Chapter 2

Review of literature
Review of literature

Life skills
A skill is a learned ability to do something well. Life skills are the abilities that individuals learn to help them to be successful in living a productive and satisfying life. Life skills can help you cope with the world around you. There are many different understandings of life skills but no definition is globally accepted. Different organizations attach different meanings to the term. The International Bureau of Education (IBE) derives its understanding from the Delors four pillars of learning - learning to know, learning to do, learning to be and learning to live together and defines life skills as personal management and social skills which are necessary for adequate functioning on an independent basis.

UNICEF has defined life skills as psychosocial and interpersonal skills that are generally considered important. The choice of, and emphasis on, different skills will vary according to the topic. For example decision-making may feature strongly in HIV/AIDS prevention whereas conflict management may be more prominent in a peace education program. According to UNICEF it is ultimately the
interrelations between the skills that produce powerful behavioral outcomes, especially where this approach is supported by other strategies such as media, policies and health services.

It also defines life skills as “a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills”. The UNICEF definition is based on research evidence that suggests that shifts in risk behaviour are unlikely if knowledge, attitudinal and skills based competency are not addressed.

The Mental Health Promotion and Policy (MHP) team in World Health Organization's (WHO) Department of Mental Health has produced this definition of life skills: “Life skills education is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development, the prevention of health and social issues, and the protection of human rights”.

The World Health Organization has defined life skills as, "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life".
Life skills are essentially those abilities that help promote mental health and competence in young people as they face the realities of life.

Most development professionals agree that life skills are generally applied in the context of health and social events. They can be utilized in many content areas: prevention of drug use, sexual violence, teenage pregnancy, HIV/AIDS prevention and suicide prevention.

The definition extends into consumer education, environmental education, peace education or education for development, livelihood and income generation, among others.

In short, life skills empower young people to take positive action to protect themselves and promote health and positive social relationships.

UNICEF, UNESCO and WHO list the ten core life skill strategies and techniques as: problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self-awareness building skills, empathy, and coping with stress and emotions.
The World Health Organization (WHO) categorizes life skills into the following three components:

a) **Critical thinking skills/Decision-making skills** – include decision-making/problem solving skills and information gathering skills. The individual must also be skilled at evaluating the future outcomes of their present actions and the actions of others.

They need to be able to determine alternative solutions and to analyze the influence of their own values and the values of those around them.

b) **Interpersonal/Communication skills** – include verbal and non-verbal communication, active listening, and the ability to express feelings and give feedback. Also in this category are negotiation/refusal skills and assertiveness skills that directly affect ones’ ability to deal with conflict. Empathy, which is the ability to listen and understand others’ needs, is also a key interpersonal skill. Teamwork and the ability to cooperate include expressing respect for those around us.

Development of this skill set enables the adolescent to be accepted in society. These skills result in the acceptance of social norms that provide the foundation for adult social behaviour.
c) **Coping and self-management skills** - refers to skills to increase the internal locus of control, so that the individual believes that they can make a difference in the world and affect change. Self esteem, self-awareness, self-evaluation skills and the ability to set goals are also part of the more general category of self-management skills. Anger, grief and anxiety must all be dealt with, and the individual learns to cope loss or trauma. Stress and time management are key, as are positive thinking and relaxation techniques.

Life skills were put into four categories by Jacques Delors (The Delors Pillars of Education Life skills), who suggested four pillars of education, which correspond to certain kinds of life skills:

**Learning to know**: Thinking abilities: such as problem-solving, critical thinking, decision-making, understanding consequences

**Learning to be**: Personal abilities: such as managing stress and feelings, self-awareness, self-confidence

**Learning to live together**: Social abilities: such as communication, negotiation, assertiveness, teamwork, empathy

**Learning to do**: Manual skills: practicing know-how required for work and tasks
In today’s world all these skills are important, in order to face rapid change in society. This means that it is important to know how to go on learning, as we require new skills for life and work. In addition, we need to know how to cope with the flood of information and turn it into useful knowledge. We also need to learn how to handle change in society and in our own lives.

In the corporate sector effective management requires skills like critical thinking, creative thinking, decision-making and problem solving. Some social skills like interpersonal skills; communication skills and empathy also play a vital role in any organization, especially for staff belonging to the higher management. Corporate sector soon understood that it was essential that all the staff were equipped with these skills and hence the concept of corporate training came up.

**Effective management Skills**

**Creative Thinking**

Creativity is the bringing into being of something, which did not exist before, either as a product, a process or a thought. Creative thinking is generally considered to be involved with the creation or generation of ideas, processes, experiences or objects; critical thinking is concerned with their evaluation. It is the merging of ideas, which has not been merged before.
Brainstorming is a form of creative thinking: it works by merging someone else's ideas with your own to create a new one. You are using the ideas of others as a stimulus for your own. This creative thinking process can be accidental or deliberate. Creative thinking requires creating something new or original. It requires the skills of flexibility, originality, fluency, elaboration, brainstorming, modification, imagery, associative thinking, attribute listing, metaphorical thinking, and forced relationships. The goal of creative thinking is to stimulate curiosity and promote divergence. Three key creative thinking skills for organizations are identified: deferral of judgment, active divergence, and active convergence.

**Critical Thinking**

Critical thinking requires logical thinking and reasoning including skills such as comparison, classification, sequencing, cause/effect, patterning, webbing, analogies, deductive and inductive reasoning, forecasting, planning, hypothesizing, and critiquing. Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on global
intellectual values that transcend subject matter divisions: clarity, correctness, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. It entails the examination of those structures or elements of thought implicit in all reasoning: purpose, issue, or question-at-issue; assumptions; concepts; empirical grounding; reasoning leading to conclusions; implications and consequences; objections from alternative viewpoints; and frame of reference. Critical thinking can be seen as having two components: 1) a set of information and belief generating and processing skills, and 2) the habit, based on intellectual commitment, of using those skills to guide behavior. It is thus to be contrasted with: 1) the mere acquisition and retention of information alone, because it requires a particular way in which information is sought and treated; 2) the mere possession of a set of skills, because it requires the continual use of them; and 3) the mere use of those skills ("as an exercise") without acceptance of their results.

**Decision-making:**

Everyone, young or old, can learn to improve their decision-making skills. Making a decision is not something you do from habit -- it requires conscious thought. Life consists of a series of decisions.
Every decision we make is different from all others because we have had one more experience. Most decisions are made in a series -- you do something and then do something else. Often, making one decision does not settle anything. Instead, it gets you into the position to make another.

Family decisions give each person an opportunity to voice opinions on matters that affect work and family living. If the older children are a part of the decision-making team, they will be more understanding of family goals and problems. Through this experience, they will learn and be able to help the family make better decisions.

Making a decision requires making a choice and selecting from among alternatives. All decisions carry with them some dissatisfactions and conflicts. The bad must be accepted along with the good. Successful decision-making means making a choice that has enough of the important satisfactions in it to outweigh the less important dissatisfactions.

**Problem Solving:**

Problem solving is a tool, a skill and a process. It is a tool because it can help one solve an immediate problem or to achieve a goal. It is a skill because once one have learnt it one can use it repeatedly, like the ability to ride a bicycle, add numbers or speak a language.
It is also a process because it requires taking a number of steps. At the point at which one come up against a barrier one can engage in a problem solving process to help one achieve one’s goal.

Every time one uses a problem solving process one is increasing one’s problem solving skills. Problem solving forms part of thinking. Considered the most complex of all intellectual functions, problem solving has been defined as higher-order cognitive process that requires the modulation and control of more routine or fundamental abilities (Goldstein & Levin, 1987).

It occurs if an organism or an artificial intelligence system does not know how to proceed from a given state to a desired goal state. It is part of the larger issue process that includes issue finding and issue shaping.

There are many approaches to problem solving, depending on the nature of the issue and the people involved in the issue. The more traditional, rational approach is typically used and involves, e.g., clarifying description of the issue, analyzing causes, identifying alternatives, assessing each alternative, choosing one, implementing it, and evaluating whether the issue was solved or not.
Social Skills

Effective Communication:

Developing effective communication skills means inculcating ability in learners to employ language in ways that will most effectively transfer ideals from one person to another with clarity. In today's team-oriented workplace, the development of good interpersonal communication skills is an important key to success. To effectively communicate a complex idea, however, requires abilities beyond elementary conversation.

A communication process involves an idea that one needs to communicate, and a message is sent to the receiver, either verbally or non-verbally. The receiver then translates the words or nonverbal gestures into a concept or information. The success of the transmission depends on two factors—content and context. Content is the actual words or symbols that constitutes a part of the message, known as language. It could be either spoken or written. We all interpret words in our own ways, so much so that even simple messages could be understood differently.

Clear spoken or verbal communication abilities are essential for many people. Being able to speak clearly, briefly and with impact have a major impact on the credibility of managers and other professionals and the organizations they work for.
Whether delivering formal presentations or involved in ad hoc meetings and discussions, the requirement to present ideas clearly and succinctly, is always present. What we write and how we write it creates a certain impression. We are often required to write - emails, reports, briefing papers etc - and to be able to do so efficiently and effectively are essential.

**Interpersonal relation skills:**

"Interpersonal skills" refers to mental and communicative algorithms applied during social communications and interactions in order to reach certain effects or results. The term "interpersonal skills" is used often in business contexts to refer to the measure of a person's ability to operate within business organizations through social communication and interactions. Interpersonal skills is the name given to how a person relates to one another.

As an illustration, it is generally understood that communicating respect for other people or professionals within the workplace will enable one to reduce conflict and increase participation or assistance in obtaining information or completing tasks. For instance, in order to interrupt someone who is currently preoccupied with a task in order to obtain information needed immediately, it is recommended that a professional utilize a deferential approach with language such
as, "Excuse me, are you busy? I have an urgent matter to discuss with you if you have the time at the moment". This allows the receiving professional to make their own judgement regarding the importance of their current task versus entering into a discussion with their colleague. While it is generally understood that interrupting someone with an "urgent" request will often take priority, allowing the receiver of the message to independently judge the request and agree to further interaction will likely result in a higher quality interaction. Following these kinds of heuristics to achieve better professional results generally results in a professional being ranked as one with 'good interpersonal abilities'. Often these evaluations occur in formal and informal settings.

**Empathy**

**Empathy** is the capacity to recognize or understand another's state of mind or emotion. It is often characterized as the ability to "put oneself into another's shoes", or to in some way experience the outlook or emotions of another being within oneself. It may be described metaphorically as an emotional kind of resonance or mirroring. Since empathy requires understanding the emotions of other people, the way it is characterized is derivative of the way emotions themselves are characterized.
If for example, emotions are taken to be centrally characterized by bodily feelings, then grasping the bodily feelings of another will be central to empathy. On the other hand, if emotions are more centrally characterized by combinations of beliefs and desires, then grasping these beliefs and desires will be more essential to empathy.

Furthermore, a distinction should be made between deliberately imagining being another person, or being in their situation, and simply recognizing their emotion. The ability to imagine oneself as another person is a sophisticated imaginative process. However the basic capacity to recognize emotions is probably innate and may be achieved unconsciously. Yet it can be trained, and achieved with various degrees of intensity or correctness.

The human capacity to recognize the bodily feelings of another is related to one's imitative capacities, and seems to be grounded in the innate capacity to associate the bodily movements and facial expressions one sees in another with the proprioceptive feelings of producing those corresponding movements or expressions oneself. Humans also seem to make the same immediate connection between the tone of voice and other vocal expressions and inner feeling.
Life Skills & Training Programs

Programs aimed at developing life skills have produced the following effects: lessened violent behaviour; increased pro-social behaviour and decreased negative, self-destructive behaviour; increased the ability to plan ahead and choose effective solutions to issues; improved self-image, self-awareness, social and emotional adjustment; increased acquisition of knowledge; improved classroom behaviour; gains in self control and handling of interpersonal issues and coping with anxiety; and improved constructive conflict resolution with peers, impulse control and popularity.

For the present study, we reviewed the published training and development literature from 1960 to 2007. The increased focus on quantitative methods for the measurement of training effectiveness is critical for a quantitative review such as this study. An extensive literature search was conducted to identify empirical studies that involved an evaluation of a training program or measured some aspects of the effectiveness of training.

The present study also included the practitioner-oriented literature if those studies met the criteria for inclusion as outlined below.
Therefore, the literature search encompassed studies published in journals, books or book chapters, conference papers and presentations, and dissertations and theses that were related to the evaluation of an organizational training program or those that measured some aspect of the effectiveness of organizational training.

A study on effectiveness of the corporate trainings conducted in Texas A&M University also gave interesting results. These results suggested a medium to large effect size for organizational training. In addition, the training method used, the skill or task characteristic trained and the choice of evaluation criteria were related to the effectiveness of training programs.

During the search its was found that one of the studies reveal that one of the most pressing concerns facing youth-serving organizations such as 4-H is how to best support youth in becoming productive, contributing individuals of society. Leffert, Saito, Blyth, and Kroenke (1996) found the experiences young people have during early adolescence provide the foundation on which they develop their personalities and life abilities. Early adolescence is a time of rapid change in young people; hence, this is often an excellent opportunity to make a positive impact upon their development.
Understanding and responding to the unique social or interpersonal styles of others is an important skill for working professionals. Extensive lines of workplace research establish that interpersonal abilities are strong predictors of business and professional success in addition to cognitive ability and technical knowledge. (Goleman, 1998; Goleman, Boyatzis, & McKee, 2006).

In an analysis of job competencies at 286 organizations worldwide, it was found that 18 of the 21 competencies for distinguishing superior from average performers were interpersonal in nature (Spencer & Spencer, 1993). In a recent survey of 726 Human Resource (HR) and performance professionals, the top three most valued competencies in organizations were management leadership, technical knowledge, and people skills (BPM Forum & Success Factors, 2007). Intelligence rated near the bottom of the value scale. As part of their talent-advancement efforts, organizations implement training and advancement programs that often include some form of interpersonal and/or behavioral assessment. Along with the assessment itself, this type of training typically includes education about the accompanying theoretical model and information on how to use this information to work more effectively with others.
The American Society for Training and Development estimates that U.S. organizations spend almost $110 billion on employee learning and development annually, with an average expenditure of over $1,400 per employee (Rivera & Paradise, 2006).

According to a 2006 forecast and analysis, soft skills training is expected to post the largest change in market share over the next few years, overtaking the IT market for the first time in terms of both size and share (Simba Information, 2006).

With so much emphasis on social and interpersonal skills, and so much money being invested in training and development programs, it is important to understand what these programs are teaching, and how well they work.

The analysis and response to the social or interpersonal behaviors of others can be a challenging task for many of us. Accordingly, this process can be aided by both an understanding of our personal behavioral styles and training in assessing and interpreting the interpersonal styles of others.

Supported by this knowledge, we can then better adapt to others’ styles, improving relationship management, teamwork, and productivity.
Training:
Role of training
To enable the trainer to first comprehend his / her role, it would be helpful if training as a concept is briefly delved into. It is recognised that the right mix of knowledge, abilities and attitudes/behaviours, helps a job holder to perform tasks successfully.

Organisations try to achieve this by:
- Proper selection of personnel, i.e., choosing the right person for the right job
- Human resources development - through training intervention – helping them to learn in order to bridge the performance gap, if any, and make them more proficient.
- The component of advancement may also be added to this process.

In order to achieve its overall goal of performance improvement, training must lead to the enhancement of professional knowledge and abilities both at individual and collective levels. It should also equip personnel to respond appropriately to emerging challenges.
Training should also bring about appropriate changes in attitudes and should strive for that unique synthesis between improvement of the individual's competencies and promotion of organisational objectives.

**Training Defined**

Training has been defined as "The systematic advancement of the knowledge, abilities and attitudes required by an individual to perform adequately a given task or job". Training has also been defined in the Glossary of Training Terms (Manpower Services Commission, U.K.) as "a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose in the work situation is to develop the abilities of the individual and to satisfy current and future manpower needs of the organisation". It clearly implies that the role of training is to improve the overall performance of the organisation. The term 'performance' is, therefore, interwoven with training.

**Model of systematic approach to training (SAT)**

Business should have a clearly defined strategy and set of objectives that direct and drive all the decisions made especially for training decisions. Firms that plan their training
process are more successful than those that do not. Most business owners want to succeed, but do not engage in training design that promise to improve their chances of success.

A well-conceived training program can help business succeed. A program structured with the company's strategy and objectives in mind have a high probability of improving productivity and other goals that are set in the training mission.

The training needs analysis: The nature of the training planned for your staff must be the result of a focused and disciplined process to determine what training is actually needed. It's important to remember that once the employee training is planned, the accomplishments should be recorded.

To understand the systematic approach to training one must first understand the following concepts:

- **Organisation's goal**
  
  Understanding the organisation's goals and needs and how the goals are met by range of jobs that exist in the organisation.

- **Analysing training needs:**
  
  Finding out what people need to learn which is done by:
  
  - Analysing the knowledge, abilities and attitudes/behaviours that each job requires
• Assessing the degree of competence of job-holders to meet those requirements

• Setting goals and learning objectives
  Specifying what trainees should be able to do as a result of training.

• Designing training strategy
  Deciding on a strategy to meet training needs, e.g., by designing courses/modules, suggesting various methodologies, deciding key learning points trainees must grasp and also sending some learning material (preview) to trainees.

• Implementing training strategy
  Putting the concepts learnt in training into practice.

• Validation: Internal/external
  Establishing and assessing the quality and effectiveness of training.

The entire process is covered by the term Systematic Approach to Training (SAT), which can be depicted as follows: -

It is apparent that the term 'training' is not simply organising classroom sessions. There is more to it. This process can help us to identify the role of the personnel responsible for organising training and implementing the training policy. It would be worthwhile to discuss each of these segments in some detail.
The details of each step in the cycle are as follows:

Identifying training needs
Any training strategy has to first identify the target groups and assess their training needs. Since the precise training needs of any group of learners differ from those of others both in content and focus, they should be analysed using proven instruments for Training Needs Analysis (TNA).

Goal & training objectives
After identifying the training needs we need to formulate the goal of training and set training objectives. Aim links training design to the training needs.
It may be expressed in a dry and matter of fact manner or dressed up to be as appealing as a TV advertisement. This is called an attention grabber and can be considered as a short publicity statement that will appeal to the client and to prospective trainees.

Goals are of little value in designing the actual training, because they do not give sufficient information about what the learners will learn during their training and even further, what they will be able to do on completion. This requires formulation of objectives.

Objectives

An objective is used to state what they [learners] will be able to do on completion of training, when they have achieved a satisfactory standard of performance under training conditions. The term used to describe this is called training objective.

Training Design

Designing training programme is an important component of systematic approach to training. It should be designed enlisting active participation of the personnel at varying levels. If possible, training experts should be consulted. Programme design must bear the stamp of being custom-made to achieve
specific objectives of the individuals or groups, as the case may be.

Precursor Control training programmes usually have more than one purpose, such as providing knowledge, enhancing technical abilities and effecting attitudinal changes. Emphasis on a particular purpose may, however, vary from programme to programme depending upon factors such as the type of audience, level of participants, etc. Designing training programmes requires determining the level of participants, identifying the resource persons and selecting appropriate methods and techniques for training.

Any programme designed for "training of trainers (TOT)" should have a component to enhance the instructional abilities of the participants and another to impart knowledge and enhance abilities in the subject matter.

**Match between training objectives and training methods**

Training is designed to achieve the objectives formulated and appropriate training methods should be adopted to achieve the objectives effectively.
There are various teaching methods which can be used for trainings. Each of the teaching methods mentioned below can be used to teach life skills.

**Class Discussion (In Small or Large Groups)**

The class examines an issue or topic of interest with the goal of better understanding a concerns or skill, reaching the best solution, or developing new ideas and directions for the group.

**Process:**
- Decide how to arrange seating for discussion
- Identify the goal of the discussion and communicate it clearly
- Pose meaningful, open-ended questions
- Keep track of discussion progress

**Benefits:**
- Provides opportunities for students to learn from one another and practise turning to one another in solving issues
- Enables students to deepen their understanding of the topic and personalise their connection to it
- Helps develop abilities in listening, assertiveness, and empathy
Brainstorming
Students actively generate a broad variety of ideas about a particular topic or question in a given, often brief period of time. Quantity of ideas is the main objective of brainstorming. Evaluating or debating the ideas occurs later.

Process:
- Designate a leader and a recorder
- State the concerns or issue and ask for ideas
- Students may suggest any idea that comes to mind
- Do not discuss the ideas when they are first suggested
- Record ideas in a place where everyone can see them
- After brainstorming, review the ideas and add, delete, categorize

Benefits:
Allows students to generate ideas quickly and spontaneously
Helps students use their imagination and break loose from fixed patterns of response
Good discussion starter because the class can creatively generate ideas
It is essential to evaluate the pros and cons of each idea or rank ideas according to certain criteria
Role Play

Role play is an informal dramatization in which people act out of a suggested situation.

Process

• Describe the situation to be role played
• Select role players
• Give instructions to role players
• Start the role play
• Discuss what happened

Benefits

• Provides an excellent strategy for practicing abilities, experiencing how one might handle a potential situation in real life, increasing empathy for others and their point of view, and increasing insight into one’s own feelings.

Small Group/ Buzz Group

For small group work, a large class is divided into smaller groups of six or less and given a short time to accomplish a task, carry out an action, or discuss a specific topic, issue, or question.
Process
• State the purpose of discussion and the amount of time available
• Form small groups
• Position seating so that members can hear each other easily
• Ask group to appoint recorder
• At the end have recorders describe the group’s discussion

Benefits
• Useful when groups are large and time is limited
• Maximizes student input
• Let’s students get to know one another better and increases the likelihood that they will consider how another person thinks
• Helps students hear and learn from their peers

Games and Simulations
Students play games as activities that can be used for teaching content, critical thinking, problem-solving, and decision-making and for review and reinforcement. Simulations are activities structured to feel like the real experience.

Process
Remind students that the activity is meant to be enjoyable and that it does not matter who wins
Simulations:
- Work best when they are brief and discussed immediately
- Students should be asked to imagine themselves in a situation or should play a structured game or activity to experience a feeling that might occur in another setting

Benefits
- Games and simulations promote fun, active learning, and rich discussion in the classroom as participants work hard to prove their points or earn points
- They require the combined use of knowledge, attitudes, and abilities and allow students to test out assumptions and abilities in a relatively safe environment.

**Situation Analysis and Case Studies**
Situation analysis activities allow students to think about, analyze, and discuss situations they might encounter. Case studies are real-life stories that describe in detail what happened to a community, family, organization, or individual.

Process
- Guiding questions are useful to spur thinking and discussion
- Facilitator must be adept at teasing out the key points and step back and pose some ‘bigger’ overarching questions
• Situation analyses and case Studies need adequate time for processing and creative thinking
• Trainers must act as the facilitator and coach rather than the sole source of ‘answers’ and knowledge

Benefits
• Situation analysis allows students to explore issues and dilemmas and safely test solutions
• It provides opportunities to work together, share ideas, and learn that people sometimes see things differently
• Case studies are powerful catalysts for thought and discussions
• Learners consider the forces that converge to make an individual or group act in one way or another and then evaluate the consequences.
• By engaging in this thinking process, students can improve their own decision-making abilities.

Debate
In a debate, a particular issue or concerns is presented to the class, and students must take a position on resolving the issue or concerns. The group can debate as a whole or in small groups.
Process

- Allow students to take positions of their choosing
- If too many students take the same position, ask for volunteers to take the opposing point of view.
- Provide students with time to research their topic
- Do not allow students to dominate at the expense of other speakers.
- Make certain that students show respect for the opinions and thoughts of other debaters.
- Maintain control in the classroom and keep the debate on topic.

Benefits

- Provides opportunity to address a particular concern in-depth
- Learners can debate, for instance, whether smoking should be banned in public places in a community
- Allows students to defend a position that may mean a lot to them
- Offers a chance to practice higher thinking abilities

Story Telling

The instructor or students tell or read a story to a group. Pictures, comics and photo novels, filmstrips, and slides can
supplement. Learners are encouraged to think about and discuss important points raised by the story after it is told.

Process

- Keep the story simple and clear
- Make one or two main points
- Be sure the story (and pictures, if included) relate to the lives of the learners
- Make the story dramatic enough to be interesting
- Try to include situations of happiness, sadness, excitement, courage, serious thought, decisions, and problem-solving behaviours

Benefits

- Can help learners think about local issues and develop critical thinking skills
- Students can engage their creative abilities in helping to
- Write stories, or a group can work interactively to tell stories

**Balanced Content**

A training programme should not be too heavy, so as to leave no time for the trainee to absorb the inputs. Neither should it be so light as to convey the impression that the training programme is not a serious endeavour. The programme should
be stimulating enough, but must leave time and opportunity for reflection.

While imparting training in precursor control, the training content must be tailored to the specific duties, roles and responsibilities of the trainees in a particular group.

For instance, the content designed for enforcement officers will vary somewhat from the content for trainers or for chemists. In each case, the content should be devised so as to achieve the purpose of training effectively and efficiently.

**Assess results**

The intention of training is to help people and organisations with performance related issues. Intentions cannot be measured, but results can be.

The final part of systematic training is, therefore, to use suitable measuring techniques to assess:

- The quality of training provided
- Whether this resulted in improved performance; and
- Whether the training was worth doing
At the end of the day, the training programme is as good as the participants found it. Their feedback helps not only in evaluation of the training programme but also helps improve future programmes.

A feedback form is generally used to gather feedback at the end of the training.

Equally important for a trainee is to assess for himself, how far he benefited from the training. For this purpose, organisers of a training programme can conduct a 'Test Your Ability' exercise where in participants in a precursor control training are given 20 to 25 objective type questions, covering the key aspects of different sessions, which they are expected to answer within a specified time.

This helps the participants assess their own performance. Such tests have been widely appreciated by the participants.
Skill development - Cycle of Skills Development

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<th>Defining and Promoting Specific Skills</th>
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<td>What skills are most relevant; what will the learner be able to do if the skill-building exercises are successful?</td>
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<th>Promoting Skill Acquisition and Performance</th>
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<td>Providing opportunities to observe the skill being applied effectively</td>
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<th>Evaluating performance</th>
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Effective Skills Development

Effective programmes balance the participatory and active methods with information and attitudes related to the context (Kirby et al., 1994). Figure 6 describes content, benefits, and how-to processes for some major participatory teaching methods. In the following case study, young students used advocacy and action skills to change conditions in the environment and promote health.

Development Theories

Multiple Intelligences

This theory, developed by Howard Gardner (1993), proposes the existence of eight human intelligences that take into account the wide variety of human capacities. They include linguistic, logical/mathematical, musical, spatial, bodily/kinaesthetic, naturalist, interpersonal, and intrapersonal intelligences. The theory argues that all human beings are born with the eight intelligences, but they are developed to a different degree in each person and that in developing abilities or solving issues, individuals use their intelligences in different ways. Implications for abilities-based health education planning:
(1) A broader vision of human intelligence points toward using a variety of instructional methods to engage different learning styles and strengths.

(2) The capacity of managing emotions and the ability to understand one’s feelings and the feelings of others are critical to human development, and adolescents can learn these capacities just as well as they learn reading and mathematics.

(3) Students have few opportunities outside of school to participate in instruction and learning for these other capacities, such as social abilities. Therefore, it is important to use the school setting to teach more than traditional subject matter.

Social Learning Theory or Social Cognitive Theory

This theory is based largely upon the work of Albert Bandura (1977), whose research led him to conclude that children learn to behave both through formal instruction and through observation. Formal instruction includes how parents, teachers, and other authorities and role models tell children to behave; observation includes how young people see adults and peers behaving.

Children’s behaviour is reinforced or modified by the consequences of their actions and the responses of others to their behaviours.
Implications for abilities-based health education planning:

- Skills teaching needs to replicate the natural processes by which children learn behaviour: modelling, observation, and social interaction.
- Reinforcement is important in learning and shaping behaviour. Positive reinforcement is applied for the correct demonstration of behaviours and abilities; negative or corrective reinforcement is applied for behaviours or abilities that need to be adjusted to build more positive actions.
- Facilitators and other adults are important role models, standard setters, and sources of influence.

Problem-Behaviour Theory

Jessor & Jessor (1977) recognise that adolescent behaviour (including risk behaviour) is the product of complex interactions between people and their environment. Problem behaviour theory is concerned with the relationships among three categories of psychosocial variables. The first category, the personality system, requires values, expectations, beliefs, and attitudes toward self and society.

The second category, the perceived environmental system, comprises perceptions of friends’ and parents’ attitudes toward behaviours and physical agents in the environment.
The third category, the behavioural system, comprises socially acceptable and unacceptable behaviours.

**Cognitive Problem Solving**
This competence-building model of primary prevention theorises that teaching social cognitive problem-solving abilities to children at an early age can improve interpersonal relationships and impulse control, promote self-protecting and mutually beneficial solutions among peers, and reduce or prevent negative “health-compromising” behaviours. Poor problem-solving abilities are related to poor social behaviours, indicating the need to include problem-solving and other abilities in abilities-based health education.

**Stages Of Change Theory Or Transtheoretical Model**
This theory, based on a model developed by Prochaska (1979; & DiClemente, 1982), describes stages that identify where a person is regarding her change of behaviour.

The six main stages are pre-contemplation (no desire to change behaviour), contemplation (intent to change behaviour), preparation (intent to make a behaviour change within the next month), action (between 0 and 6 months of making a behaviour
change), maintenance (maintaining behaviour change after 6 months for up to several years), and termination (permanently adopted a desirable behaviour).

**Studies on Life Skills**

For the present study, we reviewed the published training and development literature from 1960 to 2007. The increased focus on quantitative methods for the measurement of training effectiveness is critical for a quantitative review such as this study. An extensive literature search was conducted to identify empirical studies that involved an evaluation of a training program or measured some aspects of the effectiveness of training.

The present study also included the practitioner-oriented literature if those studies met the criteria for inclusion as outlined below. Therefore, the literature search encompassed studies published in journals, books or book chapters, conference papers and presentations, and dissertations and theses that were related to the evaluation of an organizational training program or those that measured some aspect of the effectiveness of organizational training.

A study on effectiveness of the corporate trainings conducted in Texas A&M University also gave interesting results. These results suggested a medium to large effect size for
organizational training. In addition, the training method used, the skill or task characteristic trained and the choice of evaluation criteria were related to the effectiveness of training programs.

During the search it was found that one of the studies revealed that one of the most pressing concerns facing youth-serving organizations such as 4-H is how to best support youth in becoming productive, contributing individuals of society. Leffert, Saito, Blyth, and Kroenke (1996) found the experiences young people have during early adolescence provide the foundation on which they develop their personalities and life abilities. Early adolescence is a time of rapid change in young people; hence, this is often an excellent opportunity to make a positive impact upon their development.

Understanding and responding to the unique social or interpersonal styles of others is an important skill for working professionals. Extensive lines of workplace research establish that interpersonal skills are strong predictors of business and professional success in addition to cognitive ability and technical knowledge. (Goleman, 1998; Goleman, Boyatzis, & McKee, 2006). In an analysis of job competencies at 286 organizations worldwide, it was found that 18 of the 21 competencies for distinguishing superior from average
performers were interpersonal in nature (Spencer & Spencer, 1993). In a recent survey of 726 Human Resource (HR) and performance professionals, the top three most valued competencies in organizations were management leadership, technical knowledge, and people skills (BPM Forum & Success Factors, 2007). Intelligence rated near the bottom of the value scale.

As part of their talent-advancement efforts, organizations implement training and development programs that often include some form of interpersonal and/or behavioral assessment. Along with the assessment itself, this type of training typically includes education about the accompanying theoretical model and information on how to use this information to work more effectively with others.

The American Society for Training and Development estimates that U.S. organizations spend almost $110 billion on employee learning and development annually, with an average expenditure of over $1,400 per employee (Rivera & Paradise, 2006). According to a 2006 forecast and analysis, soft skills training is expected to post the largest change in market share over the next few years, overtaking the IT market for the first time in terms of both size and share (Simba Information, 2006).
With so much emphasis on social and interpersonal skills, and so much money being invested in training and development programs, it is important to understand what these programs are teaching, and how well they work.

The analysis and response to the social or interpersonal behaviors of others can be a challenging task for many of us. Accordingly, this process can be aided by both an understanding of our personal behavioral styles and training in assessing and interpreting the interpersonal styles of others. Supported by this knowledge, we can then better adapt to others’ styles, improving relationship management, teamwork, and productivity.

An interesting study in South Africa (Albertyn, Kapp and Groenewald 2001) has shown the effects of local life skills training programmes to empower workers. Empowerment patterns show shifts from micro-level personal concerns to more external concerns and growth in terms of their critical thinking ability and action.

Workers showed a more positive outlook on life, had greater feelings of confidence and self-respect, and a heightened feeling of control over life circumstances. There were shifts in the patterns of empowerment as individuals move from being
preoccupied with themselves as they focused on micro-level concerns on a focus on more external concerns. Discovering the patterns of empowerment through the course of a life-skills programme could provide valuable information on the notions of life skills to gain understanding regarding the experiences of participants and in so doing to continually improve the practice of adult education.