



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

RQF LEVEL 5



ALL TRADES

CCMPE502

Professional Ethics



TRAINER'S MANUAL

April 2025



Republic of Rwanda
Ministry of Education



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TVET BOARD

PROFESSIONAL ETHICS



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LIST OF ABBREVIATIONS AND ACRONYMS

CBET:	Competence Base Education and Training
CPD:	Continuous Professional Development
CQ:	Cultural Intelligence
ERGs:	Employee Resource Groups
GIS:	Geographic Information Systems
IAP:	Industrial Attachment Program
KPIs:	Trackable Key Performance Indicators
LLL:	Long Life Learning
LMS:	Learning Management Systems
PESTLE:	Political, Economic, Social, Technological, Legal, and Environmental
RQF:	Rwanda Qualification Framework
RTB:	Rwanda TVET Board
SES:	Socioeconomic status
TVET:	Technical and Vocational Education and Training
UNWTO:	United Nations World Tourism Organization
USA:	United States of America
GEN:	Generation

INTRODUCTION

This Trainer's Manual encompasses all methodologies necessary to guide you to properly deliver the module titled: **Professional Ethics**. Students undertaking this module shall be exposed with practical activities that will develop and nurture their competences. The writing process of this training manual embraced competency-based education and training (CBET) philosophy by providing practical opportunities reflecting real life situations.

The Trainer's Manual is subdivided into Learning Outcomes, each learning outcome has got various topics, you will start guiding a self-assessment exercise to help students rate themselves on their level of skills, knowledge and attitudes about the unit.

The Trainer's Manual will give you the information about the objectives, learning hours, didactic materials, proposed methodologies and crosscutting issues.

A discovery activity is followed to help students discover what they already know about the unit.

This manual will give you tips, methodologies and techniques about how to facilitate students to undertake different activities as proposed in their Trainee's Manuals. The activities in this training manual are prepared such that they give opportunities to students to work individually and in groups.

After going through all activities, you shall help students to undertake progressive assessments known as formative and finally facilitate them to do their self-reflection to identify your strengths, weaknesses and areas for improvements.

Remind them to read the point to remember section which provides the overall key points and takeaways of the unit.

Professional Ethics

Learning Outcomes	Learning Hours	Topics
1. Analyse social diversity at workplace	5hours	1.1 Identification of social diversity and differences.
		1.2 Distinction of social diversity issues at workplace
		1.3 Evaluation of factors influencing social diversity and differences
2. Communicate in multi-cultural settings	8hours	2.1 Demonstration of effective communication in multicultural settings
		2.2 Adaptation of co-cultural communication
		2.3 Maintaining cross-cultural communication
3. Lead a team	7hours	3.1 Establishment of cooperation and teamwork spirit
		3.2 Evidencing effective leadership skills
		3.3 Showing problem-solving and decision-making skills
4. Demonstrate professionalism and ethical behaviour at workplace	10hours	4.1 Proving professional ethical values at the workplace
		4.2 Creating a positive working environment
		4.3 Keeping Long life learning and Continuous professional development

LEARNING OUTCOME 1: ANALYSE SOCIAL DIVERSITY AT WORKPLACE



Learning outcome 1: Self-Assessment

1. Ask trainees to look at the learning outcome 1 illustration in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What do you think will be topics to be covered under this learning outcome based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to analyze social diversity at workplace. Identification of social diversity and differences, Distinction of social diversity issues at workplace and Evaluation of factors influencing social diversity and differences.
3. Ask trainees to fill out the self-assessment at the beginning of the learning outcome in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They should read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - e. At the end of the learning outcome, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Explain key terms related to social diversity at the workplace	1. Analyse the impacts of social diversity at the workplace	1. Pay attention to social diversity and differences at the workplace
2. Identify workplace differences according to their types	2. Evaluate factors influencing social diversity and differences as per their types	2. Demonstrate courtesy while interacting with others at the workplace
3. Distinguish social diversity issues according to their impacts at the workplace		3. Respect cultural diversity and differences at the workplace
		4. Demonstrate willingness to solve issues arising from social diversity and differences at the workplace



Steps:



Discovery Activity



Task 1

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to share their prior experience from their home area regarding social diversity and differences at the workplace, answer the provided questions under task 1 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Encourage all students to give their views.
3. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
4. Introduce Topic 1.1: Identification of social diversity and differences

Topic 1.1: Identification of social diversity and differences



Objectives:

By the end of the topic, trainees will be able to:

- a. Define correctly the key terms related to social diversity and differences
- b. Identify effectively types of workplace diversity
- c. Explain properly the benefits of social diversity at workplace



Time Required: 2 hour



Learning Methodology: Group discussion, Trainer guided, Brainstorming, Demonstration and Role-play.



Materials, Tools and Equipment Needed:

Trainee manual, Reference books, Pieces of chalk, Chalkboard



Preparation:

- ☐ Preparation of the classroom
- ☐ Availability of tools and equipment to be used



Cross Cutting Issues:

- ✓ Ensure gender balance while forming groups, allocating tasks and during presentations
- ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation for all



Prerequisites:

- Recognize prior social diversity



Activity 1: Problem-Solving



Task 2

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, ask trainees to read the scenario and use it to answer the questions provided under task 2 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
3. After the sharing session, refer students to Key facts 1.1 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they may have.



Activity 2: Guided Practice



Task 3

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and use it to answer the questions provided under task 3 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 3. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.

4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. After the sharing session, refer students to Key Facts 1.1 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they may have.



Activity 3: Application



Task 4

1. Inform the trainees that Task 4 connects them to the professional world.
2. Using an appropriate methodology such as individual work, pairs or small groups, ask trainees to perform the activity under task 4. Recommend them to use the provided observation and survey template in the trainee's manuals. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used
3. Provide additional guidance or instructions on their tasks, connecting what they have learned in the classroom to the activities they will perform at workplace.
4. This activity requires trainees to work independently with limited support from the trainer.
5. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for completion and presentation of the work done.

Topic 1.2: Distinction of social diversity issues at workplace

	Objectives: By the end of the topic, trainees will be able to: - Categorize adequately social diversity issues according to their impacts at the workplace. - Analyse critically the impacts of social diversity in the workplace - Apply properly strategies to address social diversity issues at the workplace
	Time Required: 1 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming, Demonstration and Role-play.
	Materials, Tools and Equipment Needed: Trainee manual, Reference books, Pieces of chalk, Chalkboard
	Preparation: ☐ Preparation of the classroom ☐ Availability of tools and equipment to be used
	Cross-Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation for all
	Prerequisites: ➤ Recognize social diversity issues



Activity 1: Problem-Solving



Task 5

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions, or large group discussions, ask trainees to read the passage and use it to answer the questions provided under task 5 in their trainee's manuals. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views
3. After the sharing session, refer trainees to Key facts 1.2 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they may have.



Activity 2: Guided Practice



Task 6

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the dialogue and use it to answer the questions provided under task 6 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 3. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.

4. After the sharing session, harmonize students' responses by referring to key facts 1.2 and discuss them together while answering any questions they may have.



Activity 3: Application



Task 7

1. Inform the trainees that Task 7 connects them to the professional world.
2. Using an appropriate methodology such as individual work, pairs or small groups, ask trainees to perform the activity under task 7. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used
3. Provide additional guidance or instructions on their tasks, connecting what they have learned in the classroom to the activities they will perform at workplace.
4. This activity requires trainees to work independently with limited support from the trainer.
5. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for completion and presentation of the work done.

Topic 1.3: Evaluation of factors influencing social diversity and differences



Objectives:

By the end of the topic, trainees will be able to:

- a. Explain correctly factors influencing social diversity and differences as per their types
- b. Evaluate appropriately factors influencing social diversity and differences as per their types
- c. Describe properly tools used to evaluate factors influencing social diversity and differences at the workplace



Time Required: 2 hours



Learning Methodology: Group discussion, Trainer guided, Brainstorming, Demonstration and Role-play.



Materials, Tools and Equipment Needed:

Trainee manual, Reference books, Pieces of chalk, and chalk board



Preparation:

- ☐ Preparation of the classroom
- ☐ Availability of tools and equipment to be used



Cross Cutting Issues:

- ✓ Ensure gender balance while forming groups, allocating tasks and during presentations
- ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation for all



Prerequisites:

- Recognize different cultures



Activity 1: Problem-Solving



Task 8

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, ask trainees to read the scenario and answer the questions provided under task 8 in their trainee's manuals. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to key facts 1.3 and discuss them together while harmonizing their responses provided in the sharing session and answering any questions they may have.



Activity 2: Guided Practice



Task 9

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario in task 8 and use it to answer the question provided under task 9 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 3. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.

4. After the sharing session, harmonize students' responses by referring to key facts 1.3 and discuss them together while answering any questions they may have.



Activity 3: Application



Task 10

1. Inform the trainees that Task 10 connects them to the professional world.
2. Using an appropriate methodology such as individual work, pairs or small groups ask trainees to perform the activity under task 10. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used
3. Provide additional guidance or instructions on their tasks, connecting what they have learned in the classroom to the activities they will perform at workplace.
4. This activity requires trainees to work independently with limited support from the trainer.
5. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for completion and presentation of the work done.



Formative Assessment

Q1. Circle the letter corresponding with the correct answer:

i. What is the origin of the word "social"?

- a. Greek
- b. Latin
- c. French
- d. Proto-Indo-European

Answer: B

ii. What does "social diversity" refer to?

- a. The variety of plant and animal life in an ecosystem

- b. The different ways people communicate
- c. The coexistence of different social groups within a society
- d. The economic differences between countries

Answer: C

iii. Internal diversity refers to characteristics that:

- a. You are born with and cannot change
- b. Are influenced by your surroundings
- c. Are related to your job title
- d. Can be easily learned

Answer: A

iv. External diversity refers to characteristics that:

- a. Are determined by genetics
- b. Are related to your personality
- c. Are the same for everyone
- d. Can change over time

Answer: D

v. What is a benefit of having a diverse workforce?

- a. There is a higher chance of innovation
- b. Everyone will have the same opinion
- c. It will be more difficult to make decisions
- d. There will be less creativity

Answer: A

Q2. Answer by TRUE if the statement is correct or by FALSE if the statement is incorrect:

- i. Social diversity issues are defined as the positive aspects of having a diverse workforce.

Answer: False

- ii. Social diversity issues are caused by biases individuals hold about others.

Answer: True

- iii. Language barriers can lead to misunderstandings and inefficiencies in collaboration.

Answer: True

- iv. Cultural clashes can only occur between employees from different nationalities.

Answer: False

- v. Discrimination is always intentional and based on hatred.

Answer: False

- vi. Communication barriers and cultural insensitivity are always negative impacts of diversity.

Answer: False

- vii. Diversity can lead to a broader market reach and improved customer satisfaction.

Answer: True

- viii. Language training and cultural sensitivity training are strategies to address communication issues.

Answer: True

- ix. Unconscious bias training can help managers and staff recognize and mitigate biases. Answer: True

- x. Offering flexible work arrangements can help accommodate diverse needs and lifestyles.

Answer: True

Q3. Match the factor (Column B) with its corresponding meaning (Column C) by writing the letter corresponding with the correct answer in the blank space (Column A)

Column A	Column B	Column C
1. C	1. Workplace	A. A social welfare organization that offers guidance on social diversity issues
2. F	2. Ethnicity	B. A legal status of belonging to a particular nation
3. B	3. Nationality	C. A location where people perform tasks or jobs
4. E	4. Race	D. The fact of belonging to a particular culture
5. D	5. Cultural identity	E. A group of people sharing a common cultural, geographical, or religious background
		F. A group of people who identify with each other based on shared attributes

Q4 Fill in the blanks with the appropriate words. Select from the given choices in the box

Social networks, geographical location, inclusive education, active recruitment, government policies, community engagement initiatives

- i.impacts cultural norms, values, and dialect, contributing to social diversity.
- ii. on immigration and social welfare can significantly impact the diversity of a population.
- iii. can enhance acceptance and understanding among students from diverse backgrounds.
- iv. involves outreach to diverse communities, promoting participation in academic and professional environments.
- v. ensure that diverse perspectives are considered in decision-making processes
- vi. Developing and implementingin the workplace can lead to increased innovation and employee satisfaction.

Answer key:

- i. Geographical location
- ii. Government policies
- iii. Inclusive education
- iv. Active recruitment
- v. Community engagement initiatives
- vi. Diversity and inclusion programs



Points to Remember

A. Things to avoid in a diverse workforce:

- Bias: Unconscious or conscious biases can lead to unfair treatment, hindering the potential of diverse talent.
- Stereotyping: Assuming someone's abilities or personality based on their background or identity group.
- Micro aggressions: Subtle, often unintentional, comments or actions that can be hurtful or exclusionary.
- Cultural appropriation: Using elements of another culture without understanding or respect for their significance.

B. Things to practice in a diverse workforce:

- Open communication: Encourage dialogue, active listening, and respectful expression of different viewpoints.
- Empathy: Seek to understand the experiences and perspectives of individuals from diverse backgrounds.
- Cross-cultural training: Provide opportunities for employees to learn about different cultures and communication styles.
- Celebrate diversity: Recognize and appreciate the unique contributions of individuals from different backgrounds.

C. The most important factor to consider with high attention among the characteristics of diversity is inclusion. Inclusion is about creating an environment where everyone feels valued, respected, and empowered to contribute their unique perspectives.

D. The most important key indicator to consider during a social diversity assessment is employee satisfaction and engagement among diverse employees.



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

LEARNING OUTCOME 2: COMMUNICATE IN MULTI-CULTURAL SETTINGS



Learning outcome 2: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What do you think will be topics to be covered under this unit based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to communicate in a multicultural settings. They will cover Demonstration of effective communication in multicultural settings, adaptation of co-cultural communication and maintaining cross-cultural communication.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - e. At the end of the learning outcome, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Describe communication guidelines in multicultural settings	1. Apply communication techniques for multi cultures	1. Comply with communication guidelines in multicultural settings
2. Identify contexts cultures in communication		2. Pay attention to factors affecting cross-cultural communication
3. Define co-cultural communication program		3. Adapt to cross-cultural communication contexts
4. Identify factors influencing co-cultural communication		4. Advocate for contexts cultures in communication
5. Distinguish types of cross-cultural communication contexts		
6. Describe factors affecting cross-cultural communication		



Steps:



Discovery Activity



Task 11

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, ask trainees to read the scenario and use it to answer the questions provided under task 11 in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Encourage all students to give their views.
3. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
4. Introduce Topic 2.1: Demonstration of effective communication in multicultural settings

Topic 2.1: Demonstration of effective communication in multicultural settings

	Objectives: By the end of the topic, trainees will be able to: - Define correctly key terms related to communication in multicultural settings - Describe adequately communication guidelines in multicultural settings - Demonstrate properly strategies to effective communication in multicultural settings - Identify clearly contexts cultures in communication - Identify properly types of cultural differences in communication
	Time Required: 3 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming, Demonstration and Role-play.
	Materials, Tools and Equipment Needed: Trainee manual, Reference books, Pieces of chalk, chalk board
	Preparation: ☐ Preparation of the classroom ☐ Preparation of tools, equipment and materials to be used
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation for all
	Prerequisites: ➤ Recognize multi cultures



Activity 1: Problem-Solving



Task 12

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, ask trainees to read the scenario and use it to answer the questions provided under task 12 in their trainee's manuals. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to key fact 2.1 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they may have.



Activity 2: Guided Practice



Task 13

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under task 13 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 3. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. During the tasks, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.

4. After the sharing session, harmonize students' responses by referring to key facts 2.1 and discuss them together while answering any questions they may have.



Activity 3: Application



Task 14

1. Inform the trainees that Task 14 connects them to the professional world.
2. Using an appropriate methodology such as individual work, pairs or small groups ask trainees to sort and categorize phrases provided under task 14. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used
3. Provide additional guidance or instructions on their tasks, connecting what they have learned in the classroom to the activities they will perform at workplace.
4. This activity requires trainees to work independently with limited support from the trainer.
5. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for completion and presentation of the work done.

Topic 2.2: Adaptation of co-cultural communication

	Objectives: By the end of the topic, trainees will be able to: a. Define correctly the terms related to co-cultural communication b. Identify adequately co-cultural communication program c. Explain properly co-cultural communication goals d. Identify clearly factors influencing co-cultural communication
	Time Required: 2 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming, Demonstration and Role-play.
	Materials, Tools and Equipment Needed: Trainee manual, Reference books, Pieces of chalk, Chalkboard, Reference books
	Preparation: ☐ Preparation of the classroom ☐ Preparation of tools, materials and equipment to be used
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation for all
	Prerequisites: ➤ Recognize co-cultural communication program and goals.



Activity 1: Problem-Solving



Task 15

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, ask trainees to read the scenario and use it to answer the questions provided under task 15 in their trainee's manuals. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to key fact 2.2 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they may have.



Activity 2: Guided Practice



Task 16

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under task 16 in their trainee's manual. Make sure instructions are understood, all the trainees are actively participating.
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in a given activity. Your role is to guide them by using probing questions such as why? what? how? to enable them to come to informed responses.
3. During the tasks, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, peace and values among others. Also attitudes and behavior changes should be handled during this activity.

4. After the sharing session, harmonize students' responses by referring to key facts 2.2 and discuss them together while answering any questions they may have.



Activity 3: Application



Task 17

1. Inform the trainees that Task 17 connects them to the professional world.
2. Using an appropriate methodology such as individual work, pairs or small groups ask trainees to perform the activity under task 17. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used
3. Provide additional guidance or instructions on their tasks, connecting what they have learned in the classroom to the activities they will perform at workplace.
4. This activity requires trainees to work independently with limited support from the trainer.
5. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for completion and presentation of the work done.

Topic 2.3: Maintaining cross-cultural communication

	Objectives: By the end of the topic, trainees will be able to: a. Distinguish clearly types of cross-cultural communication contexts b. Describe adequately factors affecting cross-cultural communication c. Apply effectively communication techniques for multi-cultures
	Time Required: 3 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming, Demonstration and Role-play.
	Materials, Tools and Equipment Needed: Chalkboard, Reference books, Trainees' manuals, pieces of chalk
	Preparation: ☐ Preparation of the classroom ☐ Preparation of tools, materials and equipment to be used
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation for all
	Prerequisites: ➤ Recognize multi cultures and co- cultures



Activity 1: Problem-Solving



Task 18

1. Using an appropriate methodology such as individual work, small group discussions, guided discussions or large group discussion, ask trainees to read the passage and use it to answer the questions provided under task 18 in their trainee's manuals. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to key fact 2.3 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they may have.



Activity 2: Guided Practice



Task 19

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the dialogue and answer the questions provided under task 19 in their trainee's manual. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in a given activity. Your role is to guide them by using probing questions such as why? what? how? to enable them to come to informed responses.

3. During the tasks, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, peace and values among others. Also attitudes and behavior changes should be handled during this activity.
4. After the sharing session, harmonize trainees' responses by referring to key facts 2.3 and discuss them together while answering any questions they may have.



Activity 3: Application



Task 20

1. Inform the trainees that Task 20 connects them to the professional world.
2. Using an appropriate methodology such as individual work, pairs or small groups ask trainees to perform the activity under task 20. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used
3. Provide additional guidance or instructions on their tasks, connecting what they have learned in the classroom to the activities they will perform at workplace.
4. This activity requires trainees to work independently with limited support from the trainer.
5. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for completion and presentation of the work done.



Formative Assessment

Q1.Circle the letter corresponding with the correct answer

- i. **When meeting someone from a different culture, it's best to:**
 - a. Use a nickname to show friendliness.
 - b. Speak loudly and directly to ensure they understand you.
 - c. Research appropriate greetings and titles to avoid disrespect.

d. Use slang to show you're comfortable with them.

Answer: c)

ii. Why should you avoid using slang when communicating in a multicultural setting?

- a. Slang can be offensive in some cultures.
- b. Slang is often too formal for casual interactions.
- c. Slang terms are difficult to pronounce for non-native speakers.
- d. Slang expressions may not have the same meaning in different cultures.

Answer: d)

iii. What is the best approach when speaking to someone from a different culture?

- a. Speak quickly and excitedly to show your enthusiasm.
- b. Use short, clear sentences and speak at a moderate pace.
- c. Speak loudly and use complicated vocabulary to impress them.
- d. Speak softly and expect them to guess what you're saying.

Answer: b)

iv. Active listening involves:

- a. Restating what the other person said to confirm understanding
- b. Interrupting frequently to clarify your point..
- c. Focusing on your own thoughts while they speak.
- d. Making eye contact but not paying attention to the conversation.

Answer: a)

v. How can you ensure a fair conversation in a multicultural setting?

- a. Dominate the conversation to ensure your message gets across.
- b. Allow everyone to participate by taking turns speaking.
- c. Talk quickly and avoid silence to appear confident.
- d. Speak only when directly addressed.

Answer: b)

vi. Why is it important to document key points in multicultural communication?

- a. It shows you're paying close attention to detail.
- b. It helps to avoid misunderstandings and ensure everyone is on the same page.
- c. It creates a record of the conversation for future reference.
- d. All of the above.

Answer: d)

vii. What is the MOST important thing to do when developing cultural competence?

- a. Learn how to greet people in many different languages.
- b. Assume guests and colleagues will understand your cultural practices.
- c. Invest time in understanding diverse cultures and their customs.
- d. Speak slowly and clearly in your native language.

Answer: c)

viii. Which of the following is NOT a helpful strategy for enhancing language skills when working in a multicultural setting?

- a. Invest in translation apps to bridge language gaps.
- b. Learn basic greetings and phrases in the languages of your guests.
- c. Use complex vocabulary and technical jargon to sound professional.
- d. Hire a translator to assist with communication during meetings.

Answer: c)

ix. What does being mindful of non-verbal cues involve?

- a. Maintaining strong eye contact in all situations.
- b. Understanding that gestures and personal space have different meanings across cultures.
- c. Standing close to show you're interested in the conversation.
- d. Avoiding facial expressions altogether to be professional.

Answer: b)

x. How can businesses improve communication with diverse customers?

- a. Focus on training staff in proper customer service techniques.
- b. Encourage staff to make assumptions about customer preferences.
- c. Limit interactions with customers who speak a different language.
- d. Implement training programs on cultural awareness and communication strategies.

Answer: d)

Q2. Answer by TRUE if the statement is correct or by FALSE if the statement is incorrect

- i. Prior experiences with different cultures can influence one's understanding of cultural nuances.

Answer: TRUE

- ii. Power dynamics do not play a significant role in intercultural communication.

Answer: FALSE

iii. Language proficiency is not a crucial factor in effective intercultural communication.

Answer: **FALSE**

iv. Cultural intelligence refers to the ability to understand and adapt to different cultural contexts.

Answer: **TRUE**

v. Nonverbal cues are not important in intercultural communication.

Answer: **FALSE**

vi. Cultural sensitivity involves being mindful of cultural differences and adapting communication styles accordingly.

Answer: **TRUE**

vii. The physical setting of an interaction has no impact on intercultural communication.

Answer: **FALSE**

viii. Formal training programs can enhance one's intercultural communication skills.

Answer: **TRUE**

Q3. Match the communication technique (Column B) with its description (Column C). Write the correct answer in the provided blank space in (Column A)

Column A	Column B	Column C
1...B	1. Open-mindedness	A. Pay full attention to the speaker, maintain eye contact, and ask clarifying questions.
2...C	2. Empathy	B. Cultivate a receptive attitude towards diverse cultures and perspectives.
3...G	3. Tolerance	C. Strive to understand the feelings and viewpoints of others
4...H	4. Respect	D. Use simple language and avoid jargon
5...A	5. Active listening	E. Body language, gestures, and facial expressions.
6...D	6. Clear and concise communication	F. Enunciate words and speak at a moderate pace
	7.	G. Accept and appreciate cultural differences
	8.	H. Treat all individuals with dignity and respect



Points to Remember

- Be mindful of cultural differences and adapt your communication style: This includes things like using respectful greetings, avoiding slang and idioms, speaking clearly and slowly, practicing active listening, and taking turns to talk.
- Avoid assumptions: Recognize that cultural norms vary widely and avoid making assumptions based on your own cultural perspective
- Retain that cultural context significantly impacts communication styles: high-context cultures rely on implicit cues and relationships, while low-context cultures prioritize direct, explicit communication.



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

LEARNING OUTCOME 3: LEAD A TEAM



Learning outcome 3: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What do you think will be topics to be covered under this learning outcome based on the illustration?
2. After the discussion, inform trainees that this learning outcome is intended to provide them with the knowledge, skills and attitudes to lead a team. They will cover establishment of cooperation and teamwork spirit, evidencing effective leadership skills and showing problem-solving and decision-making skills
3. Ask trainees to fill out the self-assessment at the beginning of the learning outcome in their Trainee's Manual. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - e. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Characterize an effective and cooperative team member	1. Apply strategies for building a teamwork spirit	1. Demonstrate qualities of a good team member
2. Describe traits of a non-effective and non-cooperative team member	2. Apply strategies to lead a team	2. Work collaboratively with others in the workplace
3. Describe different leadership styles	3. Apply procedures for fair decision making	3. Promote teamwork spirit at the workplace
4. Explain the steps of problem-solving to work and community-related problems		4. Seek to provide fair solutions to problems raised by co-workers as well as customers



Steps:



Discovery Activity



Task 21

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, ask trainees to read the scenario and use it to answer the questions provided under **task 21** in their Trainee's Manuals. Make sure instructions are understood and all the students are actively participating.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Encourage all trainees to give their views.
3. After the presentations/sharing session, inform trainees that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the learning outcome.
4. Introduce Topic 3.1: Establishment of cooperation and teamwork spirit

Topic 3.1: Establishment of cooperation and teamwork spirit

	Objectives: By the end of the topic, trainees will be able to: - Characterize adequately an effective and cooperative team member at the workplace - Describe appropriately traits of a non-effective and non-cooperative team member - Apply properly strategies for building a teamwork spirit
	Time Required: 3 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming, Demonstration and Role-play.
	Materials, Tools and Equipment Needed: Chalkboard, piece of chalks, reference book, trainee manual.
	Preparation: ☐ Preparation of learning activities ☐ Preparation of tools, materials and equipment to be used
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during Presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation for all.
	Prerequisites: ➤ Recognize leadership styles



Activity 1: Problem-Solving



Task 22

1. Using an appropriate methodology such as individual work, small group discussions, guided discussions or large group discussion, ask trainees to observe the two images (A&B) and answer the questions provided under task 22 in their trainee's manuals. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to key fact 3.1 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they may have.



Activity 2: Guided Practice



Task 23

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario on and use it to answer the questions provided under task 23 in their trainee's manual. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in a given activity. Your role is to guide them by using probing questions such as why? what? how? to enable them to come to informed responses.

3. During the tasks, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, peace and values among others. Also attitudes and behavior changes should be handled during this activity
4. After the sharing session, harmonize trainees' responses by referring to key facts 3.1 and discuss them together while answering any questions they may have.



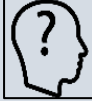
Activity 3: Application



Task 24

1. Inform the trainees that Task 24 connects them to the professional world.
2. Using an appropriate methodology such as individual work, pairs or small groups ask trainees read and simulate the dialogue provided under task 24 the trainee's manuals, and then provide answers to questions. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. Provide additional guidance or instructions on their tasks, connecting what they have learned in the classroom to the activities they will perform at workplace.
4. This activity requires trainees to work independently with limited support from the trainer.
5. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for completion and presentation of the work done.

Topic 3.2: Evidencing effective leadership skills

	Objectives: By the end of the topic, trainees will be able to: a. Define correctly key terms related to leadership b. Identify clearly the qualities of an effective leader c. Describe appropriately different leadership styles d. Apply effective strategies to lead a team
	Time Required: 2 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming, Demonstration and Role-play.
	Materials, Tools and Equipment Needed: Chalkboard, Piece of chalks, Reference book, Trainee manual
	Preparation: ☐ Preparation of learning activities ☐ Preparation of tools, materials and equipment to be used
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation for all
	Prerequisites: ➤ Prior knowledge about building team spirit



Activity 1: Problem-Solving



Task 25

1. Using an appropriate methodology such as individual work, small group discussions, guided discussions or large group discussion, ask trainees to read the scenario and use it to answer the questions provided under task 25 in their trainee's manuals. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to key fact 3.2 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they may have.



Activity 2: Guided Practice



Task 26

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the dialogues on four types of leadership styles then answer the questions provided under task 26 in their trainee's manual. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in a given activity. Your role is to guide them by using probing questions such as why? what? how? to enable them to come to informed responses.

3. During the tasks, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, peace and values among others. Also attitudes and behavior changes should be handled during this activity.
4. After the sharing session, harmonize trainees' responses by referring to key facts 3.2 and discuss them together while answering any questions they may have.



Activity 3: Application



Task 27

1. Inform the trainees that Task 27 connects them to the professional world.
2. Using an appropriate methodology such as individual work, pairs or small groups ask trainees to perform the activity under task 27. Tell them to think of any leader they might have met with or the one they learned in the classroom, watched in movies, or listened to on social media. Then, describe his/her leadership style. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. Provide additional guidance or instructions on their tasks, connecting what they have learned in the classroom to the activities they will perform at workplace.
4. This activity requires trainees to work independently with limited support from the trainer.
5. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for completion and presentation of the work done.

Topic 3.3: Showing problem-solving and decision-making skills

	Objectives: By the end of the topic, trainees will be able to: - Define correctly the key terms related to problem-solving and decision-making skills. - Identify properly characteristics of a good solution - Outline properly steps of problem-solving to work and community-related problems - Explain clearly communication rules to improve problem solving - Apply adequately procedures for fair decision making
	Time Required: 2 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming, Demonstration and Role-play.
	Materials, Tools and Equipment Needed: Chalkboard, Piece of chalks, Reference book, Trainee manual
	Preparation: ☐ Preparation of learning activities ☐ Preparation of tools, materials and equipment to be used
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation for all
	Prerequisites: ➤ Prior knowledge on leadership styles



Activity 1: Problem-Solving



Task 28

1. Using an appropriate methodology such as individual work, small group discussions, guided discussions or large group discussion, ask trainees to observe the given illustration then answer the questions provided under task 28 in their trainee's manuals. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to key fact 3.3 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they may have.



Activity 2: Guided Practice



Task 29

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and use it to answer the questions provided under task 29 in their trainee's manual. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in a given activity. Your role is to guide them by using probing questions such as why? what? how? to enable them to come to informed responses.

3. During the tasks, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, peace and values among others. Also attitudes and behavior changes should be handled during this activity.
4. After the sharing session, harmonize trainees' responses by referring to key facts 3.3 and discuss them together while answering any questions they may have.



Activity 3: Application



Task 30

1. Inform the trainees that Task 30 connects them to the professional world.
2. Using an appropriate methodology such as individual work, pairs or small groups, ask trainees to read task 30 and prepare for a study visit. Guide trainees to conduct a study visit to any one of the companies or institutions located around their school. Then, hold talks with their Leaders. And then, compile reports on what prominent problems they frequently face and how they manage to solve those problems. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. Provide additional guidance or instructions on their tasks, connecting what they have learned in the classroom to the activities they will perform at workplace.
4. This activity requires trainees to work independently with limited support from the trainer.
5. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for completion and presentation of the work done.



Formative Assessment

i. Why is teamwork important in the workplace?

- a. It allows employees to avoid taking ownership of their positions.
- b. It helps to solve problems by bringing together different perspectives.
- c. It discourages new ideas from being shared.
- d. It reduces morale and increases stress

Answer: B

ii. Which of the following is NOT a benefit of teamwork?

- a. Increased diversity of thought
- b. Builds morale
- c. Promotes workplace conflict
- d. Boosts employee retention

Answer: C

iii. What does "synergy" mean in the context of teamwork?

- a. A decrease in overall productivity
- b. When multiple groups work together effectively to achieve a greater outcome. ✓
- c. A feeling of isolation among team members
- d. When teamwork leads to burnout

Answer: B

iv. What does "accountability" mean in the context of leadership?

- a. Taking responsibility for actions and decisions
- b. Blaming others for mistakes
- c. Avoiding difficult situations
- d. Making excuses for failures

Answer: A

v. What is the benefit of a leader having a clear vision?

- a. It creates confusion among team members.
- b. It promotes micromanagement
- c. It discourages teamwork.
- d. It helps the team understand their goals.

Answer: D

vi. How can a leader be more adaptable?

- a. By being resistant to change
- b. By remaining inflexible
- c. By being open to new ideas and adjusting to new situations
- d. By ignoring feedback from team members

Answer C

vii. What does "empowerment" mean in the context of leadership?

- a. Taking away autonomy from team members
- b. Micromanaging every aspect of a project
- c. Giving team members the resources and support they need to succeed
- d. Discouraging ownership of work

Answer: C

viii. What is the advantage of a leader practicing delegation?

- a. It increases the leader's workload.
- b. It allows team members to use their strengths.
- c. It discourages individual growth.
- d. It creates a lack of trust in the team.

Answer: B

ix. How does expressing gratitude help a leader?

- a. It makes team members feel unimportant.
- b. It discourages initiative.
- c. It decreases team morale.
- d. It increases job satisfaction and productivity.

Answer: D

Q2. Answer by TRUE if the statement is correct or by FALSE if the statement is incorrect

- i. Great teammates are those who are humble when providing input, and they don't take criticism personally. **TRUE**
- ii. An effective team player is solely focused on individual tasks. **FALSE**
- iii. Self-awareness is not important for a good team player. **FALSE**
- iv. A good team player should be open to new ideas and approaches. **TRUE**
- v. A non-cooperative team member is willing to take initiative. **FALSE**
- vi. A non-effective team member often displays a negative attitude. **TRUE**

Q3. Match the benefit of teamwork spirit in (Column B) with their corresponding description in (Column C). Write the correct answer in the provided blank space in (Column A)

Column A (Answers)	Column B	Column C
1. E	1. High productivity and engagement levels	A. When there is mutual respect and trust among the team members, it portrays high team spirit
2. B	2. Boost in morale	B. Teams in good spirits are confident in their jobs and can tackle difficult situations without any hassle
3. C	3. Positive employee relationships	C. A team with high spirits fosters understanding and compassion toward the team members.
4. F	4. Dedicated and enthusiastic workforce	D. Improved service delivery: A cohesive team can provide seamless and efficient service, leading to higher guest satisfaction.
5. A	5. Mutual respect and trust in the workplace	E. A dynamic team can perform at its best and have a high engagement level
6.		F. Team spirit's very existence is proportional to the right work environment in an organization where employees feel enthusiastic to complete their tasks

Q4. Match the leadership style in (Column B) with their corresponding characteristic in (Column C). Write the correct answer in the provided blank space in (Column A)

Column A	Column B	Column C
1. C	1. Authoritarian	A. Active participation, Collaboration, Empowerment, and Relationship building
2. B	2. Persuasive	B. Influence and engagement, creativity and innovation, mentor role for leaders ,and increased employee engagement

3. A	3. Consultative	C. Centralized decision-making, clear hierarchy, obedience, and limited input
4. D	4. Joining	D. Strong communication skills, charisma, confidence, and emotional intelligence

Q5.Rearrange the following steps of the problem-solving process in the correct order.

Question: problem analysis, problem definition: solution generation, evaluation, solution implementation.

Answer: problem definition, problem analysis, solution generation, solution evaluation, solution implementation



Points to Remember

- Encouraging **team-building activities** and establishing routine team meetings can strengthen bond closing thoughts
- A non-effective and non-cooperative team member can significantly hinder the overall performance and morale of a team.
- In order to build a successful team, it is essential to create an environment where employees feel appreciated and have opportunities for growth.
- Good communication is often the cornerstone of successful problem solving in hospitality and tourism



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

LEARNING OUTCOME 4: DEMONSTRATE PROFESSIONALISM AND ETHICAL BEHAVIOUR AT WORKPLACE



Learning outcome 4: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manual and together discuss:
 - a. What does the illustration show?
 - b. What do you think will be topics to be covered under this learning outcome based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to demonstrate professionalism and ethical behavior at workplace. They will cover proving professional ethical values at the workplace, creating a positive working environment and keeping long life learning and continuous professional development.
3. Ask trainees to fill out the self-assessment at the beginning of the learning outcome in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - e. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Explain the concept of professional ethics	1. Apply strategies for creating a positive working environment	1. Demonstrate professional qualities at the workplace
2. Prepare code of ethics for the occupation	2. Implement long-life learning and continuous professional development	2. Demonstrate professional attitudes and behaviours
3. Explain the importance of long-life learning and continuous professional development		3. Comply with organization rules and regulations



Steps:



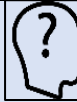
Discovery Activity



Task 31

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, ask trainees to read the scenario and use it to answer questions provided under task 31 in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Encourage all students to give their views.
3. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
4. Introduce Topic 4.1: Proving professional ethical values at the workplace

Topic 4.1: Proving professional ethical values at the workplace

	Objectives: By the end of the topic, trainees will be able to: - Define correctly the concept of professional ethics as used in the occupation - Explain properly professional qualities as per the occupation etiquettes - Demonstrate adequately professional attitudes and behaviors as per the occupation etiquettes - Prepare properly code of ethics for the occupation as per the occupation etiquettes
	Time Required: 5 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming, Demonstration and Role-play.
	Materials, Tools and Equipment Needed: Chalkboard, Piece of chalks, Reference book, Trainee manual
	Preparation: ☐ Preparation of learning activities ☐ Preparation of tools, materials and equipment to be used
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation for all
	Prerequisites: ➤ Prior knowledge on leadership styles



Activity 1: Problem-Solving



Task 32

1. Using an appropriate methodology such as individual work, small group discussions, guided discussions or large group discussion, ask trainees to read the scenario and answer the questions provided under task 32 in their trainee's manuals. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to key fact 4.1 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they may have.



Activity 2: Guided Practice



Task 33

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, ask trainees to refer to the scenario under task 32 and use it to answer the questions provided under task 33 in their trainee's manual. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in a given activity. Your role is to guide them by using probing questions such as why? what? how? to enable them to come to informed responses.

3. During the tasks, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, peace and values among others. Also attitudes and behavior changes should be handled during this activity.
4. After the sharing session, harmonize trainees' responses by referring to key facts 4.1 and discuss them together while answering any questions they may have.



Activity 3: Application



Task 34

1. Inform the trainees that Task 34 connects them to the professional world.
2. Using an appropriate methodology such as individual work, pairs or small groups, ask trainees to refer to the activity 1 scenario under task 32 and prepare a short report on the incident by completing the template provided in the trainee's manual. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. Provide additional guidance or instructions on their tasks, connecting what they have learned in the classroom to the activities they will perform at workplace.
4. This activity requires trainees to work independently with limited support from the trainer.
5. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for completion and presentation of the work done.

Topic 4.2: Creating a positive working environment

	Objectives: By the end of the topic, trainees will be able to: a. Explain clearly compliance with organization rules and regulations to ensure a positive working environment b. Apply effectively strategies for creating a positive working environment
	Time Required: 2 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming, Demonstration and Role-play.
	Materials, Tools and Equipment Needed: Chalkboard, Piece of chalks, Reference book, Trainee manual
	Preparation: ☐ Preparation of learning activities ☐ Preparation of tools, materials and equipment to be used
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation for all
	Prerequisites: ➤ Prior knowledge on leadership styles



Activity 1: Problem-Solving



Task 35

1. Using an appropriate methodology such as individual work, small group discussions, guided discussions or large group discussion, ask trainees to read the scenario and use it to answer the questions provided under task 35 in their trainee's manuals. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to key fact 4.2 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they may have.



Activity 2: Guided Practice



Task 36

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussions, guide trainees to read the dialogue and then use it to answer the questions provided under task 36 in their trainee's manual. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in a given activity. Your role is to guide them by using probing questions such as why? what? how? to enable them to come to informed responses.

3. During the tasks, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, peace and values among others. Also attitudes and behavior changes should be handled during this activity.
4. After the sharing session, harmonize trainees' responses by referring to key facts 4.2 and discuss them together while answering any questions they may have.



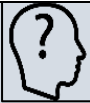
Activity 3: Application



Task 37

1. Inform the trainees that Task 37 connects them to the professional world.
2. Using an appropriate methodology such as individual work, pairs or small groups ask trainees to read task 37 and prepare for a study visit. Guide trainees to conduct a study visit to any private/public institution located in their home district. Tell them to take a short note on what the visited institution does to create its positive work environment. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. Provide additional guidance or instructions on their tasks, connecting what they have learned in the classroom to the activities they will perform at workplace.
4. This activity requires trainees to work independently with limited support from the trainer.
5. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for completion and presentation of the work done.

Topic 4.3: Keeping long life learning and continuous professional development

	Objectives: By the end of the topic, trainees will be able to: - Explain the importance of long-life learning and continuous professional development for career progression - Implement long-life learning and continuous professional development for career progression
	Time Required: 3 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming, Demonstration and Role-play.
	Materials, Tools and Equipment Needed: Chalkboard, Piece of chalks, Reference book, Trainee manual
	Preparation: ☐ Preparation of learning activities ☐ Preparation of tools, materials and equipment to be used
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation for all
	Prerequisites: ➤ Prior knowledge on leadership styles



Activity 1: Problem-Solving



Task 38

1. Using an appropriate methodology such as individual work, small group discussions, guided discussions or large group discussion, ask trainees to read the scenario and use it to answer the questions provided under task 38 in their trainee's manuals. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to key fact 4.3 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they may have.



Activity 2: Guided Practice



Task 39

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer the question under task 39 in their trainee's manual. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in a given activity. Your role is to guide them by using probing questions such as why? what? how? to enable them to come to informed responses.

3. During the tasks, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, peace and values among others. Also attitudes and behavior changes should be handled during this activity.
4. After the sharing session, harmonize trainees' responses by referring to key facts 4.3 and discuss them together while answering any questions they may have.



Activity 3: Application



Task 40

1. Inform the trainees that Task 40 connects them to the professional world.
2. Using an appropriate methodology such as individual work, pairs or small groups, ask trainees to read task 40 and prepare for study visit. Guide trainees to conduct study visits to different companies/institutions located in their area. Observe how they implement CPD programs. Then, prepare reports on what key points they all focus on and why and finally provide recommendations for improvement. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. Provide additional guidance or instructions on their tasks, connecting what they have learned in the classroom to the activities they will perform at workplace.
4. This activity requires trainees to work independently with limited support from the trainer.
5. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for completion and presentation of the work done.



Formative Assessment

Q1. Circle the letter corresponding with the best answer for each question:

- i. **Which of the following best describes the role of professional ethics in fostering trust?**

- a. It ensures legal compliance only.
- b. It builds trust and credibility by ensuring ethical behavior.
- c. It focuses only on employee satisfaction.
- d. It avoids interactions with stakeholders.

Answer: B

- ii. **What does confidentiality entail in professional ethics?**

- a. Sharing all information with everyone.
- b. Protecting sensitive information from unauthorized access.
- c. Avoiding the use of data in any form.
- d. Ignoring privacy regulations.

Answer: B

- iii. **Which ethical principle directly contributes to a positive workplace culture?**

- a. Dishonesty
- b. Favoritism
- c. Negligence
- d. Transparency

Answer: D

- iv. **How do values differ from ethics?**

- a. Values are universal, while ethics are subjective.
- b. Ethics are personal beliefs, while values are organizational rules.
- c. Ethics evaluate behaviors; values determine desirability.
- d. Values and ethics are interchangeable terms.

Answer: C

- v. **Which of the following is an example of an ethical principle?**

- a. Integrity
- b. Wealth accumulation
- c. Competition

d. Deception

Answer: A

vi. **Why is accountability important in a professional setting?**

- a. To delegate tasks to others.
- b. To take ownership of work and align with team goals.
- c. To avoid responsibilities.
- d. To prioritize individual success over teamwork.

Answer: B

vii. **Which of the following is NOT a professional quality?**

- a. Time management
- b. Problem-solving skills
- c. Dishonesty
- d. Communication skills

Answer: C

viii. **Which moral quality emphasizes understanding others' feelings?**

- a. Fairness
- b. Empathy
- c. Responsibility
- d. Stamina

Answer: B

ix. **What does physical dexterity refer to?**

- a. Ability to manage stress.
- b. Skillful use of hands for specific tasks.
- c. Mental agility in decision-making.
- d. Overall physical health.

Answer: B

x. **What is a key characteristic of professional behavior?**

- a. Informality in communication.
- b. Ignoring workplace rules.
- c. Adherence to professional etiquette and manners.
- d. Avoiding collaboration.

Answer: C

xi. **Which of the following is NOT a professional attitude?**

- a. Dedication
- b. Passion
- c. Laziness
- d. Work ethic

Answer: C

xii. **What is the primary purpose of a code of ethics?**

- a. To outline job roles and responsibilities.
- b. To guide professionals in ethical decision-making.
- c. To define company goals and strategies.
- d. To focus solely on profit-making.

Answer: B

xiii. **Which mechanism ensures compliance with a code of ethics?**

- a. Avoiding audits
- b. Establishing a code of ethics and regular ethics training
- c. Eliminating feedback loops
- d. Ignoring ethical breaches

Answer: B

xiv. **What is a potential organizational consequence of ethical misconduct?**

- a. Enhanced reputation
- b. Regulatory penalties
- c. Increased customer trust
- d. Financial gain

Answer: B

xv. **Which of the following is an example of individual consequences of ethical misconduct?**

- a. Higher career growth
- b. Legal penalties and loss of reputation
- c. Increased organizational trust
- d. Financial incentives

Answer: B

Q2. Fill in the blank space with the appropriate word. Select from the given choices

third-party compliance, create a dedicated break area, internal company directives, creating mentor programs, create a dedicated break area

1. Compliance in an organization means adhering to both external laws and regulations as well as ____.

Answer: b) Internal company directives

2. Ensuring suppliers adhere to ethical practices is an example of ____.

Answer: b) Third-party compliance

3. Protecting customer data and complying with privacy regulations falls under ____.

Answer: b) Data privacy and security

4. Providing opportunities for employees to relax may include encouraging staff to take regular breaks and ____.

Answer: b) Create a dedicated break area

5. Training and career development opportunities can include signing staff up for relevant training courses and ____.

Answer: b) Creating mentor programs

Q3. Match the strategy in (Column B) with its corresponding description in (Column C).

Write the answer in the provided blank space in (Column A)

Column A	Column B	Column C
1. C	1. Prioritize the onboarding process	a. Encouraging staff to take regular breaks and organizing team outings
2. D	2. Fulfill employees' needs	b. Signing staff up for relevant training courses and creating mentor programs
3. F	3. Create open lines of communication	c. Reviewing company codes of conduct, safety procedures, and values during the hiring phase

4. E	4. Recognize employees for their performances	d. Providing psychological and cognitive support to help employees feel valued
5. A	5. Facilitate opportunities for employees to relax	e. Rewarding employees for excellent performance to show appreciation
6. B	6. Offer training and career development opportunities	f. Sharing team goals publicly and fostering collaboration through shared documents
7. G	7. Establish a unified workplace culture	g. Promoting shared values, beliefs, and attitudes to increase engagement

Q4. Answer by TRUE if the statement is correct or by FALSE if the statement is incorrect. If the answer is NO, explain why.

- i. Lifelong learning is a mandatory pursuit of learning required by law.

Answer: False (It is voluntary and self-motivated).

- ii. CPD is important because it demonstrates commitment to developing skills and knowledge in a subject area.

Answer: True

- iii. Collaborative groups are discouraged in LLL and CPD strategies because they hinder innovative cultures.

Answer: False (Collaborative groups foster knowledge sharing and innovation).

- iv. Mentoring programs are beneficial because they allow individuals to learn from those ahead in their career paths.

Answer: True

- v. Online training with short classes and flexible schedules can increase engagement with continuous learning.

Answer: True



Points to Remember

- Professionals should adopt values like honesty, integrity, accountability, respect, and fairness.
- Violations of ethical standards can lead to reputational damage, legal penalties, and financial losses for both individuals and organizations.
- Recognizing and addressing ethical issues is vital to maintaining a productive and respectful environment
- Compliance with external laws safeguards the organization against legal liabilities and enhances its reputation.
- Long-life learning and Continuous Professional Development (CPD) are essential for staying competitive, enhancing skills, advancing careers, improving performance, and boosting job satisfaction in any institution.



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

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