducing waste and optimum use of resources etc</li></ul>	2 hours
4	Quality of team work / work relationships	<ul style="list-style-type: none"><li>▪ Organizations are social systems</li><li>▪ The need and importance of people at the workplace</li><li>▪ Interpersonal skills at the workplace</li><li>▪ Creating a harmonious people vision, engaging with people</li><li>▪ Managing relationships, effective communication</li><li>▪ Motivation / appreciation</li><li>▪ Characteristics of Effective Teams</li></ul>	2 hours

<b>Module #</b>	<b>Session Topic</b>	<b>Session Coverage</b>	<b>Duration</b>
<b>5</b>	Workplace etiquettes	<ul style="list-style-type: none"><li>▪ Workers' roles and responsibilities in the factory</li><li>▪ Self discipline and dress etiquettes</li><li>▪ Value of protecting factory assets; need to avoid mishandling factory assets and facilities provided by the factory</li><li>▪ Personal and work safety</li><li>▪ Clean workspace , maintaining toilets and waste disposal</li><li>▪ Confidentiality of product information</li><li>▪ Not to indulge in unwanted activities at the factory.</li><li>▪ Willingness to help and supporting co-workers</li><li>▪ Cooperation, mutual respect, sense of belongingness</li><li>▪ Punctuality / timelines</li></ul>	2 hours
<b>6</b>	Adjusting to city culture	<ul style="list-style-type: none"><li>▪ Learning about the city culture</li><li>▪ Essential skills for adjusting to the city culture</li><li>▪ Skills to deal with challenging situations</li><li>▪ Self development and support to co-workers to overcome challenges</li><li>▪ Knowing about available services</li></ul>	2 hours
<b>7</b>	Workers role in factories growth	<ul style="list-style-type: none"><li>▪ Value of respecting work and factory</li><li>▪ Knowing the importance of individuals' contribution in the supply chain</li><li>▪ The longer duration of work implies more benefits- monetary benefits, services, good opportunities, promotion etc</li><li>▪ Promote your factory through positive messages</li><li>▪ Accept, encourage and develop new employees</li><li>▪ Identify and refer potential workers to scale up the factory capacity- 'Each one bring one'</li></ul>	2 hours
<b>8</b>	Learning application and wrap-up	<ul style="list-style-type: none"><li>▪ Learning summary, post test, action plans, feedback and conclusion</li></ul>	
<b>Total Duration</b>			<b>15 hours</b>

# **Session-1**

## **Preliminaries and Briefing**

## **Session-1: Preliminaries and Briefing**

**Session Objectives:** *On conclusion of this session, the participants will be able to:*

1. Explain the coverage of 'Workplace Excellence' training and share their expectations from this training.
2. Understand the benefits of this training and clarify doubts.
3. Follow the ground rules for training.

**Duration:** 30 minutes

**Group Size:** 15 to 30 participants

**Materials Required:** Flip chart and Markers

### **Session Coverage:**

- Assembly, welcome, Introduction about Swasti
- Training description, objectives, agenda and methodology
- Training benefits
- Setting participants expectations
- Training ground rules

### **Note:**

1. Factory management representatives will be part of the introductory session and introduce the 'Workplace Excellence' training. This will help to motivate the participants to actively participate in the session.
2. Interesting and appropriate icebreakers can be conducted before introducing the training objectives.

### **Session Process**

#### **Introduction:**

- Welcome the participants and introduce the 'Workplace Excellence' module to them. Before going into the detailed session, let the participants introduce themselves. Explain to them that they might know each other as peers but the training will help them to know each other better.
- Ask the participants introduce themselves by name and state the career goal that they intend to reach. Explain to the participants that in order to achieve their professional goals, they should learn and practice some skills. Inform them that the training programs will emphasize on the same.

- Briefly explain the topics that are intended to be covered during the 'Workplace Excellence' training. Clearly state the benefits of the program to them. This can be done by performing an interesting activity.

**Setting Ground Rules:**

- Explain that in order for the training to be successful, they need to follow certain ground rules.
- List out the responses of the participants on a flip chart and ask the group to follow them all the way through the training.
- Summarize the session and encourage participants to ask questions and clarify doubts.
- Thank the participants and introduce the next session 'Happiness at the Workplace'

## **Session-2**

# **Happiness at the Workplace**

## Session-2: Happiness at the Workplace

**Session Objectives:** *At the end of the session the participants will be able to:*

1. Describe what happiness at the workplace means to them and its importance.
2. Reflect on the factors contributing to happiness at the workplace.
3. Make the participants understand the advantages of experiencing happiness at the workplace.
4. Encourage them to adopt the learnings and sustain a healthy environment at the workplace.

**Duration:** 120 Minutes

**Group Size:** 15 to 30 participants

**Materials Required:** Small color cards

**Session Coverage:**

- Definition of happiness at the workplace
- Features that play a major role in a happy work life (5Cs)
- Factors that make you happy at work
- Components of happiness at the workplace: Quality of Work, Interpersonal relationships at the factory, Self management, family management, managing social life

**Session Overview:**

#	Content	Activity/ Methodology	Duration	Training Materials
1	Introduction to the concept of happiness at the workplace	Interaction	10 mins	-
2	Components of happiness at the workplace	Activity and Role Play	60 mins	Pens, pencils, ice cream sticks, nails, balls etc.)
3	Happiness Quotient- Self Grading	Self Assessment	10 mins	HQ self grading sheets
4	Factors of Happiness at the workplace	Group Work	30 mins	-
5	Conclusion and Summary	Conceptual Inputs	10mins	-
<b>Total</b>			<b>120 mins</b>	

## **Session Process**

### **Introduction – 10 minutes**

- Welcome the participants and introduce the session objectives and the importance of happiness at the workplace. Appropriate ice- breakers can be done with the participants before introducing the session objectives.
- Initiate the session by asking the following questions:
  - Think about one of your best experiences at work, one that made you very happy!
  - What do you mean by happiness?
  - What do you mean by happiness at the workplace?
  - Do you think happiness at the workplace is important? If yes, Why? If not why?
- Summarize that happiness at the workplace is important for leading a better quality life. Emphasize on the importance of creating a happy environment at the workplace. The following activity demonstrates the need for a happy environment at the workplace.

### **Activity: Animal Instinct- 45 minutes**

- Divide the participants into groups of four and ask them to name their groups.
- Ask all the 4 groups to sit in four corners and keep four sets of materials in the centre. (The centre will have four different types of materials such as pens, pencils, ice-cream sticks, nails, balls etc.)
- Instruct each group to pick up the materials from the centre. The group can send any team member to pick up the materials but blind-folded.
- The remaining team members can guide the person who is blind-folded to pick up the correct materials that they have to collect. While giving instructions to the blind-folded team member, the team cannot use words or sentences. They are allowed to use sounds like; 'MEO' which means go left, and 'BOW' which means go right etc. This process will continue until they finish the task. All the team members should participate in this process.
- The facilitator should give instructions to all teams to start and finish the game within a set time limit.
- After picking up materials, instruct the group to create a product and inform them that the best product will win a prize.



**After the activity, facilitate the discussion by asking following questions.**

- How was the activity? And what did you feel while doing this activity?
  - Did you feel happy? If so, Why and How?
  - Did you feel unhappy? If so, Why and How?
  - Ask the winning team- What helped you to succeed?
  - Did you face any challenges in this activity?
  - If so, how have you tried to overcome those challenges?
  - What are the factors that will contribute to create happiness at your workplace?
- Provide conceptual inputs about contributing factors, which will promote happiness at the workplace.

**Role Play-20 minutes**

- Divide the participants into 2 groups and assign a separate topic to each group to enact role-play.
- Ask the first group to enact unhappiness at the workplace and ask the second group to enact happiness at the workplace. While demonstrating the role-play participants should ensure that they cover causes and effects of happiness and unhappiness.
- The participants will be given 15 minutes to prepare for the role play and 5 minutes to enact it. After each group enacts the role play, facilitate a discussion and list out the responses on a chart paper.
- Conclude the activity by providing conceptual inputs.

**HQ Self Grading (Happiness Quotient)-10 minutes**

- Provide happiness self grading sheets to all the participants and ask them to grade their level of happiness.
- After completion of self grading, facilitate a discussion by asking the participants what they felt during self grading.
- Conclude the activity by emphasizing to the participants that they have scope to increase their happiness by adopting the learning's of the training.

**Group Work - 30 minutes**

- After the self assessment, form three groups and provide the following questions for discussion.
  - List out the factors which are associated with unhappiness at the workplace.
  - List out the factors that make you happier at the workplace.
- Initiate a group discussion and ask each group to present it.

- Once the group finishes the presentations, ask other groups to add points of discussion.
- On completion of each presentation, provide only those inputs which are not listed out by the groups.

### **Conclusion and Summary – 5minutes**

- Conclude the session by providing additional conceptual inputs and link it to next session on quality of work.

*Note:* While concluding this session it is suggested to refer to the participants' handouts for providing inputs.

## **Supportive Information for the Facilitators**

### **Why happiness at the workplace?**

Happiness is heavily influenced by your choices, inner attitudes, how you approach relationships, personal values and sense of purpose etc.

### **Features that play a major role in a happy work life: (5 Cs)**

1. **Contribution:** The effort you make and your perception of it.
2. **Conviction:** The motivation you have irrespective of circumstances.
3. **Culture:** How well you feel you fit at the workplace.
4. **Confidence:** The sense of belief you have in yourself and in your job.
5. **Commitment:** The extent to which you are engaged with your work.

### **Factors that make you happy at work:**

- Friendly, supportive colleagues
  - Enjoyable work
  - Quality of Work
  - Belief that what you are doing / contributing is worthwhile
  - Feeling that what you can do can make a difference
  - Being part of a successful team
  - Recognition for your achievements
- Happiness at the workplace refers to a feeling of happiness you get at work! Each and every member of the factory should focus on the following aspects to make work life happy;
    - Life
    - Health
    - Success
  - Happiness at work is a mindset that allows you to maximize your performance and achieve your potential. This will result in huge benefits for you as well as your company.

- If you are happy at your workplace, you will enjoy life too and have better health, better interpersonal relationships and a greater sense of purpose.
- You will also have a huge positive impact on the organizations where you work; evidences show that happier staffs are more productive, creative and committed.

## Participants Handout

- ☞ Happiness is not something readymade. It comes from our own actions.
- ☞ We need to be aware that happiness at the workplace is connected to different aspects of our life: Work, Family and Society.
- ☞ Sometimes we tend to look at each aspect of our life in isolation and as not connected to the other parts.
- ☞ Each aspect in fact connected closely with other parts of our life.
- ☞ So we need to take control of our life to create a happy environment at work.

### Components of Happiness at the Workplace

#### Part-1: Ensure Quality of Work

This describes the level of satisfaction, contentment and happiness we have at the work place.

- ☞ I feel confident and happy to go to work; I know how to do my work well.
- ☞ I like to work in my own department as a team. We all know what we have to do, how to do it and how to combine our work to meet our targets!

#### *For Example:*

- ☞ I am a tailor in my factory. I need knowledge and skills to operate a sewing machine correctly and produce products as per the specifications.
- ☞ I am a quality in charge in my company. I need knowledge and skills to ensure quality of the products.

#### Part-2: Quality of Team Work

This describes the level of satisfaction, contentment and happiness we have with the people and our relationships at the work place.

To work effectively with people at our workplace, we need 'Interpersonal skills'.

- ☞ I make it a point to build a good working relationship with my team, since I spend most of my time at work.
- ☞ Every day when my shift ends, I go home feeling good since I am working with colleagues who are helpful.
- ☞ I practice assertive communication and try to maintain a healthy relationship with my colleagues and management.

#### Part-3: Self Management

This describes the level of satisfaction, contentment and happiness we have with ourselves, our health, our development and our life as a whole.

To take care of ourselves effectively in life, we need ‘personal skills’.

- ☞ I am happy with myself, since I am well rewarded for my work by all people.
- ☞ However busy I may be, I make sure that I eat on time because it is important for my health.
- ☞ I do regular exercise, because it is important for my health.
- ☞ I try to practice whatever I tell my children to follow.
- ☞ I have taken life insurance to safeguard my family in future.

#### **Part-4: Family Management:**

This describes the level of satisfaction, contentment and happiness I have in my personal life and the relationships with my people at home.

To manage my personal issues effectively and to have a harmonious relationship with my people at home, I need ‘Family Management Skills’.

- ☞ At the end of a work day, I am keen to get back home to be with my family.
- ☞ My children are able to communicate openly with me without any fear.
- ☞ I balance my family and work life effectively.
- ☞ I practice maintaining a positive relationship with all the members of my family to lead a successful life.
- ☞ I give equal importance and opportunities to my children without any gender bias.

#### **Part-5: Managing Social Life:**

This describes the level of satisfaction, contentment and happiness I have in social relationships with my friends and people in society and the community.

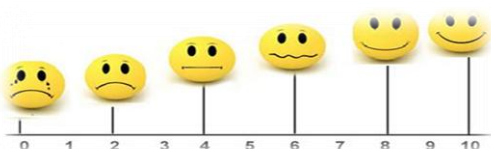
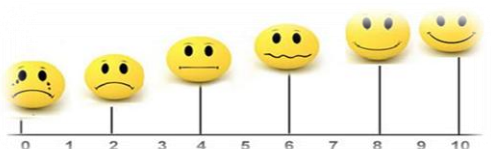






To manage friends and other people in society and the community, I need ‘Social Skills’.

- ☞ I have close friends with whom I can discuss some of my personal problems and difficulties comfortably.
- ☞ My children are safe in our colony/ neighborhood.
- ☞ I participate in social events with my relatives, friends and neighbors.
- ☞ I always make new friends and maintain a good relationship with others.

***“If I am happy and positive in my life that will reflect in all spheres of my life”***

## My Happiness Scale

Grade your happiness by ticking in the appropriate Numbers

#	Areas and My happiness level	#	Areas and My happiness level
<b>1</b>	<p>The Level of happiness in my health?</p>  <div style="text-align: center; margin-top: 10px;"> <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> </div>	<b>5</b>	<p>The level of happiness in my factory?</p>  <div style="text-align: center; margin-top: 10px;"> <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> </div>
<b>2</b>	<p>The level of happiness in my personal life?</p>  <div style="text-align: center; margin-top: 10px;"> <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> </div>	<b>6</b>	<p>The Level of happiness in my work. <i>(self-discipline, motivation, quality production, on time deliverables, reducing waste etc)</i></p>  <div style="text-align: center; margin-top: 10px;"> <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> </div>
<b>3</b>	<p>The level of happiness in my family life?</p>  <div style="text-align: center; margin-top: 10px;"> <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> </div>	<b>7</b>	<p>The level of happiness with my colleagues / co-workers?</p>  <div style="text-align: center; margin-top: 10px;"> <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> </div>
<b>4</b>	<p>The level of happiness in my social life <i>(with friends, relatives and neighbors)</i></p>  <div style="text-align: center; margin-top: 10px;"> <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> </div>	<b>8</b>	<p>The level of happiness with my supervisors and management</p>  <div style="text-align: center; margin-top: 10px;"> <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> </div>

# **Session-3**

## **Quality of Work**

## Session-3: Quality of Work

**Session Objectives:** *At the end of the session the participants will be able to:*

1. Describe the features of the modern business environment and map the business eco system of which they are an integral part as employees.
2. Explain characteristics of the high performance work culture in which they all work in the current business environment.
3. List out all the professional skills they need to learn and practice at work in order to be successful in this high performance business environment.

**Duration:** 120 minutes

**Group Size:** 15 to 30 participants

**Materials required:** 4 sets of color coded (square specifications) papers, 25 each

**Session Coverage:**

- Introduction to quality of work
- Factors which promote quality and on time production
- Individual and team responsibilities and contributions
- Positive attitude towards products, team and factory
- Value of timelines
- Delivery credibility and understanding the process of shipment
- Reducing waste and optimum use of resources, etc

**Session Overview:**

#	Content	Activity/ Methodology	Duration	Training Materials
1	Introduction to Quality of Work	Interaction	10 mins	-
2	Introducing concepts of Quality of Work	Boat Making Activity	60mins	4 sets of color coded (square specifications) papers, 25 each
3	Factors which promote quality products	Group Work, Presentation and brainstorming	40 mins	-
4	Question and Answer, Conclusion	Interaction	10 mins	-
Total			2 hours	

## **Session Process**

### **Introduction – 10 minutes**

1. Welcome the participants and introduce the session objectives along with the importance of quality of work.
2. Initiate the session by asking following questions:
  1. According to you, what do you mean by work?
  2. What do you mean by quality of work?
  3. Do you think quality of work is important? If so, Why?
  4. What will happen if you work without quality?
- Summarize the introductory facilitation highlighting how quality of work is very vital in the modern business era. Hence, the responsibility is on the workforce to ensure good quality of products in the factory. To demonstrate the importance of quality of work, conduct the following activity with the participants.

### **Activity: BOAT MAKING -60 minutes**

Divide the participants into groups of 4 to 5 participants each. The members in each team should be chosen randomly. Ask each group to select its team leader.

- Ask four groups to make paper boats and assign one group as the customer/buyer to buy the products.
- Explain to the participants that the activity is to be done in groups. The task is to make the paper boats as a team.
- Demonstrate the method of making the paper boat out of a paper with specified dimensions. Demonstrate making of one sample boat to them.
- Give each of the teams one paper of the same dimensions that you had used. Ask them to make the boat so that you are assured that they have understood how to make paper boats.
- Instruct the teams that, they will be given the next 10 minutes to discuss with their group members. They can discuss anything they want e.g. method of making the paper boats, how many boats they will make, how many papers they need and what kind of profits they plan to make etc.
- Also inform them, that once they have finished their discussions within 10 minutes, the teams will be given another 20 minutes to make the paper boats. After 20 minutes instruct the teams to stop making the boats and start selling them.



- Tell the teams that you will assume the role of the seller of papers of specified dimensions for the purpose of making the paper boats. You will sell papers @ Rs100/- per paper. Once the paper is sold to the teams, it cannot be returned.
- The groups will be able to sell their boats @ Rs. 300/- per boat.
- Let the group leaders now meet their respective groups. Give them 10 minutes to discuss within their groups. After 10 minutes each group will start making the boats for next 20 minutes.
- After this, the groups will calculate the price of each boat they have produced. It will be calculated by dividing the total price of the paper that was bought by group by the number of boats made by each group.
- Ask the customer group to examine the products made by all the 4 groups one by one. They must inspect each boat thoroughly and decide to buy only the real good quality boats and reject the bad quality boats. For each group, the number of paper boats sold to the customer will be noted.
- To ensure quality within a group - allow them to explain and share with you on how they could have improved their quality and performances.
- Conclude the activity by providing conceptual inputs.

#### **Group Discussion / Presentation- 40 minutes**

- After boat making activity, form groups, lead them to the discussion matrix and get them to do Group Discussions. Tell each group to present.

##### **Group Discussion Questions:**

1. List out the people with who you have to interact at the workplace in order to achieve daily results.
  2. List out the characteristics of this high performance with respect to quality of work and product.
  3. List out professional skills you need to learn and practice at the workplace in order to be a successful individual employee.
- Once the group finishes their presentations, ask other groups to add points. Summarize the outcome of their presentations.
  - On completion of summary for each presentation, provide inputs which have not been covered.



#### **Conclusion and Summary – 10 minutes**

Conclude the session by providing additional conceptual inputs and link to the next session on quality work relationship/ team work

**Conceptual Inputs:**

All work should be performed in a good manner in accordance with the specifications and production schedule. Art work, type, furnished film and/or engravings and paper provided for jobs must conform to a standard of quality suitable for performance of good work.

Quality standards set by seller shall prevail unless customer makes specific quality requests or requirements in writing before any order has begun. In the event that the customer makes a specific performance request after a quotation is given, seller should at its discretion charge for additional work necessary to meet customer's requests.

**Key Messages:**

- ☞ Complete your work that is generally error free.
- ☞ Complete the product or service with minimal waste of time or resources.
- ☞ See your jobs through to completion and do well in whatever you do.
- ☞ Appreciation of a task well done enhances the excellence in work, but this is an external factor which may not be present always; hence the urge to excel should be from within.
- ☞ Producing quality output improves our satisfaction and gives us a sense of pride in what we do.
- ☞ A quality worker has more chances of advancement at work.
- ☞ High quality work generates customer satisfaction, which leads to increased business for the organisation.
- ☞ Plan and organise well before getting started on the task.
- ☞ Follow protocols, guidelines and processes laid out for the task to ensure quality.
- ☞ Ensure optimum utilisation of resources so that there is minimum wastage.
- ☞ An effective team can contribute to excellence.

## **Participants Handout**

### **1. Building a Professional Vision**

- ☞ I want to be known as one of the best employees in the company every year.
- ☞ I want to do well in my job and professionally advance in my company.
- ☞ I should become a preferred employee for challenging assignments.

### **2. Customer Sensitivity and Focus**

- ☞ Factory pays my salary. Without factory, I have no job.
- ☞ Let me deliver as per factory's requirements, so that we will get additional orders.

### **3. High Personal Contribution**

- ☞ I want to plan and execute my work in such a way that I deliver all my targets.
- ☞ I will volunteer and accept difficult jobs given by my supervisor.

### **4. Delivery Credibility**

- ☞ I will work to deliver as per the accepted dates / times of delivery.
- ☞ I will deliver the full quantity which I have promised.

### **5. Quality Products and Services**

- ☞ I will deliver my products and services as per the quality specifications.
- ☞ I will do my best always to ensure better quality deliveries.

### **6. Mutually Viable / Beneficial Prices**

- ☞ I will be fair to the customers and deliver value for the price charged.
- ☞ I will ensure that my deliveries are as per the agreed prices.

### **7. Full Utilization of Valuable Time**

- ☞ I will treat time as valuable as money and ensure high productivity.
- ☞ I will value everyone's time.

### **8. Optimum use of Resources**

- ☞ I will use materials and resources fully to ensure that costs are kept within budgets.
- ☞ I will avoid wastage that will increase costs to the company and the customers.

### **9. Training & Development**

- ☞ I will constantly be on the lookout for additional training to improve my skills.
- ☞ Whatever skills I learn in training, I shall ensure that I use them on the shop floor to improve productivity.
- ☞ I will try and develop myself regularly to keep pace with changes in business.

## **Session-4**

# **Quality of Team Work**

## Session-4: Quality of Team Work

**Session Objectives:** *At the end of the session, the participants will be able to:*

1. Explain how organizations are social systems and the importance of people in the workplace with reasons.
2. Map the different people with whom they have to interact at work.
3. Define the concept of interpersonal relationships with examples and list out all the Interpersonal skills they need to learn and practice at work in order to be highly productive in their jobs.
4. Describe the need and importance of working in teams and list out the characteristics of Effective Teams.

**Duration:** 120 minutes

**Materials required:** Two set of large-size building blocks

**Group Size:** 15 to 30 participants

### Session Coverage

- Organizations are social systems
- Need and Importance of people at the workplace/ team work at the workplace
- Characteristics of Effective Teams
- Interpersonal concepts – Interpersonal harmony
- Interpersonal Skills at the workplace
- Creating a Harmonious People Vision, Engaging with People
- Managing Relationships, Effective Communication.
- Motivation/ Appreciation

### Session Overview:

#	Content	Activity/ Methodology	Duration	Training Materials
1	Introduction to Quality of Work Relationships	Interaction	10 mins	-
2	Introducing concept of Team work	Building Block Activity	60 mins	Two sets of large-size building blocks
3	Factors which promote quality of team work	Group Work, Presentation and brainstorming	40 mins	-
4	Question, Answer and Conclusion	Interaction	10 mins	-
Total			2 hours	

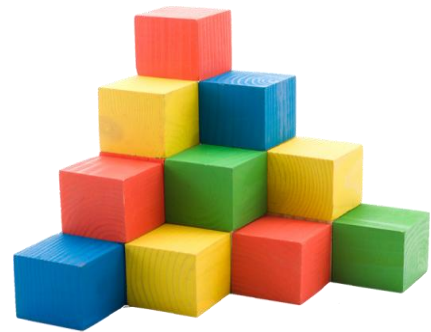
## Session Process

### Introduction- 10 minutes

- Welcome the participants and do a quick learning summary of the previous session 'quality of work' and introduce session objectives.
- Ask basic questions with regard to quality of teamwork and its importance.
  1. What do you mean by team at the workplace?
  2. Is teamwork important at the workplace? If so, why?
- Summarize the introductory discussion and introduce the participants to quality of team work through an interesting activity.

### Activity: BUILDING BLOCKS – 60 minutes

- Divide the participants in three groups and ask them to build a model out of building blocks with the same shape, color and structure of a hidden model.
- Team member 1 can see the hidden model and is allowed to talk. Team member 1 is only allowed to go up to a certain line where team member 2 is.
- Team member 2 cannot see the hidden model, is not allowed to talk and can only meet team member 1 at the same line.
- Team member 3 is the builder of the copy of the model and must stay where the blocks are placed.
- If there are more than three participants, one person can act as 'the distracting person' to the non-talkers, who give the wrong information to try and prevent the correct model being built.



### Activity Process

#### ☞ Team member 1 (Talker)

Gives one piece of information to the non-talking team member 2, then goes back to view the structure. This occurs again and again until the time allocated for this process is up.

#### ☞ Team member 2 (Non-talker)

Cannot touch the blocks to help the builder, but tries to communicate how to build the structure without talking.

#### ☞ Team member 3 (Builder)

Builds the structure from the blocks that have been provided to get to as close a structure as possible to the hidden model.

When the designated time is up, the group with the model closest to the hidden model wins the communication test.

Ask the following questions to the participants

**Facilitation Questions:**

1. What was your role in the building block action activity? (Talker, Non talker or Builder)
2. How did you communicate with the other team members?
3. Did it Work?
4. What would have helped?
5. How does this activity relate to talking and listening on a day-to-day basis or in a team sport or game?
6. Are you good at talking or listening or both?
7. How could you improve talking and listening?
8. What helps messages get to people in the form that they started?

**Group Discussion Matrix- 40 minutes**

- After the activity, form groups, lead them to the discussion matrix and get them to do Group Discussions (GDs) / Presentations by the groups.



Group discussion matrix questions:

1. Why are people important at the workplace? List out some reasons.
  2. Map the different people with whom you have to interact at work.
  3. List out all the interpersonal skills you need to learn and practice at work in order to be highly productive in your jobs.
- Once the group finishes their presentations, ask other groups to add points. Summarize what has come out of their presentations.
  - On completion of summary for each question, give inputs/ concepts for only those which have not been covered.
  - Give additional conceptual inputs/ anecdotes from your research / notes / experiences / examples from Industries.
  - Reinforce the importance of the main topics / insights covered using the session summary.

**Conclusion and Summary – 10 minutes**

Conclude the session by providing additional conceptual inputs and link to the next session on workplace etiquettes.

## **Conceptual Inputs:**

“A team is a small group of people with complementary skills and abilities who are committed to a common goal and approach for which they hold each other accountable!”

## **Characteristics of Effective Teams:**

The team members perform two main roles:

**Production Roles** - Roles performed by group members to ensure that the tasks of the group are accomplished.

**People Oriented Roles**-Roles performed by group members to maintain good relations within the group:

- Shared responsibility for achieving the goals and appropriate roles.
- All necessary skills are available with team members - technical, problem solving and interpersonal relationships.
- Necessary ground rules for working together.
- Members work with cohesion and cooperation.
- Conflicts handled constructively and openly to solve problems (not blaming).
- Shared leadership as considered appropriate within the team.

## **Organizations are Social Systems**

People come together to work for achieving some common objectives, meeting organizational goals and improving their standard of living and quality of life.

## **Importance of People and Relationships**

People strive to meet all their needs in life including that at work. Hence it is important to connect with the people that we work with. All things being equal, people who get along with others at work succeed more than the others.

## **The interpersonal network at work**

We need to constantly keep networking with our customers, seniors, peers, juniors, vendors, from our functions and other functions and from our departments and other departments to achieve results and goals.

## **Interpersonal Traits**

Interpersonal Traits include interpersonal effectiveness, producing results with people with their consent and cooperation, interpersonal relationships, connections with people, interpersonal communication, listening, observing and speaking etc.

### **Key Messages**

A team is one wherein all team members work towards a common goal. The communication between the team members should be free from any barriers or biases. It should be well channelized and directed towards team building:

1. **Effective communication:** The communication between team members should be free flowing, well channelized and directed towards achievement of project goals. Also, communication between team members and team leaders should be a two way process.
2. **Strong leadership:** The efficiency of the leader reflects the efficiency of the team. It is vital to have an efficient leader who can exhibit exemplary behavior. A good team leader is one who gives importance to team goals over his individual goals and is capable of showing direction and ensuring that the team members remain focused.
3. **Efficient delegation:** Assigning responsibilities are as important as ensuring it is fulfilled perfectly. Therefore, it is essential to assign work as per the capability of team members.
4. **Conflict management:** It is mandatory to resolve conflicts within the team. Even critical issues, when dealt with maturity, can be resolved easily without leaving a scar. Difference of opinions should not come in the way of the team's performance.
5. **Trust:** A term vital for any relationship also applies to a team-oriented environment. It is important to generate trust within the team. Team secrets, details of new projects or any new development within the team shouldn't be divulged unless it is in the interest of the organization.
6. **Common goals:** A team obviously is made of individuals with diverse opinions that are often conflicting. The focus of the team should be on achievement of common goals. Therefore, it is vital to set aside personal points of view, be aware of organizational goals and work towards achieving targets together.
7. **Respect:** To work in coordination, it is essential to understand and respect others in the team. Respect for each other's competencies, views and actions will minimize conflicts, ensure smooth functioning and enhance productivity.
8. **Togetherness:** A team signifies togetherness. As a unit, it should engage on a common platform. It is advisable for organizations to take initiatives and organize team building exercises, excursions and team meetings to strengthen team bonding.
9. **Avoiding negativity:** Avoid feelings of negativity, jealousy or ill will. Do not participate in unproductive or unhealthy discussions.
10. **Setting a good example:** Each team member through his or her work should set an example for others to follow. Outperforming the target, suggesting new ideas etc, can do it.

11. **Belongingness:** Each team member should develop ownership towards their company, maintain good interpersonal relationships with their teams and have mutual understanding and respect; this would help to develop long term relationships, contribute to the organization's growth and self growth.
12. **Importance of developing multi skills:** Be open to learning new skills. This will help in your professional growth and help you succeed in your career. It will help you to gain confidence and others will acknowledge your multi tasking skills.

## Participants Handout

### Factors that affect quality of Team work / Work Relationships

#### 1. Creating a harmonious people vision.

- ☞ I cannot succeed, unless I get help from others at work.
- ☞ I will work with people in a friendly and positive manner.

#### 2. Engaging with people.

- ☞ I need to take interest in people.
- ☞ I need to take the initiative to connect with people.

#### 3. Managing relationships.

- ☞ I need to respect people for their experience, skills and strengths.
- ☞ If I help people today, then people will help me tomorrow.

#### 4. Effective communication.

- ☞ I need to pay attention to my communication.
- ☞ I need to understand people and make myself understood.
- ☞ I need to listen to people carefully.

#### 5. Need and Importance of teams at the workplace.

- ☞ Individuals cannot complete the whole job on their own. So we need to work in teams.
- ☞ If you work in teams, you can produce much better quality products and services.
- ☞ Teamwork can yield much more than the sum of individual parts.
- ☞ Work teams are formed to accomplish corporate goals.
- ☞ Teamwork improves Quality of Work life.

# **Session-5**

## **Workplace Etiquettes**

## Session-5: Workplace Etiquettes

**Session Objectives:** *At the end of the session the participants will be able:*

1. To define workplace etiquettes and focus on the importance of creating a work environment conducive for positive interaction among employees.
2. To identify behaviors considered important for following workplace etiquettes.
3. Recognize and understand written and unspoken workplace rules and regulations. Learn what behaviors are acceptable in the workplace.

**Duration:** 120 minutes

**Group Size:** 15 to 30 Participants

**Materials:** Large size charts, Markers, Power Point presentation, laptop, LCD projector.

**Session Coverage:**

- Workers roles and responsibilities in the factory.
- Self discipline and dress etiquettes.
- Avoiding mishandling factory assets and facilities provided by the factory.
- Keeping your workspace clean; maintaining toilets and waste disposal.
- Personal Safety and value of protecting factory assets.
- Maintaining confidentiality of product information.
- Not indulging in unwanted activities at the factory.
- Willingness to help and support co- workers.
- Cooperation, Mutual respect, Sense of belongingness.
- Punctuality / timelines.

**Session Overview:**

#	Content	Activity/ Methodology	Duration	Training Materials
1	Introduction to Workplace etiquettes.	Interaction	10 mins	-
2	Introducing concept of Workplace etiquettes.	Etiquettes concept mapping	60 mins	Large size chart papers and markers
3	Importance of Workplace Etiquettes.	Role-play	30 mins	-
4	Dos and Don'ts at the workplace	PPT	45 mins	PPT
5	Question, Answer and Conclusion	Interaction	10 mins	-

**Total**

**2 hours**

## **Session Process**

### **Introduction- 10 minutes**

- Welcome the participants and do a quick learning summary on quality of teamwork/ work relationships.
- Introduce the topic on workplace etiquettes and the objectives of the session.
- Ask the following questions with regard to workplace etiquettes:
  - What do you mean by workplace etiquettes?
  - Is it important to follow factory rules? If so why and how?
- Write down all the responses on a flip chart paper and carry out the following group activity.

### **Activity- 45 minutes**

- Divide the participants into 2 or 3 groups and provide a large size chart paper to each group.
- Ask each group to draw their factory along with sections / departments etc. (From entry to exit).
- Tell the groups to create a concept map (rules they should follow in the factories) for etiquettes using chart paper and markers. Ask them to present their map to the other groups and invite the other groups to add points if anything has been left out.
- Summarize the activity by providing conceptual inputs on the importance of workplace etiquettes at the factory.



### **Role Play-30 minutes**

- Ask participant volunteers to enact two role-plays on selected scenarios on workplace etiquettes.
- Ask them to select situations based on their interest (Dos and Don'ts in the factory)
- Reflect on the role play and conclude the session by providing conceptual inputs.



#### **Role Play Scenario-1:**

Few workers come very late to the factory every day and react aggressively when the supervisor reprimands them for coming late. They break the factory rules; do not maintain hygiene at the workplace and waste time, talking to their co-workers etc.

***Role Play Scenario-2:***

In this scenario workers are responsible and care for others. They take their seats on the bus very politely and teach others to observe good manners. They reach their workplace on time and talk politely to their supervisor. They also keep their workspace clean and maintain hygiene.

After the two groups enact their role-plays, they can reflect with the other groups on what they have learnt.

**PowerPoint Presentation- 45 minutes**

- Have a Power Point presentation on workplace etiquettes.
- Ask the participants if they want to clarify any doubts.
- Facilitate a discussion and conclude the Power Point Presentations.

**Summary and Conclusion**

Conclude the session by providing conceptual inputs on workplace etiquettes.

## Key Messages/ Handout

### Do's and don'ts in the factory:

#### Do's:

#### **One should follow the following factories rules and regulations.**

- ☞ Wear (display) your ID card until you leave the factory premises and if you lose your ID card, report to the HR Department.
- ☞ Make use of ESI and other benefits being provided by the factory.
- ☞ Keep your workspace, toilets and canteen area clean.
- ☞ You are advised to drink water only from the containers.
- ☞ Every feeding mother is provided with Crèche facility if she wishes to have her baby close to her while at work.
- ☞ Ambulance services are available for transportation during emergencies.
- ☞ Make use of factory medical services.
- ☞ All staff should report for duty on or before time.
- ☞ Make sure you swipe or punch your card each day as you come in and go out of the factory premises.
- ☞ Do inform the HR about misbehavior if any.
- ☞ Do give your suggestions to improve the working conditions.
- ☞ Keep your work station neat and clean.
- ☞ Clean your machines before you go home.
- ☞ To see the list of misconduct, kindly refer to the certified standing order of the company displayed on the notice board.
- ☞ Suggestions are valuable. You have every right to directly approach the senior managers / management representatives.
- ☞ Attend trainings on time, as and when they are conducted in the factory.
- ☞ Use safety measures and Personal Protective Equipments, the company gives the highest priority to safety.
- ☞ Before going on leave, get your leave application sanctioned.
- ☞ Take the help of first aid trained staff and apply it when necessary.
- ☞ Come to work clean and neatly dressed and maintain personal grooming.

- ☞ If you want to make a good impression, know that you need to project 3 Cs: Confidence, competence and credibility.
- ☞ Accept additional work responsibilities and be ready to apply them as and when needed.
- ☞ Maintain good interpersonal relationships with your co-workers and supervisors / management.
- ☞ Follow the factory rules and regulations without fail.
- ☞ Avoid mishandling factory assets and facilities provided by the factory.
- ☞ Maintain confidentiality of product information.
- ☞ Support co- workers when they are in need.
- ☞ Be aware of existing committees in the factory and make use of them when required.

**Don'ts:**

- ☞ Do not block the aisles and exits.
- ☞ Do not leave the toilets after use in unhygienic conditions.
- ☞ Do not use any other place for lunch.
- ☞ Do not use the machines without safety devices.
- ☞ Do not swipe another person's card.
- ☞ Do not use the machines that don't comply with safety norms.
- ☞ Do not misbehave with anyone in the factory premises.
- ☞ Do not break the security rules.
- ☞ Do not indulge in any misconduct, such as; sexual harassment
- ☞ Do not engage in theft.
- ☞ Do not break the company rules and regulations.
- ☞ Do not spoil company's materials.
- ☞ Do not indulge in unwanted activities at the factory.
- ☞ Do not waste food and water.
- ☞ Avoid wearing jewelry or valuable ornaments in the factory premises.

**Etiquette can help to improve the businesses in the following areas:**

- ☞ **Branding:** By being professional, we convey the message that our business is credible and trustworthy. Personalized care will give you an edge over competition.

- ☞ **Customer Care:** The best way to show customers that their patronage is valued is to treat them with respect and consideration. This in turn can inspire customer loyalty and positive feedback.
- ☞ **Employee Engagement:** Good manners help to improve the morale and confidence of the employee and team.
- ☞ **Team Synergy:** Good manners help establish smooth working relationships within a team, which contributes to greater productivity.

## **Session-6**

# **Adjusting to City Culture**

## Session-6: Adjusting to City Culture

**Session Objectives:** *At the end of the session, the participants will be able to:*

1. Understand the reality of the city cultures, diversities and challenges.
2. Help them to develop skills to manage situations effectively and overcome challenging/ risky situations.

**Duration:** 120 minutes

**Materials required:** Spider net, Chart, Markers, and Power Point presentations

**Group Size:** 15 to 30 participants

### Session Coverage

- Knowing about city culture.
- Essential skills for adjusting with city culture
- Skills to deal with challenging situations.
- Self development and support to co-workers to adjust with city culture.
- Importance of knowing about available services in new places.

### Session Overview:

#	Content	Activity/ Methodology	Duration	Training Materials
1	Introduction to Adjusting with City Culture	Interaction / discussion	10 mins	-
2	Adjusting to City Culture and its importance	Escape from Spider Net	40 mins	Pre-prepared spider net / rope
3	Essential skills to deal and cope-up with challenging situations.	Group work and discussion	40 mins	-
4	Challenges in New Cities	PPT	25 mins	PPT
5	Question, Answer and Conclusion	Interaction	5 mins	-
Total			2 hours	

## Session Process

### Introduction- 10 minutes

- Welcome the participants and do a quick learning summary of the previous session and introduce the topic after conducting the following ice-breaker activity.

### *Ice-breaker- Recognize changes*

- Divide the participants into pairs and ask them to stand in line facing each other.
- Each member in a pair has to turn towards the opposite direction to their partner and ask them to make some changes in themselves.
- In the first round the facilitator will ask all pairs to make one change among them, and then ask the other partners to recognize the changes that they have made.
- Ask them to make 3- 6 changes respectively.
- This process will happen in both the partners.
- Appreciate whoever recognizes the changes correctly.

### *After completion of the activity ask the group the following questions*

- How was the activity?
- Did you find easy or difficult while making or observing changes?
- Did you recognize the changes easily?
- What was the experience from step one to six?

### *Conclude this game by providing conceptual inputs and ask the following questions*

- Ask following brain storming questions with regard to city culture:
  1. Have you ever travelled to a big city for work?
  2. If so, what was your experience?
  3. Did you find any difficulties in adjusting to the new environment? Why and how did you adjust?
- List out the responses and summarize the introductory discussion and close by informing participants that they will learn more about adjusting to city culture by doing an interesting activity.

### **Activity: Escape from Spider Net - 45 mins**

*Note: If participants are not comfortable to do this activity with the sarees, alternatively line drawing of the web could be done.*

- Ask two team leaders to select their teams and tell each group to pass the spider net without touching it.
- Give each group 10 to 15 minutes time to cross the spider net one by one without touching it. Congratulate the team which completes the activity first.

- The aim is that the participants should not touch all the ribs of the web that are nailed on the ground with any part of the body.
- To evaluate errors the facilitator will count the ribs that each participant has touched. (Count the number of errors they have made).
- This activity has to be done for all the members of the group.
- After completing this task ask participants to reflect on factors for success and failure.
- Link this activity to adjusting to a new or city culture and conclude the activity by providing conceptual inputs.



### **Alternative Activity- Crossing The River**

**Objective of the game:** All the members of team have to cross the river at the same time.

**Preparation:-** First a river is drawn using chalk on the floor. Then three islands are created by using A4 sheet paper as islands. These A4 sheets are fixed and taped to the floor and another half of an A4 sheet is wrinkled and used as a pebble. Participants must hold hands and use the A4 sheet pebbles to cross the river. They cannot touch the line that represents the river.

**Instructions on the activity:** - Have all participants stand on the left side of the bank and review the situation and rules together. Then allot two minutes for any questions or doubts. The clock starts after the last question is answered.

**Situation:** - You and your team members are on one bank of the river. If any part of a person's skin or clothing touches the river, they will be out or fail! Each of the members on your team must cross from one bank of the river to the other side. You have only 20 minutes to complete this activity.

#### **Rules:-**

- No part of a person's skin, clothing or personal articles may touch the river. The only items that can survive in the river are islands and pebbles.
- Islands and pebbles are safe spots (touchable).
- Islands in the river may not be moved.
- Each team member owns a pebble.
- Only the pebble owner, may place a pebble in the river, take a pebble from the river, or move a pebble once it is in the river, and he/she may do so using his/her hand only.
- All team members must step out of the river at the same time.

**Points for Observation& Discussion:-**

**Communication**

1. How long did it take to have a **single** conversation going?
2. Did everyone who wanted to speak get an opportunity to be heard?
3. When suggestions were made, was a response given **every time**?

**Planning**

1. Was a plan created? Who initiated the plan? How many team members were involved in developing the plan?
2. Did the plan provide a complete picture to the team members on how to start and how to end?

**Execution**

1. Was there a leader or multiple leaders? How was the leadership chosen? Was the leadership followed?
2. How willing were you to help each other and physically support your team members?
3. Was the goal achieved? How much time was taken? What was the key to achieving or not achieving the goal?

**Group Work-45 mins**

- Divide the participants into two groups and provide the following questions for discussion and advise each group to list out the responses.
  1. List out the challenges in a new place like big cities.
  2. List out the challenges we face in a new work environment.
  3. List out the consequences of uncomfortable or traumatic experiences.
  4. Suggest how you will overcome those uncomfortable or risky situations.
- After completing the group work, ask the participants to present it to the other groups and ask the other groups to add any additional points.
- The facilitator should prepare and present Power Point presentations to the groups on challenges in cities.
- Show relevant video clips highlighting the city culture and skills required to cope.
- Conclude the session by providing a learning summary.



## **Supportive Information for the Facilitator**

### **What is cultural shock?**

A physical or emotional discomfort or anxiety that one experiences when coming to live in another place that is different from your own place.

### **Effects of cultural shock:**

- Loneliness, feeling down, sadness
- Loss of identity
- Feelings of insecurity
- Lack of confidence
- Longing for family
- Developing stereotypes about the new culture
- Anger, irritability, unwillingness to interact with others
- Aches, pain, and allergies
- Feeling depressed, vulnerable, and powerless
- Insomnia
- Feeling lost
- Getting cheated, harassment, trafficking etc.
- New and Risky temptations
- Risky sexual behaviors/ unsafe sexual contacts, unwanted pregnancies.
- Not able to adjust with new people or work environment.

### **Tips to overcome the City Culture Shock**

- Develop good hobbies
- Don't forget the good things you already have.
- Remember, there are always resources that you can use
- Be patient
- If you encounter an unfavorable environment, don't put yourself in that position again, be careful.
- Learn to include a regular form of physical activity in your routine. This will help to combat sadness and loneliness in a constructive manner.

- Relaxation and meditation are proven to bring about positive changes in people who are undergoing stress.
- Avoid peer pressure.
- Contact your own peer or ethnic groups. This will give you a feeling of belonging and you will reduce your feelings of loneliness and alienation.
- Do not allow yourself to feel sad about the things that you have left behind: your family, your friends etc.
- Pay attention to relationships with your family and at work. They will serve as a support for you in difficult times.
- Have confidence in yourself, follow your ambitions and continue with your plans for the future.
- If you feel stressed, ask for help. There is always someone or some service available to help you. (Within the factory and outside the factory).
- Ask for support from the management or committees.

The key skills highlighted below are very essential when we are in a new environment.

- It is better to plan well in advance when you want to shift to a new location.
- Avoid believing brokers and labor or placement contractors, they may misguide or cheat you.
- You should know how to prioritize your tasks according to the need and also spare some time for yourself to relax and give time to your family.
- It is fundamental to have good coordination with different people at work and to select the right people to coordinate with. Selecting the right people leads to right actions.
- When you are in a new environment, you need to know how to manage challenges. For e.g. you should know how to balance both your professional and personal life.
- You should also know that you have different styles of communication: passive, assertive and aggressive. Choose the better one depending on the new situation and new people.
- When you are in a new place you should know where to keep a distance and set boundaries. Act according to the situation.
- Remain focused on why you are here; avoid getting attracted to things which you actually don't need.
- Assess and then build relationships: whenever you want to build any relationship with someone, assess the purpose, need and other person's intention and then proceed.

# **Session-7**

## **Workers Participation in Factories Growth**

## Session-7: Workers Participation in Factories Growth

**Session Objectives:** *At the end of the session, the participants will be able to:*

1. Develop a positive attitude towards the factory and their work.
2. Reflect on individual's contribution to the supply chain.
3. Encourage proper ways to accommodate new employees and also motivate workers to bring potential workforce to the factory.
4. Reflect on workers participation in factories growth.
5. Understand the importance of passing positive messages about the factory within and outside the factory/ community.

**Duration:** 120 minutes

**Materials required:** Flash Cards, Blocks, Ice candy sticks, Tooth picks, Glue sticks, markers, sketch pens, KG sheets (thick)

**Group Size:** 15 to 30 participants

### Session Coverage

- Value of respecting work and the factory
- Knowing the importance of individual's contribution to the supply chain
- The longer duration of work implies more benefits- monetary benefits, services, good opportunities, promotion etc.
- Workers participation in factories growth.

### Session Overview:

#	Content	Activity/ Methodology	Duration	Training Materials
1	Introduction to workers participation in factory's growth	Interaction / discussion	10 mins	-
2	Workers participation in factory's growth.	My Ideal factory	90 mins	Blocks, Ice candy sticks, Tooth picks, Glue sticks, markers, sketch pens, KG sheets (thick)
3	Question, Answer and Conclusion	Interaction	20 mins	-
Total			2 hours	

## **Session Process**

### **Introduction- 10 minutes**

- Welcome the participants and do a quick learning summary of the previous session and introduce the topic.
- Ask the following questions with regard to workers role in factories growth.
  - Why do you work?
  - Why have you selected this factory to work?
  - What are the benefits you are getting?
  - Do you expect this factory to grow? If so, why and how?
- Summarize the introductory discussion and close by informing the participants that, they will learn more about the factory and their role in developing their factory through an interesting activity.

### **Activity-My Ideal factory- 90 Minutes**

- Divide the participants into four groups and ask them to create their own ideal factory by using the provided raw materials. While building the ideal factory they can also use available materials to make it more interesting.
- The first three groups will be assigned to create models and the fourth group will be those community women who want to work.
- While creating the ideal factory participants should keep in mind that all the necessary things need to be shown in their model.
- Provide charts and markers to each group and tell them to list out everything about their ideal factory.
- After completion of the task, invite them to present their models to the entire group and to attract community members to come and join the factory.
- After completion of the task, each team should go and approach the community members by introducing their ideal factory and also motivate them to visit the factory for a better understanding.
- The fourth group's task is to choose a better factory to work at. Ask members of this group to provide reasons on why they have chosen that particular factory.
- Ask the fourth group to list out the characteristics of an ideal factory and present it to the entire group. After the presentation by the fourth team, ask the other three groups to add points that may have been missed from the existing list.



- Conclude the activity by providing conceptual inputs.

### **Key Messages**

- ☞ Feel proud of yourself and respect your own work culture.
- ☞ You should respect yourself as you are one of the key contributors in the global supply chain.
- ☞ Be aware and execute your roles with responsibilities in a designated manner.
- ☞ Each worker is involved in helping the organization to reach its goals.
- ☞ The longer the duration of employment at the same factory, the more the benefits such as, increment, EPF, medical benefits, bonus, respect, recognition, promotion, etc.
- ☞ Identify potential workers through your friends, colleagues and refer them to the HR or recruitment section and motivate employees who have left to rejoin the factory.
- ☞ Accommodate new employees in a supportive manner.
- ☞ Spread positive messages in your family as well as in the community about your factory and avoid spreading negative messages.
- ☞ You must protect the factory assets; it is everyone's responsibility.
- ☞ Your safety requires strong commitment. Safety must become EVERYONE's responsibility.

## **Participants Handout**

### **Tips to respect your work and factory:**

- You should start respecting your work. You can demonstrate respect with simple yet powerful actions. These ideas will help you to avoid needless, insensitive remarks and disrespect too.
- Treat people with courtesy, politeness, and kindness.
- Don't make anyone else carry your workload, be on time and offer to do extra work.
- If you do not understand something or cannot handle a task, do not be afraid to seek help or partner with a co-worker.
- Nobody respects gossip. Nobody wants to watch what they say around you because you'll go blabbering all over the factory.
- Listen to what others have to say before expressing your viewpoint. Never insult people, name call, disparage or put down people or their ideas.
- Wear freshly laundered clothing; hair should be neat, clean and should not get in the way of doing your job.
- Stand up straight, make eye contact, and use a firm handshake and SMILE!
- Greeting each person by name shows that they matter to you. Everyone wants to feel important and be heard. Treat people the same no matter what their race, religion, gender, size, age, or country of origin.
- Keeping your word is one of the biggest things you can do to gain respect. And by doing so you gain a good reputation.
- Behave in a way that allows people to respect you.
- Be calm and do not be rude to your co-workers, don't get involved in factory infighting..
- “Patience is very expensive, don’t lose it”.
- Identify and refer potential candidates to scale up the factory capacity-‘Each one brings one’

**A longer duration of work implies more benefit, how?** A longer duration of employment at the same factory will enhance more benefits such as increment, EPF, medical benefits, bonus, respect, identification, promotion, etc.

- If you stay in the factory for longer periods, you can be a role model and one of the icons of the factory.
- The management will start recognizing you as one of the key players in the factory.

- If you keep on moving to other factories, you may face many challenges such as: adjusting to a new environment, new people, new management, and new systems, this can lead to feelings of loneliness.

**Accept and accommodate new employees:**

- The new employees will be an additional support to you as well as your team, welcome them with a smile and in an empathetic manner.
- Demonstrate emotional and social support by creating an environment that is caring and supportive.
- Be friendly with them and treat them as equals.
- Avoid spreading negative messages and gossiping about the factory or management.
- Create an enabling environment to learn new things and support them as a team.

**Advertise your factory through positive messages:**

- Spread positive messages within your family as well as in the community about your factory and avoid spreading negative messages.
- Share information about the benefits you are getting from your factory with real life examples. (before joining and after joining)

**Safeguard and protect your factory assets:**

- You must protect the factory assets as it is everyone's responsibility.
- Ensure safety of factory assets and handle them with care
- Understand the importance of safety at the workplace
- Promote the goal of ZERO accidents at the workplace.
- Developing a culture for safety requires a strong commitment from the top and safety must be the first priority.
- Safety must become EVERYONE's responsibility.

## **Session-8**

# **Closing and Learning Application**

## Session-8: Closure / Wrap-up

**Session Objectives:** *On conclusion of this session, the participants will be able to:*

1. Complete their final learning summary and make a basic action plan, which needs to be completed later by them for commitment and compliance.
2. Help participants to recall and apply the learning's in day today life at the workplace as well as in their personal life.
3. Provide oral and written feedback on the workshop and conclude the training.

**Session Duration:** 45 minutes

**Group Size:** 15 to 30 participants

**Required Materials:** Flip charts, markers, LCD projector, and multimedia speakers & participants handouts.

### Session Coverage

- Completion of the learning summary and developing an action plan
- Provide oral feedback and complete written feedback
- Closing and best wishes

### Process

**Note:** Invite representatives from the factory management to attend this session.

Help participants to recall each session since the beginning of the training. Walk them through the highlights of each session, using visual reminders whenever possible to recall their memories.

Ask the following questions to the participants and record responses on the flip chart.

- What is the most important thing that you've learned so far?
- How will you apply these learning's in your factory/work life? What would you like to do differently at your workplace?
- How you would like to promote changes among your co-workers or in the factory.
- What kind of support do you expect from your factory management to apply the learning's?

Provide an opportunity to the participants to present a summary of the learning's with regard to 'Workplace Excellence'

**Our pledge- Group Work**

Divide the participants into 4 or 5 groups and ask each group to prepare a learning application pledge sheet. While preparing the pledge sheet, they can use pictures as well. After finishing their task invite them to present it to the entire group.

Invite representative(s) from the factory management to say a few words of encouragement and support the participants to apply the learning's.

As facilitator, spend a few minutes providing the participants and management with an overview of their support.

**Closing:**

- Show one or two inspirational video clips related to Workplace Excellence and facilitate a discussion.
- Do an interesting or fun activity.
- Collect feedback from the participants.
- Provide participants with handouts and close the training by providing concluding remarks.

### **Session-8: Learning Summary and Action Plan Format**

**(This format is meant to help you develop a consolidated set of learning's / action plans in this Training. Please record your learning's / action plans on completion of each activity / module)**

<b>Activity / Module</b>	<b>I learnt the following points</b>	<b>I propose to use them in the following ways</b>

## **References**

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