

# STM 123

## FEA Core Values, Part 1

### v25.6.21

**Objectives:**

1. To help the participants understand how communication works and how we can overcome the barriers that lead to ineffective communication.
  
2. To help the participants understand the benefits of active listening and equip them with tools that can help them build active listening skills.
  
3. To help the participants understand the concept of integrity and how it impacts our personal and professional growth.

**Duration:** 3 days

**Recommended Batch Size:**15 to 20

<b>Day#</b>	<b>Session 1 - 09:00 to 11:00</b>	<b>Session 2 - 11:15 to 13:00</b>	<b>Session 3 - 13:45 to 16:00</b>	<b>Session 4 - 16:15 to 17:15</b>
1	Understanding the process of communication	Identifying the barriers of communication and brainstorming ways to overcome them	Practicing effective communication	Creating a roadmap to ensure effective communication
2	Defining active listening and differentiating it from passive listening and hearing	Identifying barriers to active listening and brainstorming ways to overcome them	Practicing active listening	Creating a roadmap to become active listeners
3	Understanding the components that build integrity	Identifying the threats to integrity and brainstorming ways to tackle them	Reflections	Creating a roadmap to build integrity

# Day 1

Session#	Objectives	Activities
1	Understanding the process of communication	<p>Introduction (15 min)</p> <ol style="list-style-type: none"> <li>1. Welcome the participants.</li> <li>2. Communicate what skills they are going to acquire from the workshop.</li> <li>3. Understand their expectations and communicate yours.</li> </ol> <p>Process of Communication (45 min)</p> <p>Request the participants to think about the process of communication between two parties and illustrate it using a pen and paper in 5 min.</p> <p>With the help of the participants develop a common understanding of the process of communication.</p> <p>For the trainer's reference:  <a href="https://courses.lumenlearning.com/wm-organizationalbehavior/chapter/the-process-of-communication/">https://courses.lumenlearning.com/wm-organizationalbehavior/chapter/the-process-of-communication/</a></p> <p>Reflection (30 min)</p> <p>Post a question on Google Classroom that helps the participants reflect on some of the conversations they have had at work in the previous couple of weeks. Ask them to share what went well and what did not.</p> <p>Request them to go through the responses of their peers and identify similarities and differences.</p> <p>Miscommunication (30 min)  <a href="https://www.youtube.com/watch?v=gCfzeONu3Mo">https://www.youtube.com/watch?v=gCfzeONu3Mo</a></p> <p><b>From the video:</b>  <i>Models of communication:</i></p> <ol style="list-style-type: none"> <li>1. <i>Transmission model</i></li> <li>2. <i>Transactional model</i></li> </ol> <p><b>Practices for better communication:</b></p> <ol style="list-style-type: none"> <li>1. <i>Engage actively - Passive hearing vs Active Listening</i></li> <li>2. <i>Listen with your eyes and ears</i></li> <li>3. <i>Take time to understand before trying to be understood</i></li> <li>4. <i>Be aware of your personal perceptual filters</i></li> </ol> <p>Request the participants to watch the video on miscommunication.</p> <p>Ask the following questions:</p> <ol style="list-style-type: none"> <li>1. How can they relate to the video?</li> <li>2. What leads to miscommunication?</li> </ol> <p>Steer the conversation towards barriers of communication.</p>

2	Identifying the barriers of communication and brainstorming ways to overcome them	<p>Identify the barriers (30 min) With the help of the participants identify the barriers they face when they try communicating with others. Remind them to include FEA-specific examples.</p> <p>Expected barriers:</p> <ol style="list-style-type: none"> <li>1. Physical environment</li> <li>2. Language differences</li> <li>3. Cultural differences</li> <li>4. Emotional states</li> <li>5. Biases and prejudices</li> </ol> <p>Solutions (45 min) Allow each team 10-15 min to present ways to overcome the barrier of communication that was assigned to them.</p> <p>Encourage participants to use FEA-specific-examples, appreciate ideas, clarify complex information, suggest alternatives, and take notes.</p>
3	Practicing effective communication	<p>Solutions Contd. (30 min) Continue the presentations.</p> <p>Role Plays (60 min) Send the groups back to breakout rooms with scenarios to practice effective communication. Instruct them to use FEA-specific situations.</p> <p>Scenarios:</p> <ol style="list-style-type: none"> <li>1. There is a conflict between a facilitator and a manager because of miscommunication. Resolve it.</li> <li>2. Demonstrate how to give and receive feedback by deliberately overcoming the barriers to communication.</li> <li>3. Demonstrate how to share your opinion in a meeting without coming across as someone dominant or pushy.</li> <li>4. Demonstrate how to communicate a mistake you made at work with your manager.</li> <li>5. Demonstrate how to discuss the challenges you are facing with your immediate manager.</li> </ol> <p>Evaluate solutions (30 min) Request the participants to reflect on the solutions shared by various teams and choose the ones that may work for them. Based on their choice they need to prepare an action plan to ensure effective communication and submit it to the Google Classroom.</p>
4	Creating a roadmap to ensure effective communication	<p>Peer Review (30 min) Make trios and instruct them to review one another's action plans.</p> <p>Trainer's Feedback (15 min) Critique the action plans and share feedback.</p>

		<p>Final draft (15 min) Instruct the participants to make final edits to their action plan keeping in mind the feedback received from their peers and the trainer.</p> <p>The idea is to make each participant develop their own model of effective communication depending on their roles and responsibilities, strengths and weaknesses, etc. Debrief how one size doesn't fit all and that there are many approaches to communication. They can choose the style that is best suited in a given scenario.</p> <p>Closure: Reiterate how Communication Skill is key to their professional growth at FEA.</p>
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## Day 2

Session #	Objectives	Activities
1	Defining active listening and differentiating it from passive listening and hearing	<p>Introduction (15 min)</p> <ol style="list-style-type: none"> <li>1. Welcome the participants.</li> <li>2. Communicate what skills they are going to acquire from the workshop.</li> <li>3. Understand their expectations and communicate yours.</li> </ol> <p>Difference between hearing and listening (15 min)</p> <p>Use the taxi driver story in Appendix 1 to highlight the difference between hearing and listening.</p> <p>If the participants are already familiar with it, use the video given below to highlight the difference. <a href="https://www.youtube.com/watch?v=USLudgP7o-w">https://www.youtube.com/watch?v=USLudgP7o-w</a></p> <p>Difference between active and passive listening (30 min)</p> <p>For trainer's reference: <a href="https://keydifferences.com/difference-between-active-listening-and-passive-listening.html">https://keydifferences.com/difference-between-active-listening-and-passive-listening.html</a></p> <p>With the help of the participants differentiate active listening from passive listening. Use a T-Chart so that the difference is clear.</p> <p>Examples: Passive listening: <a href="https://www.youtube.com/watch?v=3_dAKDsBQyk">https://www.youtube.com/watch?v=3_dAKDsBQyk</a> Active listening: <a href="https://www.youtube.com/watch?v=BW82k7lwI_U">https://www.youtube.com/watch?v=BW82k7lwI_U</a></p> <p>Benefits of active listening in personal and professional</p>

		<p>life (45 min)  As a question in Google Classroom - What are the benefits of active listening in personal and professional life?</p> <p>After all participants commit to a response, read their responses and help them see the various benefits of developing the habit of listening actively.</p> <p>Some benefits in personal life:</p> <ol style="list-style-type: none"> <li>1. Better relationships with friends, family, and partners.</li> <li>2. Sense of belonging.</li> <li>3. Mental well being</li> <li>4. Happiness</li> <li>5. Prosperity</li> </ol> <p>Some benefits in professional life:</p> <ol style="list-style-type: none"> <li>1. Better relationships with peers, subordinates, and seniors.</li> <li>2. Better teamwork</li> <li>3. Enhanced efficiency</li> <li>4. Job satisfaction</li> <li>5. Career growth</li> </ol>
2	Identifying barriers to active listening and brainstorming ways to overcome them	<p>Identifying barriers to active listening (30 min)  Post a question on Google Classroom - What challenges do you face when you listen to others (5 min)?  Then, discuss what are some of the barriers to active listening that they face.</p> <p>Expected barriers:</p> <ul style="list-style-type: none"> <li>● Physical environment</li> <li>● Cultural differences</li> <li>● Linguistic limitations</li> <li>● Pre Assumptions, Prejudices, and biases</li> <li>● Preparing responses or a rebuttal</li> <li>● Emotional barriers</li> </ul> <p>Brainstorming - Generating new ideas (30 min)  Form groups of 4 or 5, assign a barrier to active listening to each group, and send them to breakout rooms to brainstorm ways to overcome them.</p> <p>Solutions (45 min)  Allow each team 10-15 min to present ways to overcome the barrier to active listening that was assigned to them. Debrief the steps of Problem Solving and for it to work we need openness to solutions and the right mindset.</p> <p>Encourage participants to use FEA-specific examples, appreciate ideas, clarify complex information, suggest alternatives, and take notes.</p>

3	Practicing active listening	<p>Solutions contd. (45 min) Continue the presentations.</p> <p>Role Plays (60 min) Send the groups back to breakout rooms with scenarios to practice active listening. Instruct them to use FEA-specific examples.</p> <p>Scenarios: Demonstrate active listening practices through an interesting conversation. Demonstrate how to listen actively even when you have something to add to the conversation or have a query. Demonstrate how to listen actively without biases and prejudices. Demonstrate how to use active listening to resolve miscommunication. Demonstrate how to practice active listening when you are upset with the other party or have a complaint.</p> <p>Evaluate solutions (30 min) Request the participants to reflect on the solutions shared by various teams and choose the ones that may work for them. Based on their choice they need to prepare an action plan to improve active listening and submit it to the Google Classroom.</p>
4	Creating a roadmap to become active listeners	<p>Peer Review (30 min) Make trios and instruct them to review one another's action plans.</p> <p>Trainer's Feedback (15 min) Critique the action plans and share feedback.</p> <p>Final draft (15 min) Instruct the participants to make final edits to their action plan keeping in mind the feedback received from their peers and the trainer.</p> <p>Closure: Reiterate how Active Listening improves Communication Skills which is the key to their professional growth at FEA.</p>

# Day 3

Session #	Objectives	Activities
1	Understanding the components that build integrity	<p>Introduction (15 min)</p> <ol style="list-style-type: none"> <li>1. Welcome the participants.</li> <li>2. Communicate what skills they are going to acquire from the workshop.</li> <li>3. Understand their expectations and communicate yours.</li> </ol> <p>Building blocks of integrity (30 min)</p> <p>Form groups of 4-5. Provide each group a quote on integrity from Appendix 3. Give them 5 minutes to discuss what it means and then share it with the class.</p> <p>With the help of the participants explore the meaning of the word 'integrity' and the values that build it.</p> <p>Case Study (30 min)</p> <p>Instruct the participants to read Story 1 on the Google Classroom (Appendix 2).</p> <p>Ask the following questions:</p> <ol style="list-style-type: none"> <li>1. Why did Easy Eddie choose to tell the truth about Al Capone?             <ol style="list-style-type: none"> <li>a. What would you have done if you were him?</li> </ol> </li> </ol> <p>Note: There's a secret about the two stories that must not be revealed until the very end of the workshop. Be careful of not sharing the appendixes directly.</p> <p>Steer the conversation towards the idea of trust, honesty, and fulfillment using FEA-specific examples(30 min).</p> <p>Use the following questions:</p> <ol style="list-style-type: none"> <li>1. Who do they trust the most? Why?</li> <li>2. Who trusts them the most? Why?</li> </ol>
2	Identifying the threats to integrity and brainstorming ways to tackle them	<p>Identifying the threats to integrity at work (30 min)</p> <p>Discuss what are some of the threats to integrity at FEA by using the following document.</p> <p><a href="#">How to avoid the embarrassment of being dismissed from your job.docx</a></p> <p>Discuss further using the following questions:</p> <ol style="list-style-type: none"> <li>1. Why don't we trust someone?</li> <li>2. Why are people sometimes dishonest?</li> <li>3. How dishonesty affects the quality of work?</li> <li>4. What temptations do we have at work?</li> </ol> <p>Brainstorming - Generating new ideas (30 min)</p> <p>Form groups of 4 or 5, assign a threat to integrity to each group, and send them to breakout rooms to brainstorm ways to overcome them.</p>

		<p>Solutions (45 min)  Allow each team 10-15 min to present ways to tackle the threat to integrity that was assigned to them.</p> <p>Encourage participants to use FEA specific examples, appreciate ideas, clarify complex information, suggest alternatives, and take notes.</p>
3	Reflections	<p>Solutions contd. (45 min)  Continue the presentations.</p> <p>Case Study (30 min)  Instruct the participants to read Story 2 on the Google Classroom (Appendix 2).</p> <p>Ask the following questions:</p> <ol style="list-style-type: none"> <li>1. Why did Lieutenant Commander Butch O'Hare decide to go tackle the Japanese?</li> <li>2. What would you have done?</li> <li>3. What is common between Story 1 read in the morning and Story 2?</li> </ol> <p>Reveal that Lieutenant Commander Butch O'Hare was the son of Easy Eddie.</p> <p>Talk about:</p> <ol style="list-style-type: none"> <li>1. How it is never too late to choose what's best for us.</li> <li>2. How what we do today impacts tomorrow.</li> <li>3. How the benefits of leading a life of integrity are not limited to their job profile at FEA.</li> </ol> <p>Evaluate solutions (30 min)  Request the participants to reflect on the solutions shared by various teams and choose the ones that may work for them in their current job profile at FEA. Based on their choice they need to prepare an action plan to build integrity at work and submit it to the Google Classroom.</p>
4	Creating a roadmap to build integrity	<p>Peer Review (30 min)  Make trios and instruct them to review one another's action plans.</p> <p>Trainer's Feedback (15 min)  Critique the action plans and share feedback.</p> <p>Final draft (15 min)  Instruct the participants to make final edits to their action plan keeping in mind the feedback received from their peers and the trainer.</p> <p>Closure (10 min)  Thank the participants for their time and close the meeting.</p>

# Appendix 1

## The Taxi Driver

Imagine you are a taxi driver. Your taxi is standing at Kashmiri Gate and the number of your taxi is DL 5468. It is 10 in the morning and a customer approaches and asks to be dropped at Connaught Place. CP is about 7kms from Kashmiri Gate and it takes about an hour to reach, keeping the traffic in mind. You reach CP at 11:15 am. The meter says Rs750. The customer gives you a thousand and says, "Keep the change."

### Question – How old is the taxi driver?

The answer, of course, is apparent. Since you are the taxi driver, your age is the correct answer.

# Appendix 2

## Story 1

Many years ago, Al Capone virtually owned Chicago. Capone wasn't famous for anything heroic. He was notorious for enmeshing the windy city in everything from bootlegged booze and prostitution to murder.

Capone had a lawyer nicknamed "Easy Eddie." He was Capone's lawyer for a good reason. Eddie was very good! In fact, Eddie's skill at legal maneuvering kept Big Al out of jail for a long time. To show his appreciation, Capone paid him very well. Not only was the money big, but Eddie got special dividends, as well. For instance, he and his family occupied a fenced-in mansion with live-in help and all of the conveniences of the day. The estate was so large that it filled an entire Chicago City block.

Eddie lived the high life of the Chicago mob and gave little consideration to the atrocity that went on around him. He did have one soft spot, however. He had a son that he loved dearly. Eddie saw to it that his young son had clothes, cars, and a good education. Nothing was withheld. Price was no object. And, despite his involvement with organized crime, Eddie even tried to teach him right from wrong. Eddie wanted his son to be a better man than he was.

Yet, with all his wealth and influence, there were two things he couldn't give his son; he couldn't pass on a good name or a good example.

One day, Easy Eddie reached a difficult decision. Easy Eddie wanted to rectify the wrongs he had done. He decided he would go to the authorities and tell the truth about Al "Scarface" Capone, clean up his tarnished name, and offer his son some semblance of integrity. To do this, he would have to testify against The Mob, and he knew that the cost would be great. So, he testified.

Within the year, Easy Eddie's life ended in a blaze of gunfire on a lonely Chicago Street. But in his eyes, he had given his son the greatest gift he had to offer, at the greatest price he could ever pay. Police removed from his pockets a rosary, a crucifix, a religious medallion, and a poem clipped from a magazine.

The poem read: "The clock of life is wound but once, and no man has the power to tell just when the hands will stop, at late or early hour. Now is the only time you own. Live, love, toil with a will. Place no faith in time. For the clock may soon be still."

## Story 2

World War II produced many heroes. One such man was Lieutenant Commander Butch O'Hare. He was a fighter pilot assigned to the aircraft carrier Lexington in the South Pacific.

One day his entire squadron was sent on a mission. After he was airborne, he looked at his fuel gauge and realized that someone had forgotten to top off his fuel tank. He would not have enough fuel to complete his mission and get back to his ship. His flight leader told him to return to the carrier. Reluctantly, he dropped out of formation and headed back to the fleet.

As he was returning to the mothership, he saw something that turned his blood cold; a squadron of Japanese aircraft was speeding its way toward the American fleet. The American fighters were gone on a sortie, and the fleet was totally defenseless. He couldn't reach his squadron and bring them back in time to save the fleet. Nor could he warn the fleet of the approaching danger. There was only one thing to do. He must somehow divert them from the fleet.

Laying aside all thoughts of personal safety, he dove into the formation of Japanese planes. Wing-mounted 50 caliber's blazed as he charged in, attacking one surprised enemy plane and then another. Butch wove in and out of the now broken formation and fired at as many planes as possible until all his ammunition was finally spent. Undaunted, he continued the assault. He dove at the planes, trying to clip a wing or tail in hopes of damaging as many enemy planes as possible, rendering them unfit to fly.

Finally, the exasperated Japanese squadron took off in another direction. Deeply relieved, Butch O'Hare and his tattered fighter limped back to the carrier. Upon arrival, he reported in and related the event surrounding his return. The film from the gun-camera mounted on his plane told the tale. It showed the extent of Butch's daring attempt to protect his fleet. He had, in fact, destroyed five enemy aircraft. This took place on February 20, 1942, and for that action, Butch became the Navy's first Ace of W.W.II, and the first Naval Aviator to win the Medal of Honour.

A year later Butch was killed in aerial combat at the age of 29. His hometown would not allow the memory of this WWII hero to fade, and today, O'Hare Airport in Chicago is named in tribute to the courage of this great man. So, the next time you find yourself at O'Hare International, give some thought to visiting Butch's memorial displaying his statue and his Medal of Honour. It's located between Terminals 1 and 2.

**Secret Note for the trainer: So what do these two stories have to do with each other? Butch O'Hare was "Easy Eddie's" son.**

## Appendix 3

"You are what you do, not what you say you'll do." Carl Jung (Psychiatrist)

"Integrity is doing the right thing even when no one is watching you." C.S. Lewis (Writer)

"Trust takes years to build, seconds to break, and forever to repair." Anonymous

"Integrity is telling myself the truth and honesty is telling the truth to other people." Spencer Johnson (Author)