

# CAREER ADVANCEMENT BOOTCAMP

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## TRAINER'S MANUAL

Drive employability...



**medha**

# WELCOME TO CAB

Medha welcomes all Student Relations Managers!

What is the first step a student must take towards Career Advancement? What was the first step that you had to take in your own career journey to secure your first job? Answer: Acquiring the *will* and skill to apply for a job.

The skills are relatively easier to impart than *will*. The 30-day Career Advancement Bootcamp's activities are designed to build the skills of professional communication, career awareness, future planning, leadership, CV writing and interview abilities among students.

However, it takes an exceptionally driven mentor to help students develop the *will* to apply for jobs. It takes a star Student Relationship Manager to create powerful career exposure opportunities, despite limitations of the field. It takes a student-centric facilitator to persuade each and every student to overcome challenges like limited access to internet and explore all relevant job portals.

While the lesson plans in this manual will assist you in meeting the benchmark of CAB training, it is your drive and vision alone that will help you design a transformative learning experience for your students.

As a Student Relationship Manager, you are expected to:

**Mentor** – There is just as much to learn *outside* the classroom as there is inside it. We work as a guide to help our students identify, prepare for, and ultimately achieve their professional and personal goals.

**Advocate** – We help students nurture their 'inner Medha,' and overcome limiting social beliefs to take the first big leap towards professional success!

**Facilitate** – One of the key constraints facing young people is access to information and networks. Students may have the necessary qualifications and capabilities, but do not have the relationships and/or knowledge to pursue their professional goals. We work as a bridge for students, connecting them to the resources and people who can help them.

We believe that you'll fulfil all 3 roles in your classrooms and beyond! Wish you good luck, and godspeed!

Team Medha

407 Bajirao Road, New Hyderabad, Lucknow, UP

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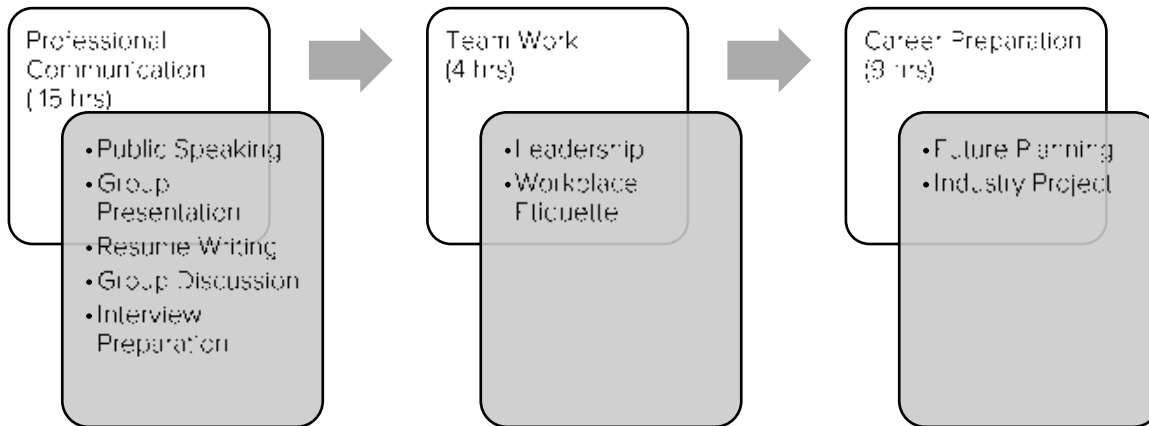
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# CAB OVERVIEW

## WHAT

30 hours of in-and-out of class activities to build professional communication skills, work and interact as a team, and learn about potential career options and how to pursue them.



## WHY

Medha benchmarks the success of its program on the parameters depicted below.

Career Advancement Bootcamp, like all other Medha trainings, is only the first step taken by the students on their journey from education to employment. The training aims to provide employability and life skills.

To better prepare  
**Youth for life  
after school**

	By increasing access to <b>Employment</b>	By providing the skills of <b>Employability</b>	By enhancing <b>Life skills</b>
Placement		Resume writing and interview skills	Self-esteem and confidence
Internships		Career awareness and planning	Ability to ideate and communicate
Greater opportunities in the formal sector		Increasing digital literacy	Ability to work in team

## HOW

The manual contains a detailed description of each day's Gameplan. To execute each of these plans, re-write the Gameplan in your own words in Trainer Planner, and do not forget to include the specific examples, etc., which you would like to use in the class.

While executing each of these Gameplans keep in mind, the following recommended classroom practices:

**Follow the training calendar:** The sessions are designed in a manner that student learning will be maximized only if the training calendar is closely followed. You will find the CAB training in Trainer Planner.

**Carefully plan the opening of each session:** While planning a session, it is important to think and write your first words in the class – think of how will you open the session? How will you make your students curious about the topic?

**Prepare clear instruction for session activity:** Each Gameplan is divided into 3 parts – Context Setting, Session Activity and Reflection. While planning session activity, it is important to write the instructions in advance.

**During the class, give constructive feedback:** Whenever a student or a group of students present something in front of the entire class, it is expected of the trainer to give each student specific feedback on, a) What did he/she do well?, b) What could he/she have done better.

**Reflection:** At the end of each session, devote 5-15 minutes to reflection. In a Media training, the reflection follows this structure:

- **What?** Ask the class questions about what they did in the classroom today, and how did they like it.
- **So, what?** Ask the class to guess the objective of the session, and list important takeaways on the board.

**Now, what?** After listing key lesson learned in the class, it is important to quickly discuss – where do the students intend to apply it? And, how?

# CAB CALENDAR

Day	Session name	Game plan	Material Required	Reminders
1	CAB introduction	A	CAB Student Handbooks <b>Where am I now</b> booklets	Share assignment for Day 2  Ask all students to form an email id
2	Public Speaking	A	Public speaking trainer assessment	Remind students to fill the student handbook clock
3	Public Speaking II	A	Public speaking trainer assessment	
4	Group Presentation I	A / B	Chart papers, sketch pens, topic lists	Schedule industry project visit
5	Leadership I	A	60 newspapers, 6 rolls of brown tape, 6 scissors and 1 football	
		B	6 packets of straws, cello tape	Follow up for industry project visit
6	Leadership I	A	Medhavi stories	Remind students to fill the student handbook clock
		B	Medhavi stories	
7	Industry Project I	A	Smartphones / laptops, Chart paper with 4 columns i.e. job title, roles & responsibilities, skills required & salary.	Tomorrow is industry visit !

		B	Job role prints	
8 + 9	Industry Project II + III	A	Notepads / pens	
		B	Notepads / pens	
10	Industry Project IV	A	Chart, papers, sketch pens	Remind students to fill the student handbook clock
		B	None	
11	Future Planning I	A	Career Booklets	
12	Future Planning II	A	-	
13	Future Planning III	A	Sticky notes	
		B	-	
14	Future Planning IV	A	Internship handouts	
15	Resume Writing I	A	-	
		B	Resume formats	
16	Resume Writing I	A	-	
17	Public Speaking III	A	Public speaking trainer assessment Topic chits	
		B	Mock UN handout	
18	Workplace Etiquette	A	PowerPoint – Power of Presentation	

## CAB OVERVIEW AND CALENDAR

		B	PowerPoint – Power of Presentation	
19	Group Discussion I	A / B		
20	Group Discussion II	A	GD Assessment	Ask students to invite guests for day 29
		B	GD Assessment Newspaper clippings	
21	Interview Preparation I	A / B		
22	Resume Writing III	A	Internet / laptops/ smartphones	
		B	Newspapers / classified section	
23	Resume Writing IV	A	Internet / smartphones / tablets / laptops	Follow up about guests for day 29
24	Interview Preparation II	A	Interview assessment	
25	Interview Preparation III	A	Interview assessment	
26	Group Discussion III	A	GD Assessment	Start making medha cards for day 30
		B	GD Assessment	
27	Interview Preparation IV	A	Interview assessment	Secure confirmations from guests for day 29
28	Interview Preparation V	A	Interview assessment	
29	Public Speaking IV	A		Get Medha cards ready
30	Reflection	A	Medha Cards (handmade)	Invite alumni champ / associate, if possible.



# INTRODUCTION TO CAB

Student will be able to:  
Understand the overview of Media and CAB  
Become comfortable with trainers and peers

## INTRODUCTION IN CAB

This is the first day of training.

This should be as charged with energy as possible. Today is the day to communicate to the students,

- What is Medha and what it means to be a Medha student
- What is Career Advancement Bootcamp,
- Who are you, and,
- What can they expect from this classroom space and this training every day.

On this day, you will also get to know your students and we recommend that you take your time to break the ice and listen to them.

While introducing yourself – remember to talk about your journey to your first job. What were your fears before applying? How did you overcome them? How much did you learn? And, was the achievement worth overcoming all your fears and committing to a life of 8-hour workdays?



## THIS MODULE FOR YOUR STUDENTS

What brought your students to the Medha classroom? The answer to this question varies from student to student, and it is important for the trainer to find out on the first day, why has his / her student opted for the Medha training and what are their expectations from Medha. The session is designed in a manner that can give you a glimpse into what component of the training do your students consider most important.

Also, on the first day it is very important for the students to know and understand the following:

**Medha's employability program – the education to employment journey:** Education is what they get at college, and employment is out there... and in between lies Medha – we seek to help students by,

**Classroom training:** The classroom training is the first step in the program journey – upcoming competing it, Medha student becomes a Medha classroom-trained candidate.

**Alumni Community:** A network of 10000 young people from all over Uttar Pradesh, Bihar and Haryana – all of whom are seeking greater growth opportunities.

**Internship opportunities**

**Placement support**

**Medha Bootcamp is rigorous, but fear-free:** In Medha's classes, each student is treated as an adult that he/she is, nobody is considered or called a बच्चा. Our classrooms are joyful spaces – nobody is ever bored in a Medha class. That said, each Medha training is a bootcamp – the students are expected to come to each class prepared to push their limits and practice key takeaways at home.

**Medha's training will be activity-based:** Each of Medha's sessions begin with an activity and end with reflection. Medha's trainers are not expected to speak in the class for more than 15 minutes at any time! There are no lectures – only activities and reflection.

**Medha's training follows a strict certification criteria:** Only the students who gain an attendance of more than 75 per cent will be eligible for a Medha certificate and all the career services after the training. The attendance is taken every day and no request for proxy attendance can be entertained.

## DELIVERING THIS MODULE

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While taking Introduction of CAB, always keep in mind:

**Energise yourself before the class:** If you are a movie fan, think that you are going to host the Oscars and if you are sports fan, think that you are hosting the World Cup award ceremony – your energy should be *infectious!* This is your first impression on the students – leave a positive one.

**Carefully script your introduction of Medha:** Refer to the above section's point one, all of the sub-points should be communicated through your brief, yet power-packed, introduction of Medha.

**Write the certification criteria on whiteboard:** In BIG, BOLD letters! It is very important that each of your students should know that the CAB training is of 30 hours – each hour means one attendance – and they must have an attendance of more than 75 per cent, i.e. they must attend more than 23 hours to be eligible for Medha certificate and any Medha career services after the training.

**Communicate the activity-based learning approach:** You can do so by, a) Directly telling the students that it is so, b) Demonstrating a strong activity-based approach on day – make it fun-filled and do not give any long lectures!

### How Student Assessment works?

While you are not expected to take any assessment on day one, the students are required to fill out My First day at Medha. While delivering this, keep in mind:

1. Do not share the sheets till the students have become familiar with the curriculum, by going through student handbooks.
2. Do not leave them to fill it by themselves, without any facilitation.
3. Guide them through each question one by one. Read a question, give the explanation as stated in the facilitator's copy, allow students time to answer and then move on to the next question.

## BENCHMARKING YOUR SUCCESS

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We do not expect much on day one, only this:

**The students smiled a lot:** The classroom was a happy place – the students smiled and enjoyed the session.

**All the important points were communicated:** You were able to tell the students, a) Medha program overview, b) Medha's training approach, and c) The certification criteria involved in this training.

**You were prepared with material:** Do not show up on the first day of the class without the material required, including the Medha survey or any other material needed as per Gameplans.

# SESSION ONE

**STUDENTS WILL BE ABLE TO**  
 UNDERSTAND THE OVERVIEW OF MEDHA AND CAB  
 BECOME COMFORTABLE WITH TRAINERS AND PEERS

Game Plan A

Difficulty level: **Moderate**

Recommended for: **N/A**

Extra Material: **My first day at Medha** (student copies and facilitator copy)

20 mins	Context Setting Simple Simon	None
30 mins	Session Activity <b>Welcome to Medha's Career Advancement BOOTCAMP</b>	Student handbook-
10 mins	Wrapping Up <b>My first day at Medha + Reflection</b>	Where am I now?

## SESSION ONE GAME PLAN A

20 mins	<b>Context Setting: Simple Simon, why are you here?</b>	<b>Energiser</b>	
5 mins	Introduce yourself, and welcome the students	Take your time with this energiser – do not rush, break ice, make students comfortable, let them really talk about why they are at Medha, encourage them to speak by creating a relaxed environment	
15 mins	Share that before starting anything – it is a good idea to get to know each other better – so, let's begin the class with introducing each other, <i>but with a twist!</i>  The twist is: Introduce yourself by sharing: - Your favourite food (Name for ex. Samosa Suman or Aloo Tikki Avinash. - 1 false and 1 true statement about yourself. The class will guess which one is false. For ex. I am Samosa Suman and I played basketball in school and I ride bikes - In one line why you joined Medha. For ex. I am Samosa Suman and I played basketball in school and I ride bikes and I joined Medha class because...		Let students introduce themselves from their desk. Do not make them nervous by calling them on stage on day one!
30 mins	<b>Session Activity: Miliye Medha se</b>		<b>Facilitation</b>
10 mins	Introduce Medha to class.	At this point, also remind the students who have not yet created an email to make one.	
20 mins	Share Student Handbooks with the students. Guide them through the structure of student handbook. Ask them to turn to the index. Explain each module / topic briefly		
15 mins	<b>Wrapping Up: Reflection + next steps</b>	<b>Reflection</b>	
	Share My day one at Medha, and facilitate as per instructions in facilitator's copy  Lead reflection <b>What?</b> Ask, how was the session? Introduce the after-class sections – 'कैसा रहा.. आज?' and 'मुझे और सीखना है' <b>So, what?</b> Why do you think Medha delivers this training? <b>Now, what?</b> What would you most like to learn in the next 30 hours?	Remind students that they cannot participate in next session, if they can't fill today's <b>मुझे और सीखना है</b>	

----- End of Session -----

NOTES:

# PUBLIC SPEAKING

## Students will be able to:

- Increase confidence to speak in public
- Generate ideas/information/topics for speaking
- Improve tone, volume, and pacing

## PUBLIC SPEAKING IN CAB

Do you enjoy speaking in public? In school, when the teacher asked a question, did you always raise your hand if you knew the right answer? Did you participate in debates? Did you participate in theater? Have you ever addressed an audience and stepped down the podium to the noise of thunderous applause? If the answer to any of these questions is yes, you are familiar with the boost of confidence and self-esteem that comes from just presenting yourself to an audience.

Every student walks into a Medha classroom hoping to ‘overcome hesitation’ to speak – in front of an audience and to new people, through the public speaking sessions, we hope to help them achieve just that! In session, the trainer creates for his/her students a stage – on which the students can practice expression, master it and gain confidence from appreciation that follows. The confidence gained during public speaking becomes the bedrock for the rest of the training in professional communication.

## THIS MODULE FOR YOUR STUDENTS

When we picture public speaking, most commonly we imagine speech-making before an audience. However, this is not the case. There can be different types of public speaking: Informative, Persuasive and Entertaining. A single speech can also be all three. What is the right way that depends upon the purpose of the speech. For instance, the purpose of interacting with a group of customers on the floor of a retail store calls for persuasive and entertaining style, and the purpose of presenting your opinion about demonetization on a debate podium should be informative and persuasive.

Your students are most likely to directly benefit from the Public Speaking skill during:

### 1. Participation in Debate Clubs:

Debates are a wonderful opportunity for students to practice each aspect of public speaking, including volume, tone and pacing. Encourage students to watch videos of famous Bollywood / political speeches to get a good idea about voice modulation and pacing. Use tone effectively – like Chak De's Shubrukh, scan the QR for more effective examples of Public Speaking.

### 2. Interacting with customers during sales:

Once again, the ability to pack intent behind speech is the key to success. Before addressing new people, one must be aware of the kind of first impression one desires to leave. If you want to them to think of you as an easy-to-approach, helpful person, then opening with an aggressive rhetorical may not be the best idea.

### 3. Appearing in a panel interview:

Maintaining eye contact with multiple audience, while speaking at an even pace and communicating information confidently is a skill that can be mastered on the public speaking stage and will come in handy at any interview.

Many career opportunities open up for those who can communicate effectively. Share with examples, it is important in all careers to not just have good ideas, but also to be able to communicate those ideas to a team or customers. In order to truly overcome their fear of speaking to new people, students must do internships.



## DELIVERING THIS MODULE

While taking a public speaking session, always keep in mind:

**Create a safe space in the classroom:** During the context setting, communicate a) It's okay to fail (add personal examples) b) Everyone in the class is learning to be a good speaker, therefore, everyone should encourage everyone else, c) Encourage students to put themselves in the shoes of the person who is on stage for the first time – pay attention to speaker, don't talk to each other or pass comments

**Encourage lots of applause:** Each person who volunteers to speak in front of an audience deserves a round of applause – ensure that they get it.

**Student-wise, specific feedback and follow-up:** Make it a point to give them specific feedback on their performance, immediately after their speech. When giving feedback for the second time, make it a point to follow-up on the feedback given in the first instance.

**Give action-oriented advice:** If you wish a student to work on their 'body language', share specific actionable feedback like 'avoid tucking your hair behind your ears', 'do not rock on your feet' etc.

### How Student Assessment works?

The students assessment / feedback can be either - quantitative and qualitative. While the qualitative format is for you to take notes on strengths and areas of improvement, the quantitative format requires you to rate student performance against pre-defined indicators.

Prep	Plan	<p>0: Did not make any plan on paper.</p> <p>1: Made a rough plan on paper.</p> <p>2: Made a fair plan on paper, with points clearly written.</p>
	Structure	<p>0: The speech had no beginning, middle, or end.</p> <p>1: The speech had any 2 elements, not 3.</p> <p>2: The speech had beginning, middle and end.</p> <p>Tips for students:  <i>Beginning</i> - a powerful opening is ideal. However, even a standard practice of opening the speech with your name and topics, help you be more articulate.  <i>Middle</i> - The 'points' you wish to communicate.  <i>End</i> - Conclude, thank your audience and leave without appearing to run away from the stage relieved.</p>
Delivery	Body language	<p>0: Did not maintain eye contact with the audience.</p> <p>1: Made eye contact.</p> <p>2: Made eye contact, avoided excessive body movement.</p>

		<p>Tips for students:</p> <p>To maintain eye contact with everyone in a room slowly trace a W shape across your audience - if you make a W - you are likely to cover everyone.</p> <p>To control body ticks - give your students specific feedback - if needed, mention it after the class - but you must tell them exactly which movement on their part is distracting</p>
	Vol / tone / pace	<p>0: Was not audible.</p> <p>1: Was audible, spoke at pace which was neither too fast or too slow.</p> <p>2: Was audible, spoke at an even pace, and was able to vary tone to emphasize, when needed.</p>
		<p>Tips for students:</p> <p>Encourage students to always ask the student on the last bench, if they were audible during the speech.</p> <p>Let your students know if they are going too fast or slow, this is not an observation, they will be easily able to make through honest self-reflection a one.</p>

## BENCHMARKING YOUR SUCCESS

A successful public speaking session is always filled with the sound of thunderous applause, because each student who speaks get the same appreciation from the trainer, and the class.

- Each student who speaks gets feedback from trainer:**

While providing feedback, the trainer follows a sandwich approach: Positive – Negative – Positive. Positive is appreciation and negative is areas of improvement. In one session, the p students make a mental note of 1-2 areas of improvement, not more.
- Reticent students are encouraged:**

The trainer is vigilant about the students who have been hesitant to participate, and encourages them to come up on the stage. Discourage students from ‘turning away’ off the stage
- Self-assessment:**

During reflection, the trainer instructs the students to do self-reflection in the handbook
- By the last session, everyone has participated at least once:**

In a class of 25-35, it is not possible for each student to speak on the stage within a single session. However, at the end of the 3 public speaking sessions each student should participate at least, once

# SESSION ONE

STUDENTS WILL BE ABLE TO  
EXPERIENCE PUBLIC SPEAKING  
RECEIVE POSITIVE FEEDBACK

Game Plan A

Difficulty level: **N/a**

Recommended for: **N/a**

Extra Materials: **None**

15 mins	Context Setting Sher bandook deewaar	-
35 mins	Session Activity <b>अपने बारे में कुछ बताइए</b>	-
10 mins	Wrapping Up Reflection + self-assessment	-

## SESSION ONE GAME PLAN A

15 mins	Context Setting: Sher, bandook, deewaar	Energiser
5 mins	Divide the class randomly into two equal groups and ask both groups to step up in front of the class, and stand facing each other	Refer - Trainer reference: The power of power poses (Don't give students gyaan about power poses, it is for them to experience and you to know)
5 mins	Give the instructions: <ol style="list-style-type: none"> <li>1. The game is like rock, paper, scissors. But with more fun</li> <li>2. The teams can either be sher, bandook, or deewar - Sher roars (loudly), bandook goes <b>ढीशकीयाऊँ</b>, and ceewar stands still and silent.</li> <li>3. The rules:             <ul style="list-style-type: none"> <li>o Sher vs ceewar: Sher leaps over the ceewar: sher wins</li> <li>o Sher vs bandook: Sher dies. Bandook wins</li> <li>o Bandook vs ceewar: Bandook's bullet bounces off of ceewar. Deewar wins.</li> </ul> </li> </ol>	Note: Nothing will get kickstarted without a strong demo from the trainer.
5 mins	Let teams play for min. 3, and max 5 rounds	
35 mins	Session Activity: <b>अपने बारे में कुछ बताइए</b>	On-spot feedback
5 mins	Context setting – set expectations, create a safe space (refer – module overview 'Delivering this module')	
30 mins	Ask students to come up on stage, and make the speech prepared as assignment, from day one. Give each student specific feedback (refer – module overview 'Delivering this module' and 'What a successful session looks like')	Note: At least 6-7 students should speak today, manage time accordingly.
10 mins	Wrapping Up: Reflection + self-assessment  Lead reflection <b>What?</b> How was it? What did we learn about the art of public speaking? <b>So, what?</b> List common feedback points on board (min 3, max 5). <b>Now, what?</b> Remind students to refer to self-assessment in student handbook, and assess their own performance.	Reflection  Remind the students that the session will continue next day and they should complete the assignment of day 1, if it remains pending.

----- End of Session -----

## TRAINER REFERENCE

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### Power Poses – what, why, how?

A better way to understand the concept is to see the Ted talk – “Your body language shapes who you are” by Amy Cuddy. You can find it, if you scan



The gist of the talk is presented here:

Have you seen the pose struck by the winners of a race when they cross the finishing line? Their hands are raised in a V position and their chin is lifted. It has been noted by researchers that this pose is made by even the visually-impaired athletes. This proves that even if, they have never seen anyone else do it, all athletes across the world instinctively recognize this pose as one of pride & victory!

Unlike verbal communication, nonverbal communication tends to have the same meaning and rules across the world. When people feel confident and

at home, they sit back and relax. When people are anxious or nervous, they tend to wrap their ankles, tap their knees, hunch their backs. When we wish to not be noticed by other people, we make ourselves smaller. And we are all aware of these ‘messages’ other people are giving through their body language, and we make sweeping judgements about them on the basis of this. However, we forget that the most important audience of body language are not the people who see it, but the people who make it.

In short, the science behind power poses states that if for two minutes a person strikes a power pose, his/her testosterone levels rise, he/she feels more confident and strong and as a result, ends up performing without fear in stressful situations.

In the classroom, you will notice this science at play too – after an energizer like *sher, barcook, ceewar*, which requires students to move their arms and legs, and make some noise, students will look visibly relaxed and the reticent students too are likely to experience a ‘rush of confidence’. Just make them act like a powerful and loud for once, and they *will* feel a surge of confidence – whether they want to or not.

NOTES:

# SESSION TWO

STUDENTS WILL BE ABLE TO  
EXPERIENCE PUBLIC SPEAKING  
RECEIVE POSITIVE FEEDBACK

## Game Plan A

Difficulty level: **High**

Recommended for: **Students who are forthcoming, and quickly volunteer to be on the stage**

Extra Material: **Dialogue maaro cards**

15 mins	Context Setting <b>Dialogue maaro</b>	Dialogue maaro cards
40 mins	Session Activity <b>अपने बारे में कुछ बताइए</b>	
5 mins	Wrapping Up <b>Reflection + self-assessment</b>	-

## Game Plan B

Difficulty level: **Moderate**

Recommended for: **Students who are reticent, and come on stage only after encouragement**

Extra Material: **None**

15 mins	Context Setting <b>Dialogue demo</b>	-
40 mins	Session Activity <b>अपने बारे में कुछ बताइए</b>	-
5 mins	Wrapping Up <b>Reflection + self-assessment</b>	-

## SESSION TWO GAME PLAN A

15 mins	Context Setting: Dialogue maaro!	<b>Energizer</b>
5 mins	Context setting – explain the activity, give a good demo, get students to repeat the dialogue after you, try different variations of the same dialogue.	<i>Important</i> Wrap up in given time, otherwise only a few students will get to participate in session activity.
10 mins	Ask them to pick a dialogue card from the pile on the table, and try a dialogue.	Refer- Session reference (The tone of the thing)
40 mins	<p>Session Activity: <b>अपने बारे में कुछ बताइए</b></p> <p>Invite students to share their assignment from day one CAR</p> <p>Give feedback to each student</p>	On-spot feedback
5 mins	<p>Wrapping Up: Reflection</p> <p>Appreciate everyone's effort.</p> <p><b>What?</b> How was it? What did we learn about the art of public speaking?</p> <p><b>So, what?</b> List common feedback points on board (min 3, max 5).</p> <p><b>Now, what?</b> How can we become better speakers?</p>	<b>Reflection</b>

----- End of Session -----

## SESSION TWO GAME PLAN B

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15 mins	<b>Context Setting: Dialogue demo!</b>	<b>Energiser</b>
15 mins	Ask all students to get up from their seats and form a large circle. Join this circle. Explain – you will say a line and they have to repeat after you. Lead with a dialogue of your choice (refer Dialogue cards for options), and try as many different variations of it as possible. Repeat till all students join you, and then ask them to return to their seats.	Keep it light! Do not spend more than assigned time on this. Today's main objective is to ensure max. time for session activity.
40 mins	<b>Session Activity: Presenting a Medhavi in making</b>  Invite students to share their prepared stories. Give feedback to each student	<b>On-spot feedback</b>
5 mins	<b>Wrapping Up: Reflection</b>  Appreciate everyone's effort. <b>What?</b> How was it? What did we learn about the art of public speaking? <b>So, what?</b> List common feedback points on board (min 3, max 5). <b>Now, what?</b> How can we become better speakers?	<b>Reflection</b>  If you give quality feedback during session activity, this will be easy

----- End of Session -----

## TRAINER REFERENCE

### The tone of the thing

To watch a powerful demonstration of how varying the tone of voice can help us become more engaging and interesting orators, please watch How to fix a monotone, by Ramit Sethi by scanning:



### Also, to deliver a powerful Dialogue Maaro, note:

Speakers who engage us are the ones who are successfully able to communicate emotion through their voice, and the only way to convey emotion is to vary our tone. While delivering the dialogue maaro energyzer, it is important that the trainer demonstrates how the implication of each dialogue changes with changing tone. For a good impact, try tones that are completely contrary to the tone in which the dialogue is delivered in the films.

Below are a few examples:

<i>Dialogue</i>	<i>Conventional tone</i>	<i>Tones you can try</i>
Ruk jaao, ye shaad nahi ho sakti	Anger, lament	Laughing, sing-song, politely pleading
Kutte main tera khon pee jaunga	Loudly, Extremely angrily	Plain and dry, monotone
Basanti in kutton ke saamne mat naachna	Loudly, Extremely angrily	The way you would normally ask for an extra rotli in a restaurant
Rishte mein to hum tumhare baap lagte hain	A deep, no-nonsense tone	Giggling and shy stammer
Ek chutki's noor k keemat	Intensely emotional rhetoric	The tone you would use while bargaining with a vegetable vendor
Driver: Gaudi hoko	-	Try the whole gamut – arrogantly, urgently, snobbishly, nervously,

# SESSION THREE

**STUDENTS WILL BE ABLE TO**  
 PRACTICE IDEA GENERATION FOR PUBLIC SPEAKING  
 SELF-ASSESS PUBLIC SPEAKING ABILITY

**Game Plan A**

Difficulty level: **Medium**

Recommended for: **Reluctant students**

Extra Material: **Chits with topics / objects**

10 mins	<b>Context Setting</b> Tail the donkey	-
45 mins	<b>Session Activity</b> मिनिट एक, बार्ते अनेक!...	Chits and objects
5 mins	<b>Wrapping up</b> Self-assessment!	-

**Game Plan B**

Difficulty level: **High**

Recommended for: **Students with higher public speaking aptitude / experience / greater GK**

Extra Material: **Chits with topic names**

10 mins	<b>Context Setting</b> Welcome, World Leaders	-
45 mins	<b>Session Activity</b> Mock United Nations	Country caselets (trainer reference)
5 mins	<b>Wrapping up</b> Self-assessment	-

## SESSION THREE GAME PLAN A

10 mins	<b>Context Setting: Tail the donkey</b>	<b>Energiser</b>
5 mins	Draw a donkey on the board	If your drawing skills are poor, draw anyway! Laughter is a great way to start a session. Encourage students to come up with out-of-the-box ideas. Examples (for your ref, not to be shared) – noodles, wires, strings of bags, etc.
5 mins	Share with your students that the donkey has lost its tail. And, now we must find a new tail for it. We can use any material that is easily available to us, but let's think of something really out of the box – or our donkey will not like its new tail!  Let the class come up with 10-12 alternatives before transitioning to the session activity.	
45 mins	<b>Session Activity: मिनट एक, बाते अनेक</b>	
45 mins	Share activity instructions	Do not invite volunteers, call students on the stage by name to save time.  While one pair is presenting, invite the other to prepare.  Do not give feedback on 'content quality'. Applaud all efforts to communicate confidently.  Refer: Topic list (trainer ref)
5 mins	- Today, we will push our brains to think fast and think a lot - I will invite two students on the stage at a time, both of them will get to pick on chit from the box - The chits have some common words like colours, grass etc. - The pair will get 1 minute to think of things to say about say the topic - And, then together, they will have to speak for 2 full minutes on that topic. - At the end, all pairs who manage to speak for a full 2 minutes will win	
40 mins	Begin activity, after each presentation share feedback on – eye contact, body language, volume, tone and pace.	
10 mins	<b>Wrapping Up: Self-assessment</b>  Applaud everyone's effort. <b>What?</b> How was it? What were the most exciting and challenging parts of the activity? <b>So, what?</b> List common feedback points on board (min 3, max 5). <b>Now, what?</b> How can we continue our practice outside the class?	<b>Reflection</b>  Remind the students to fill self-assessment in student handbook and note improvement

----- End of Session -----

## SESSION THREE GAME PLAN B

10 mins	<b>Context Setting: Welcome, World Leaders!</b>	<b>Discussion</b>
5 mins	Ask students the following: In the world, we have enough money to feed and clothe everyone, and yet a large percentage of the population remains hungry and poor. Why is that?	Transition to the activity by stating that in today's activity, we will step into the shoes of world leaders and see if we can communicate our countries needs better!
5 mins	After listening to ideas, introduce Mock UN to students.	
<b>45 mins</b>	<b>Session Activity: Mock Unite Nations</b>	<b>Facilitation</b>
5 mins	Instructions – - We will divide up in pairs, and each pair will get a caselet that states your country's need and strength. - You will get one minute to read and prepare. - You will get two minutes to present. - All the teams that speak for a full two minutes without repeating content will win.	While one pair is presenting, invite the other to prepare.  Do not give feedback on 'content quality'. Applaud a efforts to communicate confidently.
40 mins	Begin speeches, and after each speech share feedback on – structure of the content (beginning, middle, end), eye contact, body language, volume, tone and pace.	Refer: Country Caselets (Trainer reference)
10 mins	<b>Wrapping Up: Self-assessment</b>  Applaud everyone's effort. <b>What?</b> How was it? What were the most exciting and challenging parts of the activity? <b>So, what?</b> List common feedback points on board (min 3, max 5). <b>Now, what?</b> How can we continue our practice outside the class?	<b>Reflection</b>  Remind the students to fill self-assessment in student handbook and note improvement.

----- End of Session -----

# TRAINER REFERENCE

## Game Plan A – Topic List

Topic	Prompts (share only if needed, with extremely reticent students)
रंग	Type, uses (flags, clothes, decorations, no!), significance (emotions, represent group identity), and characteristics
त्यौहार	Types, favourite festival, rituals, foods, customs
जन्मदिन	Memory of a favourite birthday, customs, birthdays of friends and siblings.
Sunday	Favourite Sunday, Sunday food, outings, shopping, describe a Sunday..
Exams	Before, during and after exams – memory of board exams
पैसा	Uses, sources – funny incidents of lending and borrowing, or pocket money
दोस्त	Types of friends, importance of friends, memories, best friends
Free internet	What is? Uses, benefits, disadvantages
मेरा smartphone!	Time spent, activities done, favourites, frustrations.
पेड़	Uses, types, significance, characteristics, memories, favourite fruits / flowers
खेत	Memories, types, a day in the field, crops
मौसम	Favourites, least favourite, memories, food, clothing, and vacation spots
अंगीठी / campfire	How is it set up? Memories? Imagination? Travel ideas?
Radio	Nostalgia – uses, types, significance. Favourite shows, songs etc.
चिट्ठी	Nostalgia – do we write letters? What was the use? Who can we write to?
सरकारी नौकरी	What is the big deal? Image of govt. officers, advantages and disadvantages
लड़कियों की strengths!	Strengths of women in your life – mom, sister, classmates, teachers
बुजुर्गों की समझ	Strengths of elders in your life- wisdom received from grandparents etc.
IPL / Cricket	Memories, teams, structure, fun
होटल का खाना	Memories, types, favourites, hotels in town, famous hotels in cities
गुब्बारे और रिबन	Parties, decorations, memories, types of parties, memories,
नदी	Types, names, states, path of a river, pollution, uses, significance.
मोटरसाइकिल	Do you know how to ride? Favourites? Memories? Likes? Dislikes? Brands?
तकदीर / Luck	Do you believe in it? Who believes in it? How can luck effect your life? When do we wish people good luck, and why?
बालों की देखभाल !	Types of hair, hair products, hairstyles, Is it better to have long hair, short hair or to be bald?

## Game Plan B – Mock UN Caselets

Download and print caselets from [Dropbox > Training and Development > CAB 2019-2020 > Learning Aids > PS3 Mock UN Caselets.](#)

Scan QR code to access the document directly.



# SESSION FOUR

**STUDENTS WILL BE ABLE TO**  
PRACTICE PUBLIC SPEAKING IN FRONT OF AN EXTERNAL AUDIENCE  
SELF-ASSESS PROGRESS MADE IN CAB

## Game Plan A

Difficulty level: **Medium**

Recommended for: **All**

Extra Material: **None**

10 mins	<b>Context Setting</b> Once upon a time	-
45 mins	<b>Session Activity</b> My CAB journey	-
5 mins	<b>Wrapping up</b> To be continued!	-

## SESSION FOUR GAME PLAN A

10 mins	<b>Context Setting: Welcome, dear guest!</b>	<b>Energiser</b>
5 mins	This is the second last day of CAB, summarise the purpose of the session quickly, and hand the stage over to your students and their friends!	Pre-session prep: Ask students to invite a friend to today's session.
5 mins	Today, we will narrate the story of CAB journey as if it was a superhero movie. The heroes are you, and your adventures are the session we have had, and today is the happy ending.	To celebrate the day, we recommend that you dress up for the occasion and invite a photographer!
45 mins	<b>Session Activity: Picture abhi baaki hai</b>	<b>Facilitation</b>
45 mins	Instructions –	
5 mins	- Divide students into groups of 4 (not more). The friends of the Medha students will not be part of the presentation, they form the audience. However, they can join groups and participate in ideation.	Do not give any critical feedback today. Celebrate the positives!
15mins	- In 15 minutes, groups have to, a) name the movie of CAB journey, b) create a <u>5-minute</u> long story, c) divide the narration among themselves.	Mingle with the audience, encourage loud applause.
25mins	- Remind the groups that stories have to be narrated, not acted! - Invite each group to present. Time limit: 5 minutes. - If any groups remain, they can present on day 30, i.e. the next session.	
5 mins	<b>Wrapping Up: To be continued!</b>	<b>Reflection</b>
	<p>Appreciate everyone's effort.</p> <p><b>What?</b> How was it? What did we learn about the art of public speaking?</p> <p><b>So, what?</b> List common feedback points on board (min 3, max 5).</p> <p><b>Now, what?</b> How can we become better speakers?</p>	Remind the students that tomorrow the remaining groups (if any) can share their experiences, as it is the last day of CAB. Invite audience to join you tomorrow, as well, if they can.

----- End of Session -----

# Group Presentation

## Students will be able to:

- Craft and present a cohesive story as a team
- Leverage individual strengths/weaknesses
- Manage Q&A from an audience

## GROUP PRESENTATION IN CAB

The ability to present ideas and information effectively is, perhaps, the most saleable of all professional skills. A professional is expected to deliver presentations to customers, co-workers and superiors. The content and style of delivery for each presentation varies as per the audience and subject.

Group presentations differ from individual presentations. The latter has the potential to deliver stronger, better and richer content than the former. The key remains focused teamwork and well-coordinated delivery. This module aims to give students a chance to practice both.

## THIS MODULE FOR YOUR STUDENTS

This module will accomplish primarily two things for your students:

- Help them practice delivery and technique of group presentation (See reference material after Session One – the best Group Presentation practices).
- Encourage students to generate diverse ideas on a seemingly common subject in a short time.

Your students have most likely never given a formal presentation, and are also not aware of its application in the workplace. Through context setting, feedback, and reflection of the session - help the students know various contexts in which the professional practice the art of presentation.

When giving students positive feedback about their performance in presentation – point to them that delivering good presentation is the first key skill for sales. People with effective presentation skills can grow in the fastest growing job role in any industry – sales and marketing.



1. **Instructive presentations:** Professors, teachers and corporate trainers use presentations to deliver complex information to the audience.

A good example of such a presentation is, Al Gore's talk on climate change. (scan to view)

2. **Structured visual storytelling:** Typically used by marketers, these presentations seek to sell a point. They can either choose to deliver the whole presentation like a story, which has a logical beginning and end. Or they can go directly for the WOW factor – the conclusion – and go backwards from there.

A good example of a presentation put together by a marketer who was an expert of visual storytelling is Steve Jobs' introduction of iPhone (2007) (scan to view)

3. **Free style storytelling:** Typically, used by life coaches, soft skill trainers, and development sector leaders - these presentations depend primarily on the speaker's oration ability and expert knowledge on the topic. These speakers can open with a joke that is seemingly unrelated to the topic, but then seamlessly transit to the heart of their message. A good example is Sir Ken Robinson's TED talk Bring on the Learning Revolution. (scan to view)



## DELIVERING THIS MODULE

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While taking a group presentation session, always keep in mind:

**Manage time well:** It's not possible for more than 4 groups to present in a single session, hence, it is advised that you form groups of larger no. of students, but keep the number of groups limited to 4-5 in the class. While the students are engaged in the activity, take care that they adhere to the assigned time limit for each task.

**Maintain trainer notes:** This session does not require you to take an objective assessment of each team. However, you should maintain trainer notes for the performance of each team, and identify their strengths and areas of improvement along the following parameters:

- **Audibility:** Can you hear each member clearly throughout the presentation?
- **Pace:** Is the pace of speech, or the flow of ideas too slow or fast?
- **Fluency:** Is the speech matter fluent indicating a well-rehearsed opt?
- **Tone and Energy:** Is there sufficient variation in tone? Enthusiasm?
- **Eye Contact:** Is the presenter making eye contact or avoiding?
- **Body Language and Gesture:** Is the presenter's posture confident? Any distracting gestures?
- **Transitions:** Did the presentation transfer from one speaker to the next smoothly?
- **Structure and Cohesion:** Did the presentation have a beginning, middle and end?
- **Use of Visual Aids:** Was it a help or distraction or underused?

## BENCHMARKING YOUR SUCCESS

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If the following things have happened in a session of Group Presentation, it can be considered successful

1. **Clear instructions:** The instruction for the activity clearly stated to the students, what is expected of them during the activity. **The instructions must NOT include a summary of dos and don'ts.** Stating the conclusions before the students have had a chance to do the activity on their own defeats the essence of experiential learning.
2. **Trainer observed each team's work-in-progress:** After the students begin to follow the instructions, the trainer should go to each group and ensure everyone is on the same page, and is following the right instructions.
3. **Maintains trainer notes & gives on-spot feedback:** Refer to 'Delivering this module' section for relevant parameters of giving feedback during a presentation. It is also important to give each team the feedback, *immediately* after their performance. If effective feedback is given at the end of each presentation, students will quickly recall the key takeaways from the session in the end.
4. **Maintaining class decorum during presentation:** The class should pay attention to the team which is delivering a presentation, **after the time to design presentations is over nobody should remain engrossed in making their own presentation,** ignoring the other teams who are presenting.

NOTES:

# SESSION ONE

STUDENTS WILL BE ABLE TO  
CREATE AN EFFECTIVE STORYLINE FOR A PRESENTATION ARTICULATE  
ELEMENTS OF DESIGNING AND DELIVERING A GOOD PRESENTATION

## Game Plan A

Difficulty level: **Moderate**

Recommended for: Students who have been forthcoming during public speaking sessions

Extra Material: Product chits, charts, sketch pens

10 mins	Context Selling <b>Product groups</b>	Chits (hand-made)
45 mins	Session Activity Design and deliver	Charts, sketch pens
5 mins	Wrapping Up <b>Reflection</b>	-

## Game Plan B

Difficulty level: **Low**

Recommended for: Students who have been reticent during public speaking sessions

Extra Material: Charts, sketch pens

10 mins	Context Selling <b>Kissa groups</b>	Chits (hand-made)
45 mins	Session Activity Stringing together a story	Charts, sketch pens
5 mins	Wrapping Up <b>Reflection</b>	-

# SESSION ONE GAME PLAN A

10 mins	<b>Context Setting: Product group</b>	<b>Energizer + Facilitation</b>
5 mins	Ask all students to step forward and pick a chip each from your table. Inform them that their task is to now find their team on the basis of what's written in their chip.	Before the session, make the chips. For topics, refer – session reference – Product group key words
5 mins	Set context for today's sessions. Give instruction for the session actively: 1) The students will get 20 minutes to prepare a presentation about a product from the group's category. The features of the product can be decided by the team, they should be something out of the box. 2) After 20 minutes, each team will get exactly 5 minutes to present their product in front of the class. 3) Students must remember to do both – prepare the presentation on paper and rehearse how to present it in the first 25 minutes alone.	
45 mins	<b>Session Activity: Design and deliver</b>	<b>Activity-based</b>
20 mins	Student design a presentation about the product of their choice	<b>On-Spot Feedback</b>
25 mins	Call the teams one-by-one to present their product in front of the class. Share your feedback about their performance.	
5 mins	<b>Wrapping Up: Reflection</b>  What? how was it So, <b>what?</b> what did they learn from today's sessions? Now, <b>what?</b> List common takeaways on the white board.	<b>Reflection</b>  Remind students to fill their student handbook.

----- End of Session -----

## SESSION ONE GAME PLAN B

5 mins	<b>Context Setting: Kissa groups</b>  Divide the class into 4 groups of 6-8 students.  Set context for group presentations – ask students what they understand by the word presentation, and share your personal experience of delivering your first important presentation.  It is important to take time to encourage students to participate in today's session. Lay stress on the importance of speaking up.	<b>Facilitation</b>  Session prep: For ideas about chat names, refer – session reference – Kissa group key words
45 mins	<b>Session Activity: Stringing together the story</b>	<b>Facilitation</b>
25 mins	Inform the students that they have 25 exact minutes to: a) Make a story which must use all the key words from the chips b) Figure out how to present this story using either charts or any other means that they prefer c) Rehearse the delivery, ensuring every member in group participates.	It is important to manage time well, when 15 mins are up let students know they are left with only 10 mins.
25 mins	Ask each group to stop preparing. Call them up one-by-one to present their story. Give specific and relevant feedback to each group who takes the stage	
10 mins	<b>Wrapping Up: Reflection</b>  <b>What?</b> how was it <b>So, what?</b> what did they learn from today's sessions? <b>Now, what?</b> List common takeaways on the white board.	<b>Reflection</b>  Remind students that they need to fill up the self-assessment in the student handbook.

----- End of Session -----

## TRAINER REFERENCE

Product group key words	Swivel chair, Office chair, Couch, Throne, Foldable chair
	Smartphone, GSM phone, Landline, Satellite phone, Query phone, Touchscreen
	Weekly magazine, film magazine, news magazine, online magazine, women's magazine, men's magazine
	wrist watch, digital watch, clock, grandfather clock, clock tower, sports watch
	racing cycle, multi-gear cycle, girl / men cycle, children's cycle, tri cycle, gym cycle
	glass, cutting glass, mug, cup, steel glass, sipper glass, paper cup
Kissa Group Key words	Torch, forest, village, crow, bee, a bunch of keys, bird, mountain, wood, food
	Beach, a map of USA, rainbow, guns, tiger, boat, sharks, tea, guitar, coffee, dance
	Bottle, home, red post box, stamps, road, station, evening, shops, tomatoes, water
	Phone bed, lunch, ceiling, store, snore, window, banana, milk, butter, coffee

## GROUP PRESENTATION – BEST PRACTICES

### How to present as a team?

In some ways, team and solo presentations are alike. Both rely on the same fundamentals—setting objectives, preparing, and presenting. But the similarities pretty much end there, and the recognition that you're now part of a team becomes important. To be successful, a team presentation must be a **team** presentation.

**Decide the storyline of the presentation:** For example, if the presentation is about 'a new smartphone' – What is the team's story about this phone? What does the team want to communicate about this new phone? They must write down in clear points everything that they desire to communicate, and then put it all together in a logical order. For example, the goals for a presentation of 'new smartphone' can be, 1) Share your phone's USP, 2) Elaborate the USP by sharing what is currently available in the market, and how is your phone different from others?, 3) What are its other features?, 4) Price, 5) Availability – how can it be bought? From when?

**Preparation is critical:** Decide who will present what, how, etc. Rehearse, and time your presentation.

**Include introductions as part of your preparation and rehearsal:** Open the presentation by introducing your team – decide who will introduce everyone, or whether each person will introduce themselves. All

**Focus on transitions:** When one person hands over the presentation to the next person, ensure that there is a smooth transition. It shouldn't come across as awkward.

**You're 'on,' even when you're not speaking:** While presenting, each member of the group who is on stage should appear alert and energetic. Take care to not lounge or look bored, even when the other members of the team are presenting.

# Group Discussion

Show initiative and leadership  
Listen intently and respond with meaning  
Master useful GD techniques for generating ideas

## GROUP DISCUSSION IN CAB

Group Discussion (GD) is a screening round before Personal Interviews. Typically, a GD has maximum 10 to 15 members in a group. After the topic gets introduced by the moderator, generally 5 minutes are given to prepare the points and then 15 to 20 minutes are given for the discussion. A Group Discussion is not a debate during which each participant must pick a side. It is a *discussion* where you have to bring out all sides of a topic.

## THIS MODULE FOR YOUR STUDENTS

While some of your students may have heard the term - Group Discussion - vaguely in reference to an interview round, for many students Group Discussion remains an unheard term. Your demonstration in the classroom will be their first exposure to a group discussion, and the only one that they will get to experience before facing an interview round. This is also an elimination round in most cases, so a poor performance in the GD will mean a loss of opportunity to move into the personal interview round.

Students are most likely to experience the following types of GDs:

**MBA entrance:** Highly competitive, requires students to have an informed opinion on General Awareness topics, along with a knowledge of current affairs from the business world. The students must be quick enough to participate even in a highly competitive environment. For examples, scan:



**Most entry-level jobs:** This round is extremely time-bound as companies usually have to screen a lot of time in a short time. The participants can get hostile with each other, and students must be prepared to participate without resorting to outright fighting.

## DELIVERING THIS MODULE

While taking a Group Discussion session, always keep in mind:

**Simulate real GD scenario:** The students must not take the GD round casually; the scoring should be serious enough to make them competitive. At the same time, with a reluctant group, focus on eliciting participation.

**Communicate scores clearly:** Unlike Public Speaking, it's not easy for students to judge their own performance in a GD because they are completely unaware of the parameters of success in a GD. Communicate these parameters and their performance on them clearly to each student.

**How Student Assessment works?**

Rate student performance against pre-defined indicators.

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## GROUP DISCUSSION

Here's a sample:

<b>Idea Generation</b>	0: Did not write anything 1: Roughly wrote something related to the topic 2: Thought and wrote points in a structured manner
Tips for students	Do practice exercises in the student handbook. Ensure students understand the GD idea generation techniques shared in the class.
<b>Initiated / closure</b>	0: Did not initiate/ Could not close 1: Initiated but did not have a strong point/ Closed with a point but did not summarize 2: Initiated and presented a good point/ Closed summarizing all the thoughts and presented a final relevant point
Tips for students	It is not a good idea to open "I have nothing to say about the discussion or to just say 'in conclusion...' without summarizing the complete discussion.
<b>Participation</b>	0: Did not participate 1: Presented only 1 relevant point 2: Presented more than 1 relevant point
Tips for students	They must speak. Practice.
<b>Interpersonal Skills</b>	0: Did not participate / Was aggressive 1: Did not encourage others to speak and presented only his/her point 2: Encouraged others to speak
Tips for students	Cutting in between people's sentences, and not letting others speak is bad.
<b>Subject knowledge</b>	0: Gave irrelevant points / did not participate 1: Gave relevant points but no example or data 2: Gave relevant points with supporting examples and data
Tips for students	Practice exercises in the student handbook, reading the newspaper every day.
<b>Body language</b>	0: Slouched and did not make eye contact with the group members 1: Maintained eye contact but was sitting slouched 2: Maintained eye contact and was sitting straight
Tips for students	Only master three things – don't slouch, look everybody in the eye, and smile.

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## BENCHMARKING YOUR SUCCESS

If the following is happening in a GD class, the class is a success:

1. The trainer clearly communicated the dos and don'ts of GD; Do this during each reflection.
2. Trainer was prepared with a relevant topic; You must have complete and thorough understanding of each topic that you introduce in any GD session.

3. **On-spot assessment was communicated** to each student: As mentioned earlier, it is not possible for students to accurately assess their GD performance because they are not clearly aware of the parameters.
4. **Timed group discussion:** The trainer timed the discussion and ended it as soon as the time was up.

NOTES:

# SESSION ONE

**STUDENTS WILL BE ABLE TO**  
UNDERSTAND THE PARAMETERS OF SUCCESS IN A GD ROUND  
CONDUCTED DURING INTERVIEW PROCESS

Game Plan A

Difficulty level: Medium

Recommended for: Not relevant

Extra material needed: None

20 mins	Context: Setting You vs Me	-
20 mins	Session Activity Demo GD	Student assessment
20 mins	Wrapping Up Dos and Don'ts	-

Game Plan B

Difficulty level: Low

Recommended for: Students with no pre-knowledge of the concept of GD

Extra material needed: Newspaper clippings / printouts - Hindi editorials (4 sets of 4 clippings for class of 25)

5 mins	Context: Setting मुद्दे की बात	-
45 mins	Session Activity टपरी की बेहस	Student assessment
5 mins	Wrapping Up Tomorrow's assignment	-

# SESSION ONE GAME PLAN A

20 mins	Context Setting:	Facilitation
5 mins	Choose a topic on which your class's opinion is likely to be STRONG and DIVIDED.	Example - who is better Aamir or Salman?
5 mins	Ask the students to choose two separate sides. If any students are in the middle, ask them to pick a side.	
5 mins	Give instructions - a) <b>The two teams are now competing</b> against each other. b) The one with most points wins. c) <b>Gain one point for saying one original thing in defense</b> of your side's point of view. d) <b>You lose one point for saying anything against</b> the other team's point of view. e) You lose one point for not saying anything for more than 15 seconds.	
5 mins	Wrap up the session after 10mins of intense debate.	
20mins	<p><b>Session Activity: Demo GD</b></p> <p>Choose a group discussion topic from the GD list of topics. Conduct group discussion with one group only. Share feedback with students.</p>	<p>Observe and feedback</p> <p>Student assessment Material: GD topic list</p>
15 mins	<p><b>Wrapping Up: Dos and Don'ts</b></p> <p><b>What?</b> Ask students to fill how was the Session section from student handbook <b>So, what?</b> Why practice GDs? What use are they of? <b>Now, what?</b> How can we perform better tomorrow?</p>	<p><b>Reflection</b></p> <p>Remind students that they need to fill this up otherwise they can't move on to next session.</p>

----- End of Session -----

## SESSION ONE GAME PLAN B

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5 mins	<b>Context Setting: मुद्दे की बात</b>  Narrate a personal anecdote of GD experience Explain why GD happens and when	Conversational
45 mins	<b>Session Activity: टपरी की बेंहस</b>	Facilitation
10 mins	Give two sets of clippings to each group, and tell students they have 10mins to read and understand.	Divide the students into two groups
15 mins	Give GD topic to group 1 on the basis of the newspaper clipping. They have 2mins to make notes, and 10 to discuss	Student assessment
5 mins	Feedback.	
15 mins	Give GD topic to group 2 on the basis of the newspaper clipping. They have 2mins to make notes, and 10 to discuss	
5mins	Feedback	
5 mins	<b>Wrapping Up: Reflection</b>  <b>What?</b> Ask students to fill How was the Session section from student handbook <b>So, what?</b> Why practice GDs? What use are they of? <b>Now, what?</b> How can we perform better tomorrow?	<b>Reflection</b>  Remind students that they need to fill this up otherwise they can't move on to next session.

----- End of Session -----

NOTES:

# SESSION TWO

**STUDENTS WILL BE ABLE TO**  
PRACTICE GD TECHNIQUES  
SELF-ASSESS THEIR PERFORMANCE

## Game Plan A

**Difficulty level:** High

**Recommended for:** Students with high general awareness

**Extra material needed:** None

20 mins	Context Setting Get ideas	-
40 mins	Session Activity GD rounds	Student assessment
0 mins	Wrapping Up Part of activity	-

## Game Plan B

**Difficulty level:** Low

**Recommended for:** Students with low / no general awareness

**Extra material needed:** None

20 mins	Context Setting Get ideas	-
40 mins	Session Activity GD rounds	Student assessment
0 mins	Wrapping Up Part of activity	-

## SESSION TWO GAME PLAN A

20 mins	<b>Context Setting: Get ideas</b>	<b>Making conversation</b>
5 mins	Write your chosen topic in big letters on the top of the board Pick any one current affair topic from yesterday's newspaper for explaining the GD techniques	Pick any one current affair topic from yesterday's newspaper for explaining the GD techniques.
5 mins	Make 3 columns, and at the top of each column write technique names - SPFI / VAP / KWA	
5 mins	Explain the techniques to the class, one by one, with examples.	Important after explaining a technique, invite answers/ ideas from the class. Do not give more than 2-3 examples of your own
<b>40 mins</b>	<b>Session Activity: GD rounds</b>	<b>On-spot Feedback</b>
5 mins	Divide the students into two groups of 12-13 each. Assign a topic to first group.	Manage student anxiety level well. At the end of these two rounds, you want students to be on their toes - anxious to do better next time
10 mins	Participation begins right away, no time to think. Mark students, using student assessment.	You do not want them to a) Take this too lightly, or b) Feel too discouraged to try again.
5 mins	Give feedback. Point out the students who did not participate. Assign a topic to second group	
0 mins	<b>Wrapping Up: Part of activity</b>	-

----- End of Session -----

## SESSION TWO GAME PLAN B

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20 mins     **Context Setting: Get ideas**

Write your chosen topic in big letters on the top of the board.  
Pick any one current affair topic from yesterday's newspaper for explaining the GD techniques.

Make two columns, and write the techniques - VAP / KWA

Explain each technique one by one, with the p of examples. If Gameplan B was followed for session 1 as well, ask students about the topics they spotted in yesterday's newspaper.

**Sage on the Stage**

If the students are not familiar with the topic that you have chosen, switch to the topic 'Education system of India - a success or failure?'

Encourage students to draw upon their experience of being a student to give relevant points.

---

20 mins     **Session Activity: GD rounds**

5 mins     Divide the class into two groups of 12-13 each. Share the GD topic on the board with both groups, ensure they are familiar with the topic.

10 mins    Discuss on in the first group, while the second group observes without making any points of their own.

5 mins     Feedback. With special emphasis, on content quality.

10 mins    Discussion in the second group, while the second group observes without making any points of their own.

5mins      Feedback. With special emphasis, on content quality.

**Facilitation**

Pick ONLY ONE current affair topic for GD, with which your class is likely to be familiar.

Drill the importance of participation. Invite the interested students to gather in the Medha Center 20mins before the class any day during CA3 for extra GD practice.

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0 mins     **Wrapping Up: Part of activity**

**Reflection**

----- End of Session -----

## TRAINER REFERENCE

### How to generate GD ideas

Everyone can list up to 7-8 valid points before a GD begins, but when the GD does begin – you soon realise that everybody else thought of those points too! Now, what?

You must generate **new ideas during the GD**. For this, the following techniques will help:

- **Key Word Approach (KWA)**
- **Viewpoint of Affected Parties (VAP)**
- **Socio-cultural, Political, Economic, Legal and Technological (SPLET)**

Let us look at the topic: Excessive exposure of female in advertising should be banned.

**Key Word Approach (KWA):** Break the topic into important words – and talk about each word.

Excessive exposure: What is exposure? How can excessive/adequate be defined?

Advertising: Types of ads—TV, newspapers, magazines. Which of these should the group be taking up and considering for the discussion?

Ban: Is it not a very strong action? Is it possible to ban and implement the ban? Is it correct for a free, democratic society to ban all those things that some of its members' dislike?

**Viewpoint of Affected Parties (VAP):** Consider **all the people or parties who are likely to be affected by the topic**. Look at what is likely to happen to each of these parties—how they will benefit or lose.

Continuing on the topic, Excessive exposure of female anatomy in advertising should be banned, let us see how this approach can be applied to develop a large number of points.

- The audience for advertisement (viewers/reader, parents, children): How will indecent exposure affect the sensibilities of the viewers. If such advertising is allowed?
- The advertisers (the companies whose products are being advertised): If certain types of ads are banned, then are we not preventing companies from doing what they can to sell their products?
- Advertising agencies/ media (TV, newspapers, magazines): When certain types of ads are banned, ad revenues in general are likely to come down.
- Models (who are the people involved in 'exposing'): By taking self-righteous approach and banning certain types of ads, are we not taking away the livelihood of the models?

**Socio-cultural, Political, Economic, Legal and Technological (SPLET):** By looking at the topic from each of these angles, you can generate a good number of points.

Back to the topic: Excessive Exposure of female anatomy in advertising should be banned.

- **Socio-cultural:** Our culture and traditions, family set-up, values and related issues
- **Political:** The political will or right to implement an action of this nature.
- **Socio-cultural:** Our culture and traditions; family set-up values and related issues
- **Economic:** The effects on the performance of advertising companies, advertising agencies.
- **Legal:** Is such a ban legally tenable? The affected parties are likely to take recourse to legal help
- **Technological:** How can such a ban be implemented on media like satellite TV?

Source: How to Do Well in GDs and Interviews (Pearson), igniteengineers.com

# SESSION THREE

## STUDENTS WILL BE ABLE TO

EXPERIENCE GD BASED ON SOCIAL / KNOWLEDGE-BASED TOPICS

IDENTIFY HIS/HER AREAS OF IMPROVEMENT

### Game Plan A

**Difficulty level:** High

**Recommended for:** Students with high general awareness

**Extra material needed:** None

5 mins	Context Setting Recap	-
45 mins	Session Activity GD rounds	Student assessment
10 mins	Wrapping up Reflection	-

### Game Plan B

**Difficulty level:** Low

**Recommended for:** Students with low/no general awareness

**Extra material needed:** None

10 mins	Context Setting Recap	-
45 mins	Session Activity GD rounds	Student assessment
5 mins	Wrapping up Scores and next steps	

## SESSION THREE GAME PLAN A

5 mins	<b>Context Setting: Recap</b>	<b>Making conversation</b>
5 mins	<p>On the whiteboard list following job opportunities - IAS, UPSC, SSC, MBA, Sales and marketing jobs, Media, Private school teachers</p> <p>Explain to the students that the one thing common in screenings for all these opportunities is Group Discussion. Invite the class to recount their GD experience from the past 2 days.</p> <p>Recount and write on whiteboard your top feedback points for your entire class.</p> <p>Wish the class good luck, and share that today you will share each student's GD score at the end of each discussion.</p>	<p>Note important and common feedback points that have come up in the previous sessions of GD</p> <p>Pay emphasis on the fact that real-GDs are fraught with anxiety, as everyone on the team is competing to outdo the others.</p>
45 mins	<b>Session Activity: GD rounds</b>	<b>On-Spot Feedback</b>
5 mins	Divide the students into two groups of 12-13 each. Assign a topic to first group.	Aim to simulate a real GD environment, this is the last practice session.
10 mins	Participation begins right away, no time to think. Mark students, using student assessment.	
7mins	Share individual student score, with feedback. Assign a topic to second group.	Participation begins right away, no time to think. Mark students, using student assessment.
10 mins	Share individual student score, with feedback	
10 mins	<b>Wrapping Up: Reflection</b>	<b>Reflection</b>
	<p><b>What?</b> Ask students to fill How was the Session section from student handbook</p> <p><b>So, what?</b> Why practice GDs? What use are they of?</p> <p><b>Now, what?</b> How can we perform better tomorrow?</p>	Remind students to spend 15mins with their student handbooks and feel free to schedule extra GD practice before class.

----- End of Session -----

## SESSION THREE GAME PLAN B

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10 mins	<b>Context Setting: Recap</b>  On the whiteboard list following job opportunities - IAS, UPSC, SSC, MBA, Sales and marketing jobs, Media, Private school teachers  Explain to the students that the one thing common in screenings for all these opportunities is Group Discussion. Invite the class to recount their GD experience from the past 2 days.  Recount and write on whiteboard your top feedback points for your entire class.  Wish the class good luck, and share that today you will share each student's GD score at the end of each discussion.	<b>Making conversation</b>  Note important and common feedback points that have come up in the previous sessions of GD  Lay emphasis on the fact that real-GDs are fraught with anxiety, as everyone on the team is competing to outdo the others.
<b>35 mins</b>	<b>Session Activity: GD rounds</b>	<b>On-Spot Feedback</b>
5 mins	Divide the students into the <b>same two groups</b> as in session 2. Assign the <b>same GD topic</b> as on session 2 to the first group.	Aim to simulate a real GD environment, this is the last practice session.
15 mins	Ask students to now perform, keeping in mind yesterday's takeaways Share individual student score, with feedback.	
15 mins	Assign the <b>same GD topic</b> as on session 2 to second group. Share individual student score, with feedback.	Participation begins right away, no time to think. Mark students, using student assessment
<b>15 mins</b>	<b>Wrapping Up: Scores and next steps</b>  Encourage the students to articulate realistic ways to continue practicing GD skills. How can they practice on their own, by generating ideas? How can they do actual discussion practice?	<b>Reflection</b>  Remind students to consult student handbook. Let's keep getting better!

----- End of Session -----

NOTES:

# Resume Writing

Students will be able to:  
Articulate accomplishments and strengths  
Understand various CV formats and uses  
Create a unique resume to stand out

# RESUME WRITING IN CAB

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The purpose of resume writing in this training is self-evident. Students are expected to submit resumes while applying for both internships and jobs.

## THIS MODULE FOR YOUR STUDENTS

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A résumé is the first chance your student will get to make a good impression on a potential employer. A top-quality resume will considerably boost his/her chance of getting a face-to-face interview, so it is worth spending time and effort on its content and presentation. It will make all the difference in obtaining the post on a student wants. It is the first opportunity a student has to be noticed and he/she must put all efforts in doing just that.

At the end of Session One Game plan, the sample resumes represent the three key categories of Medha students. These are:

1. Degree college students with no work experience
2. Degree college student with work experience
3. Polytechnic students

## DELIVERING THIS MODULE

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This module comprises three sessions, which are spread across the last two weeks of the training, and the success of each session is dependent upon the follow-up done after the last session.

Keep in mind the following, while conducting / following-up on resume writing sessions:

- 1. Set clear deadlines for submission of resume draft:** At the end of the first resume writing session, the students will understand the correct format in which an industry-accepted resume can be prepared. Encourage your students to create a neat hand-written resume as per format, and submit it to you for feedback.
- 2. Return reviewed resume drafts to students in time:** Thoroughly review the drafts submitted – review the content under each section, verify if all the relevant information has been presented, and also check for spelling and grammar errors. Return it with correction to students in time for them to create a revised draft before the next session.
- 3. Upload the final resumes before the end of CAB:** If your students are unable to mail you the resumes, collect the handwritten copies and upload them in the template saved on Dropbox (ask line manager for location).
- 4. Help the students understand the why:** Encourage your students to tell you why they have included a certain skill, or have named a certain activity as hobby.

## BENCHMARKING YOUR SUCCESS

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During each session, if the following has happened in terms of prep and delivery, the session will leave a high impact on students.

1. **The trainer prepared an easy explanation** of the format to the students: A resume writing session involves the use of some jargon – all the resume sections are jargon to your students. Think of how you will explain each in simple terms, so that your students will relate to the concept and understand.
2. **Use white board:** Write the name of each section on the board, as you discuss its content. Resume writing sessions involve a lot of information download on student's end. Board will make it all easy to remember.
3. **Students asked questions:** If the students do not ask any questions during these sessions, it's likely that they are not able to follow you.
4. **Students started making the first draft in class:** After your instructions and context setting, each student should have enough clarity to start writing the resumes. Go around the class to ensure that nobody feels a little lost.
5. **Students committed to next step, including draft submission:** Ask the students to submit as many revisions as needed to get their resumes up-to-the-mark.
6. **Explain a little, but explain well:** If you feel your students did not understand a particular section of the resume, do not go on to explain the next. Ask the students to give examples to ensure they understood.

It is NOT ENOUGH to get students to make a well-written resume. The students MUST SUBMIT their resume to an employer or on a job portal before the CAB training ends. This may not actually result in a job or even an internship. However, by overcoming the hesitation of submitting their first job application during the training itself, student will become self-reliant in their future job search.



NOTES:

# SESSION ONE

**STUDENTS WILL BE ABLE TO**  
UNDERSTAND THE OBJECTIVE AND ESSENTIAL SECTIONS OF A RESUME

## Game Plan A

Difficulty level: **High**

Recommended for: Students with average English comprehension

Extra Material: Resume section charts (hand-made)

15 mins	Context Setting <b>I stand out for...</b>	-
35 mins	Session Activity Creating a Resume	Resume section charts (hand-made) 4-5 Chart (quarter size), sketch-pens
10 mins	Wrapping Up Reflection	-

## Game Plan B

Difficulty level: **Low**

Recommended for: Students with little or no English comprehension

Extra Material: **none**


15 mins	Context Setting <b>मेरी खासियत है की</b>	-
40 mins	Session Activity Understanding a Resume	Sample resume format
5 mins	Wrapping Up Reflection	-

# SESSION ONE GAME PLAN A

15 mins	Context Setting: I stand out for...	Energiser
10 mins	Ask the students to think of a quality which, a) they stand out for, b) is also relevant to the workplace. Explain with examples. Compliment reticent students while sharing examples (for ex Palak stands out for her dedication and creativity) Ask the students to start sharing 'I stand out for...' one by one	
5 mins	Set context for resume writing Share that resumes are our way of telling the employer what we stand out for, they should be created accordingly	
45 mins	Session Activity: Creating a resume	Activity-based
5 mins	Divide the students into groups of 4-5, and give each group a set of charts containing all the resume sections	
15 mins	Give instructions for the activity: 1. Each group has to create a sample resume by writing on the chart the resume sections in the correct order, along with sample answers to each section.	
15 mins	One member from each group will present the group's final resume Trainer will give feedback (refer – session reference – Resume checklist)	We do not recommend a group presentation, it will take more time
5 mins	On the whiteboard, list the resume sections in the correct order – ask students to take note of it in student handbooks Invite and address queries about the appropriate content for each section Inform the students that at the end of the day, you will send them a resume template and they are to edit with their personal details and send it back to you	
5 mins	Wrapping Up: Reflection & next steps  What? What are resumes? Why are they important? So, what? How can we use them? Now, what? How will you mail the resumes? How will you meet the submission deadlines? Any expected challenges?	Reflection  Remember to give a clear deadline by which they need to mail the resumes

----- End of Session -----

## SESSION ONE GAME PLAN B

10 mins	Context Setting: <b>मेरी खासियत है की</b>	Sage on the Stage
	<p>Before context setting, ask the students:  <b>क्या एक ऐसी खासियत है आपकी जो आपको अपनी मनपसंद जॉब के लिए काबिल बनती है? 2 मिनट सोचिये और फिर सब एक-एक कर के बताइए !</b></p> <p>Set context – Introduce resumes</p> <p><b>रिज्यूमे से हम कंपनी को अपनी काबिलियत बताते हैं   रिज्यूमे पर जो लिखा है और जिस तरीके से लिखा है – दोनों ही चीजें से हमारी छवि बनती है  </b></p>	
40 mins	Session Activity: Understanding a resume	Facilitation
20 mins	<p>Ask the students what, according to them, should go on a resume. In one corner of the board, list their answers on the whiteboard (use their words, not the given names of resume sections)</p> <p>When they have exhausted their options, add the field(s) that they may have entirely missed</p> <p>Invite the class to arrange the fields in a logical sequence. Make the sequence only as per class consensus; keep your inputs to a minimum.</p>	<p>Plan instructions</p> <p>Encourage the class to fill details in English. If they struggle, ask them to switch to Hindi.</p>
5 mins	Give feedback about correct resume section sequence. (Refer – Session reference – Sample resumes)	A sample resume can be downloaded from <a href="#">Dropbox &gt; Training and Development &gt; CAR 2019-20 &gt; Learning Aids</a>
15 mins	<p>Distribute Sample bilingual resumes to students and ask them to fill in their details.</p> <p>Go around the class, answering queries</p>	
5 mins	Wrapping Up: Reflection + Next steps	Reflection
	<p><b>What?</b> What are resumes? Why are they important?</p> <p><b>So, what?</b> How can we use them?</p> <p><b>Now, what?</b> How will you mail the resumes? How will you meet the submission deadlines? Any expected challenges?</p>	<p>Email the resume templates to students.</p> <p>Remind the students to submit their revised resumes by email, and that they have to carry a print to the next resume writing session.</p>
	----- End of Session -----	

# TRAINER REFERENCE

*Sample Resume – Degree Fresher – no work experience*

## Roopa Kumari

Aashiyana, Lucknow

Phone: +918090609585, 7271936343 e-mail: [ROOPA@NO.MAIL.ID](mailto:ROOPA@NO.MAIL.ID)

### CAREER OBJECTIVE

To work with an organization that provides a high degree of exposure, a challenging work environment to enhance my competencies by working for the growth of an organization.

### EDUCATION

	Degree	Subjects	University/ Board	Year
1	BA	Psychology, Sociology	University of Lucknow	2011-14
2	Higher Secondary	Home Science, History, Psychology	UP Board	2013-14
3	Secondary	Science, social sciences, English, Hindi	UP Board	2011-12

### SKILLS

- Knowledge of MS Office
- Tally (pursuing)
- Excellent written and oral communication (Hindi)

### ACCOMPLISHMENT

- Regular runner at inter-school level
- Team lead in Swachha Bharat events by NSS, MBP college

### PERSONAL INFORMATION

- Date of Birth: 4<sup>th</sup> May 1995
- Gender: Female

### ADDITIONAL INTERESTS

- Acquiring new knowledge of every kind
- Playing kabaddi, badminton and cricket

Sample Resume – Polytechnic Fresher

## Anamika Tripathi

E-mail: anamika.tripathi0521@gmail.com Contact: 9454255963

Address: A-47, BHFL Township, IA, Jagdishpur, Amethi- 227817

### CAREER OBJECTIVE

To work with an organization that provides a high degree of exposure, a challenging work environment to enhance my competencies by working for the growth of an organization.

### SUMMER TRAINING

	Organisation	Key responsibilities	Duration
1	Actech, Lucknow, UP	<ul style="list-style-type: none"><li>To work as an apprentice on the manufacturing floor</li><li>To list inventory</li><li>To paint panels</li><li>To assist the senior engineer in his work</li></ul>	July-Aug 2015
2	De'isel Shed, Lucknow, UP	<ul style="list-style-type: none"><li>To work as an apprentice under senior engineer</li><li>Quality inspection of track</li><li>Welding of tracks</li></ul>	Dec 2015-Feb 2016

### QUALIFICATION

	Degree	Institute	University/Board	Year
1	Diploma in Electronics	Lucknow Polytechnic Lucknow	CBSF	2016-17
2	Secondary	Ranilaxmi Bai, Lucknow	CBSF	2013-14

### ADDITIONAL CERTIFICATIONS

- CCC
- JAVA, C++

### ACCOMPLISHMENTS

- Completed employability skill training by Medha
- Secured first position in Gandhi Jayanti essay writing competition at University of Lucknow

### PERSONAL DETAILS

Date of birth : 20<sup>th</sup> Aug 1992  
Language known : English, Hindi, French (basic)  
Permanent address : 607, Jeeva, Uchra, Baspur, Chattisgarh

Signature  
Date:

Sample Resume – Degree – Work Experience (initially)

# Saima Khatoon

0000000000, 123456894

saima.khatoon2@email.com

## Career Objective:

To become a productive resource for the company, by using and growing my existing skills of fluent communication and excellent team work.

## Work Experience:

–R, Intern at Vvanta by Taj  
(15 Mar-5 June 2018)

Coordinated 10 employee engagement activities, including a leadership workshop organised for the women employees of the hotel

Improved employee experience in cafeteria, by suggesting and implementing feedback-based changes in the buffet signage

Redesigned the general information notice board through engaging and creative decoration

## Qualification:

B. Com (Hons) from M.L.P. Rohilkhand University in 2017

Senior Secondary (Commerce) from CBSE Board in 2014

## Key skills and strengths

Communication	Fluent in written English and Hindi
Positive thinking	A solution-seeker who can stay productive even under stress
People skills	Able to create mutually empowering relationships at workplace
Creativity	Can identify challenges and implement immediate solutions
Quick learner	Curiosity-driven and hard-working

## Achievements:

2<sup>nd</sup> prize in inter college debate competition. (2016)

2<sup>nd</sup> prize in inter department presentation competition. (2015)

Won the title of "All Rounder Student" in college. (2016)

## Personal Details:

Date of birth: Month 00, 0000

Permanent address: 1, Mehal Wala, Post: B'kris, District Varanasi - 00000

# SESSION TWO

**STUDENTS WILL BE ABLE TO**  
ARTCULATE DOS AND DON'TS OF RESUME WRITING  
LEARN HOW TO CREATE AND UPDATE A RESUME

Game Plan A

Difficulty level: **N/a**

Recommended for: **N/a**

Extra Materials: **None**

20 mins	Context Setting Session introduction	-
35 mins	Session Activity Resume checking	-
5 mins	Wrapping Up Reflection + next steps	-

## SESSION TWO GAME PLAN A

10 mins	Context Setting: Session Introduction	Energizer
	Set context – share today's session objective and ask the students in what way do they think they can make their resumes stand out	
35 mins	Session Activity: Resume checking	Facilitation
5 mins	Ask the students to exchange the resumes with the person sitting on their left.	Refer – Session reference – Resume checklist
30 mins	One by one, go through the points of resume checklist (as applicable to your class) and ask the students to spot remaining errors.	If students have not yet submitted their resumes, give them time to prepare in the class.
15 mins	Wrapping Up: Reflection + next steps	Reflection
	<p><b>What?</b> How was this experience of building a resume?</p> <p><b>So, what?</b> What did we achieve by this exercise?</p> <p><b>Now, what?</b> How will we like to build our resumes? What are the sections to which you would like to add by gaining more skills / experience? How?</p>	Share with the class the date for upcoming final mock interviews, and inform them that anyone who has not mailed his / her resume will not be allowed to appear for the interview

----- End of Session -----

## TRAINER REFERENCE

### RESUME CHECKLIST

This checklist is not meant to be shared with students. This is for trainer's reference alone, and we hope that you will be able to review the resumes on the basis of it – and share only relevant feedback with your students. While checking resumes, it is important to not overwhelm the students with a lot of negative feedback.

A resume only reflects the accomplishments of an individual. If you find that the length and breadth of student's life experiences is not big enough for them to write a lot, help them get the basic details right.

Focus on making them identify and avoid the BIG con'ts – like spelling mistakes.

SECTIONS	DO	DON'T
<b>Personal Details</b>		
<b>Address</b>	A simple description with pin code, without any mention of landmarks etc. Ex: 407 Bajinath Road, New Hyderabad, Lucknow. 226007 Present address at the top of the resume with the other details of the student. Permanent address goes at the end of the resume under "Personal Details"	Any mention of landmarks or skipping the pin code
<b>Phone number</b>	Minimum two numbers. Share numbers that do not frequently change due to changes in sim.	
<b>Email id</b>	Simple mail id, must comprise only of student's name/ last name/ first name and/or numbers.	Anything with adjectives like rock, sweet, simple, FB IDs
<b>Languages known</b>	Mention all languages that the student can speak and understand	
<b>Date of birth</b>	Is a must. DD/MM/YY	
<b>Gender</b>	Is a must.	
<b>Education</b>		
<b>Academic qualification</b>	<ul style="list-style-type: none"> <li>Table form (with clear, visible borders)</li> <li>Name of qualification, subjects, board/university, year of passing (month, not required), percentage</li> <li>Recent degrees (three)</li> </ul>	Table with visible borders  Include compulsory subjects like English and Hindi in the list of subjects  Write long names of relatively obscure colleges  Do not mention the percentage if it's below 75 per cent

<b>Professional qualification</b>	<p>Applicable only if:</p> <ul style="list-style-type: none"> <li>The student has pursued a different course for specializing in profession, after graduation.</li> <li>The student has an additional diploma/ certificate for having learnt a skill relevant to his/her profession.</li> </ul>	
<b>Skills/ strengths/ accomplishments</b>		
<b>Skills/ strengths</b>	<ul style="list-style-type: none"> <li>Mention only top 3-4 (add a line of description, if possible) For ex: Team work, demonstrated repeatedly through successful performance in inter-college cricket matches</li> <li>Give technical skills preference over soft</li> </ul>	<ul style="list-style-type: none"> <li>Write soft and vague skills like hard work, friendly nature, honesty etc.</li> <li>Write more than 3 soft skills</li> </ul>
<b>Accomplishments</b>	<ul style="list-style-type: none"> <li>Bundle the accomplishments of a similar nature under one category. For ex: All seminars attended as a NSS member can be summed up as: Attended 3 state-level seminars that raised awareness on social issues.</li> <li>Accomplishments should be supported by available certificates</li> <li>If a student has several accomplishments, put them in two categories: Communication and Leadership</li> </ul>	<p>Mention sports participations, even if you did not win an award</p> <p>Do not mention participations in seminars, camps etc., until a significant learning was derived from this participation.</p>
<b>Experience</b>		
<b>Summer internship</b>	<ul style="list-style-type: none"> <li>Name of the institute</li> <li>Project details explained through 3-4 bullet points</li> <li>Reporting head's designation</li> <li>Duration</li> </ul>	
<b>Job</b>	<ul style="list-style-type: none"> <li>Company name</li> <li>Job title</li> <li>Roles and responsibilities (not more than 4 bullet points)</li> <li>Reporting head's designation</li> </ul>	
<b>Hobbies and interests</b>		
<b>Hobbies</b>	Mention only real hobbies. (Ask students a few questions related to their hobby. If they can't answer, inform them that the interviewer will also question them on hobbies. And if they are not able to talk about things they have listed as a hobby, the interviewer might assume they certainly can't know much about anything else either.)	
<b>Others</b>		
<b>Declaration</b>	NCT required	
<b>Photograph</b>	It's recommended to avoid it.	

# SESSION THREE

**STUDENTS WILL BE ABLE TO**  
 UNDERSTAND HOW TO IDENTIFY A PROSPECTIVE EMPLOYER  
 APPLY FOR A JOB

## Game Plan A

Difficulty level: **Moderate**

Recommended for: Class of a few students (at least 5-6) with smartphones + internet

Extra Material: **None**

20 mins	Context Setting Let's get an interview	-
35 mins	Session Activity Sign up, sign in, get alert!	-
5 mins	Wrapping Up Reflection	-

## Game Plan B

Difficulty level: **Low**

Recommended for: A class without smartphones

Extra Material: Local hindi dailies (at least, 2) of the past one week

10 mins	Context Setting Job kaise milegi?	-
30 mins	Session Activity Introduction to classifieds	-
20 mins	Wrapping Up Reflection	-

## SESSION THREE GAME PLAN A

20 mins	Context Setting: Let's get an interview	Energizer
<p>Ask the students which one of them have smartphones with a good internet connection. If there are only a few students, divide the class into 4-5 groups with at least one smartphone student in each group.</p> <p>Introduce the game – in the next 10 minutes each group has to somehow, anyhow find out about one interview for a job that they want to have someday. Give no other instructions or hints.</p> <p>The group that gets closest to finding out about an interview opportunity, wins.</p>		
30 mins	Session Activity: Sign up, sign in, get alerts!	Activity-oriented
5 mins	Guide the students to browse through the following websites, in the stated order. Ask them to apply any 2 opportunities that interest them the most on each website.	For guiding the students through the registration process, make notes by visiting the websites during session planning.
25 mins	Begin website browsing with Internshala (for degree college students) NATS / NCVT (only for polytechnic and ITI students)	
5 mins	Wrapping Up: Questions + next steps	Reflection
<p><b>What?</b> What did we do today? How was it? <b>So, what?</b> Why are we looking for internships on the internet? How can I help us? <b>Now, what?</b> How will you strengthen your profiles on these websites? Will you be interested in more options?</p>		
----- End of Session -----		

## SESSION THREE GAME PLAN B

10 mins	<p><b>Context Setting: जॉब कैसे मिलेगी?</b></p> <p>Invite four students on the stage for a skit – give them the following scenario: You are all friends, and one of you is in urgent need for a job. The other three advise him/her on different ways to find a job. Ask the students to take 2 minutes to decide who plays which character, and start enacting.</p> <p>Tell them they will have 5 minutes to perform.</p> <p>Set context: Ask students what other options of searching for jobs are they aware of, apart from the ones discussed in the skit. Introduce today's topic.</p>	Sage on the Stage
40 mins	<b>Session Activity: Introduction to classifieds</b>	<b>Activity-oriented</b>
5 mins	<p>Divide the students into groups of 4-5, with at least newspaper copies with each group. Share with them the objective of the activity –</p> <p>find any two-three suitable job vacancies call and inquire about how to apply</p>	Tell the students that they can all use your phone, if they don't have one / are low on balance.
25 mins	Job search: Phone calls.	Remind them it doesn't matter, if they do not qualify for the job – if they find it interesting, they should call and inquire.
10 mins	Invite a member from each group to share their experience of making these calls with the rest of the group.	
10 mins	<p><b>Wrapping Up: Reflection</b></p> <p><b>What?</b> What did we do today in the class? How was it? So, <b>what?</b> Why were we applying for jobs for which we did not even qualify? What did we achieve? Did we achieve anything at all? <b>Now, what?</b> How can we explore better ways of finding a job?</p>	<b>Reflection</b>

----- End of Session -----

NOTES:

# SESSION FOUR

STUDENTS WILL BE ABLE TO  
APPLY FOR A JOB ON A PRIVATE PORTAL

## Game Plan A

Difficulty level: **Moderate**

Recommended for: Class of a few students (at least 5-6) with smartphones + internet

Extra Material: **None**

20 mins	Context Setting <b>Endgame</b>	-
35 mins	Session Activity Jo jeeta wo sikander	-
5 mins	Wrapping Up <b>Reflection</b>	-

## SESSION FOUR GAME PLAN B

10 mins	<p><b>Context Setting: The Endgame</b></p> <p>Tell students today we are going to start our journey for which we have been preparing in the last 25 days. We have all the necessary tools and now we just need to take the first step to start our next phase in Life – Job Life.</p>	Sage on the Stage
40 mins	<p><b>Session Activity: Jo jeeta wo sikander</b></p>	Activity-oriented
15 mins	<p>Divide the class in groups of 3 – 4. Assign one Tab to each group. Give the following instructions</p> <p>We are going to play a game. Each group has two tasks</p> <ol style="list-style-type: none"> <li>Sign up on Internshala/Naukri</li> <li>Apply for an internship/job opportunity</li> <li>All the members have to do the above tasks in 30 min.</li> </ol>	<p>Only students in last semester will sign up on Naukri.</p> <p>Rest all the students will sign up on Internshala</p>
35 mins	<p>Give 35 min to complete task. Help students with their queries while signing up.</p>	<p>Encourage students to complete their profile in a cybercafé nearby if they weren't able to do it in class.</p>
10 mins	<p><b>Wrapping Up: Reflection</b></p> <p>What? How was the journey?          So, what? Why do you think we did these modules – from insisting on your email id on day one to the last day of mock interview – why?          Now, what? When/ how do we keep in touch?</p>	Reflection

----- End of Session -----

# Interview Prep

Develop and deliver your personal story  
Listen and respond correctly to questions  
Communicate your passion and fit

## INTERVIEW PREPARATION IN CAB

This module is final stage of the boot camp – the purpose of CAB was to help students master professional communication, understand team work and become better prepared for taking the first step towards their careers. The interview module helps the student clearly assess his/her progress on all 3 objectives.

## THIS MODULE FOR YOUR STUDENTS

Interview preparation is often the only reason students enroll for Career Advancement Bootcamp. Every student understands the importance of performing at an interview. They appreciate if their trainer is able to simulate for them a real-life interview scenario. To be able to do this, the trainer must be do a thorough research about the profiles their students aspire for.

These profiles commonly tend to be the same as careers mapped in Session Three of Future Planning (refer Future Planning, Session 3, Trainer Reference).

## DELIVERING THIS MODULE

Preparation and planning by both student and trainer enables a successful interview session. While delivering the interview session, please keep in mind:

Merely following the session plan is not sufficient to create a powerful mock interview session. Planning a mock interview is like planning an event, and the preparation must start a week in advance. Ensure that,

- You collect data about the job profiles for which the students would like to be interviewed
- You have a Plan A and Plan B for ensuring there are at least 2 external mock interviewers who will be interviewing your students in the final round.
- Inform the external interviewers as well, of the desired profiles for the students
- Share with them question banks and assessment sheets
- The students and external resource persons must be informed at least a week in advance of the upcoming mock interview dates.

### How Student Assessment works?

The student assessment is administered on two days. The first time – it is administered by the trainer, and the second time it is administered by the external interviewer.

Here are the parameters of this assessment:

Student name:

Parameters	Scores	Indicators
Salutation		0: Did not greet; 1: Greeted without eye contact or without a smile 2: Greeted with eye contact and with a smile

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## INTERVIEW PREPARATION

Voice Clarity		0: Was audible 1: Was not audible
CV		0: Incomplete or no CV 1: Complete CV but answers not completely aligned to the CV 2: Well-structured CV and answers aligned to the CV
Introduction		0: Introduction only had few lines on 1: Introduction had clarity on Who and Why 2: Introduction had clarity on Who I am, Why I want this job and How I will be a good fit?
Hobbies		0: Stated generic hobbies and could not speak about them 1: Stated generic hobbies and could speak about them 2: Stated specific hobbies and could speak about them
Strength		0: Could not tell about his/her strength 1: Could tell about a strength but could not give relatable example 2: Could tell about a strength and could give relatable example from recent past
Weakness		0: Could not speak at all on their weakness 1: Could name a weakness, but did not elaborate 2: Could very name their weakness, WHY they think X is their weakness and HOW they are working on their weakness
Domain Knowledge		0: Could not answer any domain-related question 1: Could give only incomplete answers 2: Was able to give complete answer

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## BENCHMARKING YOUR SUCCESS

As stated earlier, the success of a good interview lies not in the game plan, but the preparation that goes into arranging a mock interview. On the day of mock interviews, if the following takes place in the classroom, you should congratulate yourself on conducting a great session:

- You were able to simulate a real interview environment:** The students experienced some interview anxiety, and stated so clearly during the reflection.
- Your students prepared answers to commonly asked questions:** During the final mock interview each student should be able to, 1) Introduce himself/herself, 2) State his/her strengths and weaknesses.
- Each student appeared for the final interview with a resume:** After repeated instructions and revisions, you should be able to ensure that on the day of final interview every student in the class was carrying a CV in hand.
- Each student was well-groomed:** As stated earlier, mock interviews should be treated like an event. The students should be informed in advance to come well-groomed, and they should do so too.
- Two external mock interviewers were present for two days:** In 120 minutes, you cannot arrange a successful mock interview for a class of 25-35, unless a minimum of two external resource are invited to the classroom.

NOTES:

# SESSION ONE

## STUDENTS WILL BE ABLE TO

SHARE WITH THE TRAINING THE DOS AND DON'TS OF INTERVIEW  
PRACTICE ANSWERING COMMON INTERVIEW QUESTIONS

### Game Plan A

Difficulty level: **Moderate**

Recommended for: Students who are forthcoming + performed well during career prep sessions

Extra Materials: Skit sketch, charts (4-5), sketch-pens

15 mins	Context Setting <b>My perfect interview (skit)</b>	Skit sketch
35 mins	Session Activity <b>Decoding the interview (student-led)</b>	Charts (4-5), sketch-pens
10 mins	Wrapping Up <b>Reflection + next steps</b>	-

### Game Plan B

Difficulty level: **Low**

Recommended for: Students who are reticent, and/or struggled during career prep sessions

Extra Materials: **None**

10 mins	Context Setting <b>Let's get to know each other</b>	-
40 mins	Session Activity <b>Decoding the interview (trainer-led)</b>	-
10 mins	Wrapping Up <b>Reflection + next steps</b>	-

# SESSION ONE GAME PLAN A

15 mins	<b>Context Setting: My perfect interview</b>	<b>Energizer</b>
10 mins	SKT – you can either play the lead yourself, or involve a few of your students (for script ideas, refer – Session reference: My perfect interview)	Do it only if you / your students are very comfortable with playacting, otherwise switch to plan B
5 mins	Set context about interview – why, what, how. Also explain today is the first of five interview sessions. After today, each student will get a chance to appear in minimum two mock interviews	This could be a good time for an anecdote!
35 mins	<b>Session Activity: Decoding the interview (student-led)</b>	<b>Activity-based</b>
5 mins	Divide the students into 4-5 teams, and list the commonly asked question (from session reference) on the board.	
20 mins	Give each team 15 minutes to discuss and write on charts, a) Why does the employer ask this question? and b) One sample answer to the question	
10 mins	Ask one member from each team to share the good answers, and give feedback. (again refer, session reference)	
10 mins	<b>Wrapping Up: Reflection + next steps</b>  What? Help the class recollect key takeaways So, what? Why did we do this orientation session? (Share the dates for upcoming rounds of mock interviews) Now, what? How will we practice interview skills?	<b>Reflection</b>  Explain the connection with GD sessions – students clearing the first round of GD will get the first opportunity to be interviewed.) - Lay stress on being well-groomed during mock interview and carrying resumes

----- End of Session -----

## SESSION ONE GAME PLAN B

10 mins	Context Setting: Let's get to know each other	Conversational
5mins	<p>Open the session by declaring that we have been having intense sessions for quite some time, let's keep today light. Today is just for talking and getting to know each other a bit.</p> <p>Call out a few students randomly and ask them the following questions in a friendly and conversational tone.</p> <p>If possible, put these questions to the reticent students.</p> <p>'आज तुम अपने बारे में कुछ बताओ!? कुछ भी..'</p> <p>'हॉबी क्या हैं तुम्हारी?'</p> <p>'आज का अखबार पढ़ा था?' 'क्या आया था अखबार में?'</p> <p>'कभी ऐसा हुआ है लाइफ में की कोई बहुत मुश्किल सिचुएशन आई हो.. और तुमने उसका सामना किया हो? कैसे किया??'</p>	Please take care to not sound patronizing, talk as one adult to another
5mins	<p>Wrap up, and set context for today's session, Explain that in an interview we must talk about ourselves without hesitation, that's all.</p>	
45 mins	Session Activity: Decoding the interview (trainer-led)	Facilitation
5 mins	Divide the white board into 3 columns, 1 <sup>st</sup> column is for listing commonly asked questions, 2 <sup>nd</sup> is for listing the reason it's asked by employers and 3 <sup>rd</sup> is for right things to say in the answer.	Use newspaper clippings
40 mins	<p>One-by-one list the commonly asked questions, and discuss their objective and ideal answers.</p> <p>Use the whiteboard to summarize the class's discussion, do not just write anything without generating response from the class</p>	Encourage students to answer these questions
5 mins	Wrapping Up: Reflection + next steps	Reflection
	<p><b>What?</b> Help the class recollect key takeaways</p> <p><b>So, what?</b> Why do we do this orientation session?</p> <p>(Share the dates for upcoming rounds of mock interviews)</p> <p><b>Now, what?</b> How will we practice interview skills?</p>	<p>- Explain connection with GD sessions – students clearing the first round of GD will get the first chance to be interviewed.</p> <p>- Lay stress on being well-groomed and carrying resumes.</p>
	----- End of Session -----	

## TRAINER REFERENCE

### Commonly Asked Interview Questions

Q. Tell us about yourself | अपने बारे में कुछ बताइए

Why asked:	The employers gauge your basic communication ability, and your fit with the organization largely on the basis of what you chose to highlight in your introduction.
Desired answer:	Your basic introduction, and your fit for the job.

Q. Tell us a little about your city | अपने शहर के बारे में कुछ बताइए

Why asked:	Basic general knowledge, presence of mind, communication ability.
Desired answer:	A good description of your city, which is both informative and expressive.

Q. Apart from academics, did you pursue any other interests in college? | पढाई के आलावा, आपने कॉलेज में क्या किसी एक्टिविटी में भाग लिया है? उसके बारे में कुछ बताइए

Why asked:	To support the claims in your CV, and gauge your additional strengths and skills.
Desired answer:	What was the activity, why did you take part in it and how did you contribute to it.

Q. Why did you choose your degree and what have you gained from it? | आपने इस क्षेत्र में पढाई क्यों करी? इस डिग्री से आपने क्या सीखा?

Why asked:	Your focus, presence of mind, and ability to learn from the environment.
Desired answer:	NO criticism of your college or academic course, but a healthy interest in study topics and clear takeaways / lessons from having acquired the degrees.

Q. What has been your most important achievement in life so far? Why? | अब तक के जीवन में आप अपनी किस उपलब्धि को सबसे महत्वपूर्ण मानती हैं? क्यों?

## INTERVIEW PREPARATION

Why asked:	To gauge strengths, and understand personal values
Desired answer:	This is your opportunity to best showcase your strengths, no matter what the incident

Q. What are your strengths and weaknesses? | आपकी ताकतें क्या हैं? कमजोरियां क्या हैं?

Why asked:	Asked when student fails to answer this during the introduction – satisfactorily enough.
Desired answer:	Strengths and weaknesses, supported with examples. Avoid mentioning personal ones

Q. Did you read today's newspaper? What was the headline? | आज का न्यूसपेपर पढ़ा ? हैडलाइन क्या थी?

Why asked:	To gauge general awareness, and to verify a related skill / strength listed in the CV
Desired answer:	Do not speculate, if you do not know.

Q. Why have you applied for this job? | इस नौकरी के लिए अप्लाई करने का उद्देश्य?

Why asked:	Your awareness about the industry, and fit with the job
Desired answer:	A display for enthusiasm, and awareness about both the industry and the company

Q. What do you have to offer us? | आपको नौकरी दे कर इस संस्था को क्या मिलेगा?

Why asked:	To know the strengths – but as related very specifically to the job being offered, and the company for which you are interviewing
Desired answer:	Your basic introduction, and your fit for the job.

Q. What are the current issues in this sector of work? | इस क्षेत्र की कुछ आम समस्याओं और मुद्दों के बारे में बताइए

<i>Why asked:</i>	To gauge industry awareness, test domain knowledge
<i>Desired answer:</i>	An answer packed with data and well-articulated opinions.

Q. What experience do you have of working in a team and what role did you play in that team? | इससे पहले आपने कहां काम किया है? इस काम में आपकी जिम्मेदारी क्या थी?

<i>Why asked:</i>	To gauge team work, and to test the recall of extracurricular activities listed in the resume
<i>Desired answer:</i>	anecdote which demonstrates actual team work – can use examples from Medha training

Q. How would your friends describe you? | आपके दोस्त आपके बारे में बताते समय किन शब्दों का इस्तेमाल करेंगे? क्या कहते हैं वो आपके लिए?

<i>Why asked:</i>	Communication ability, strengths and to an extent self-awareness
<i>Desired answer:</i>	List the good qualities your friends see in you.

Q. Describe a situation you have found difficult. How did you overcome it? | अपने जीवन की किसी कठिन / मुश्किल परिस्थिति के बारे में बताइए. आपने इस परिस्थिति का सामना कैसे किया?

<i>Why asked:</i>	Conflict and crisis management, leadership
<i>Desired answer:</i>	Begins with a clear description of what was the situation and why do you consider it most difficult. Focus on the positive learnings. Don't get personal / emotional.

Q. What questions would you like to ask us? | आप हमसे कुछ जानना चाहेंगे?

<i>Why asked:</i>	A polite question intended to mark the end of the interview, your answer can help employers gauge your priorities at work and industry awareness
<i>Desired answer:</i>	Don't ask for the salary or the number of leaves.

# SESSION TWO & THREE

**STUDENTS WILL BE ABLE TO**  
IMPROVE RESPONSE TO COMMON QUESTIONS THROUGH TRAINER  
FEEDBACK

Game Plan A

Difficulty level: **N/A**

Recommended for: **N/A**

Extra Material: **None**

5 mins	Context Setting Set expectation	-
45 mins	Session Activity <b>Mock interviewer</b>	-
5 mins	Wrapping Up Reflection	-

## SESSION TWO + THREE GAME PLAN A

5 mins	<b>Context Setting: Set expectations</b>	-
5 mins	State the objective of the day. State the rules, the students who cleared a GD round will go first and others will go next. Remind the class to utilize the time to prepare answers, while they wait for their turn.	Do not have a set up where everybody 'watches' one person being interviewed.
45 mins	<b>Session Activity: Mock interview</b>	<b>Facilitation</b>
5 mins	Do not extend one interview beyond 5-6 mins. This round's purpose is to help students rehearse prepared answers.	<b>On-Spot Feedback</b>
7 mins	Conduct assessment (refer manual, and planner) Give feedback accordingly	
5 mins	<b>Wrapping Up: Reflection</b>	<b>Reflection</b>
	<p>Appreciate worthy performances.</p> <p>Ask the class for their feedback and do a mood check.</p> <p><b>What?</b> Help the class recollect key takeaways</p> <p><b>So, what?</b> Why did we do this orientation session?</p> <p>(Share the dates for upcoming rounds of mock interviews)</p> <p><b>Now, what?</b> How will we practice interview skills?</p>	
	----- End of Session -----	

# SESSION FOUR & FIVE

STUDENTS WILL BE ABLE TO  
ASSESS STRENGTHS AND AREAS OF IMPROVMENT

Game Plan A

Difficulty level: **N/A**

Recommended for: **N/A**

Extra Material: **None**

5 mins	Context Setting Introduce guests	-
45 mins	Session Activity <b>Mock interviewer – led by external interviewer</b>	-
5 mins	Wrapping Up <b>Reflection</b>	-

## SESSION FOUR + FIVE GAME PLAN A

5 mins	Context Setting: Introduce guests	Facilitation
5 mins	Introduce the interviewers to the class	Session prep – Ensure the interviewers have two desks placed far apart, to conduct interviews separately
		Share assessment sheets with the trainers
45mins	Session Activity: Mock Interview	-
	Interview Feedback	Help students line up for the interview, ensure they know whose turn is next
	Encourage the external interviewers to not spend more than 5-8 minutes with each student, and give 2-3 minutes feedback to each student at the end of the interview	
5 mins	Wrapping Up: Reflection	Reflection
	What? Have we improved since the first time – how? Help the class recollect key takeaways. So, what? Why did we do this orientation session? Now, what? How will we practice interview skills?	Remind students to complete self-assessment

----- End of Session -----

# Leadership

Students will be able to:

- Work effectively/efficiently in a team
- Recognize different leadership styles
- Resolve conflict and problem solve

## LEADERSHIP IN CAB

Before completing your college, how many important life decisions had you taken on your own? If you are able to list any, you are the lucky exception, not the rule.

Typically, India's formal education system does not encourage its students to be practice decision-making position till after the end of college – the time when they are looking to enter the labour force by getting their first job! And, once the student steps into a workplace – *any* workplace – his / her success largely depends on his/ her ability to take independent decisions, display initiative, and work well with peers, as well as authority figures.

This module seeks to fill this skill gap by beginning with team games and kickstarting a dialogue about the importance of leadership with students. At the end of these two hours, Medha students are expected to become familiar with a hitherto unexplored aspect of their personality, i.e. the *influencer* as opposed to the *influenced*.

## THIS MODULE FOR YOUR STUDENTS

One might argue that in an entry-level position a professional never 'leads' anyone, then *why* do we devote any hours to leadership at all? Why not, for instance, dedicate a module to 'following instructions'?

The skill of leadership is most direly needed by those who are not in an authority position. Leaders are the ones who take 'responsibility' (with or without authority) and, influence/motivate others to work in alignment with the team's goals. We hope that by honing their leadership skills, our students will be able to achieve the following in their immediate future:

- 1. Take responsibility for achieving results:** After CAB, the path ahead for students is fraught with challenges – from seeking parental consent for a 700-hour (possibly unpaid) on-the-job training to overcoming logistical and other problems to complete this training and pursuing placement opportunities. Thus, we seek to inculcate within each student an ownership for their career goals and confidence in their own decisions, which will motivate them to overcome these immediate challenges.
- 2. Become quick learners at the workplace:** Given the rigorous career planning and extensive teamwork experience gained during the training, Medha students are expected to – a) Develop the initiative to identify growth opportunities at workplace, and b) learn the principles of teamwork to collaborate productively with their peers.
- 3. Proactively plan their professional growth:** The students will be able to identify and utilize the available resources and support to facilitate their journey towards the next steps.

## DELIVERING THIS MODULE

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The sessions in this module demand very high standards of experiential learning. To create a successful leadership session, please keep in mind:

1. **Do NOT reveal the objective or topic in the beginning;** The success of this entire module depends on your ability to generate an effective and honest reflection of the team activity conducted in the first session. If you reveal in the beginning that this activity's about figuring out 'leadership', you will not get honest answers during the reflection – students will think only in the direction of leadership.
2. **During the activity, take notes on student participation;** Why would you need notes? To generate reflection and give feedback. Although reflection questions are noted at the end of every Gameplan, reflection for the activity can vary from class to class. For ex., If you note that in group A and B, students X and Y were not participating, then during the reflection - you should ask the groups A and B, 'What do you think was reason that you couldn't perform well?'
3. **During reflection, help students identify how they can practice leadership skill;** Once the reflection over activity has closed, draw student's attention to the heart of the matter – how can they become better leaders? How can they practice taking initiative? Decision-making? Risk taking? And above all, how can they work better with a team?

## BENCHMARKING YOUR SUCCESS

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Over the course of Leadership module, if the following takes place in your class, then you have certainly delivered a great session:

**Clear instructions given;** You made careful note of what instruction to give for the teamwork activity (pay close to attention to reminders in Gameplans while planning) and all your students understood the instructions right away.

**Students finished the activity within assigned time;** The activities in this module have to be timed. If you allow students extra time – the reflection of the activity will be diluted. Keep time, and ask the teams to stop whatever they are doing when the time is up.

**You were able to observe each group and noted important reflection points;** As explained earlier in Delivering the Module, the success of reflection depends on your observation notes.

**During reflection, through probing, students could articulate their own learnings;** Ask questions which make students think. Do not give leading prompts like, 'In your team Shikha emerged as a strong leader, didn't she?' Ask, 'How was your activity?' 'Tell us (the class) what happened in your team? From start to finish.'

NOTES:

# SESSION ONE

## STUDENTS WILL BE ABLE TO EXPERIENCE TEAMWORK

### Game Plan A

Difficulty level: **Low**

Recommended for: **N/A**

Extra Material: **Newspapers (50-60 full sets), scissors (5), brown tapes (10), heavy books (5), one football/basketball**

5 mins	Context Setting <b>Instructions</b>	-
50 mins	Session Activity <b>Paper Bridge</b>	Newspapers (50-60), scissors (5), brown tapes (10), heavy books (5), football/basketball
5 mins	Wrapping Up <b>Who is the winner?</b>	-

### Game Plan B

Difficulty level: **Low**

Recommended for: **N/A**

Extra Material: **Packet of milkshake straws (1), cello tape roll (1)**

10 mins	Context Setting <b>Instructions</b>	-
25 mins	Session Activity <b>Straw tower</b>	Packet of milkshake straws (1), cello tape roll (1)
20 mins	Wrapping Up <b>Reflection</b>	-

# SESSION ONE GAME PLAN A

5 mins	<b>Context Setting: Instructions</b>	
5 mins	<p>Divide the class into 5 groups</p> <p>Give each group equal number of newspapers, one scissors and two rolls of tape.</p> <p>Share instructions:</p> <ol style="list-style-type: none"> <li>In the next 45 minutes, you have to make a bridge using only the items given.</li> <li>This bridge must meet two conditions: a) It should be heavy enough to not break under the weight of these books. (Show the books to students). b) It should be high enough and stable enough to be able to roll this ball under it (show the ball too).</li> <li>You are NOT allowed to: a) Use any other resources apart from given items. b) Tape the bridge to the floor.</li> </ol>	Note: Keep resources as equal as possible – equal no. of students in each group, and same amount of newspaper to each group.
50 mins	<b>Session Activity: Paper Bridge</b>	<b>Activity-based</b>
45 mins	<p>Observe the teams as they participate in the activity.</p> <p>Ensure nobody cheats, but do not interfere or suggest.</p>	Note: Do not allow the students to test the bridge with your books and footballs.
5 mins	Ask the students to stop their activity, and clean away all the litter.	Refer, session reference
5 mins	<b>Wrapping Up: Who is the winner?</b>	-
	Judge a winner. It's okay, if the two teams tie.	The real reflection will take place in the next session.
----- End of Session -----		

## SESSION ONE GAME PLAN B

5 mins	<p><b>Context Setting: Instructions</b></p> <p>Do not share the name of today's session or its objective. Just inform the class that today, they have to play a game.</p> <p>Divide the class into 4-5 groups of 4-5 students each.</p> <p>Share instructions:</p> <p>Each team will get a packet of straws, one cello tape roll and a pair of scissors.</p> <p>In the next 25mins, each team has to make one tower using this material.</p> <p>The tower must be, at least, 3 feet tall, must be able to stand without support.</p>	
25 mins	<p><b>Session Activity: Straw tower</b></p>	<p><b>Facilitation</b></p>
20 mins	<p>The activity</p>	<p>The activity should be strictly timed – do not allow more time.</p>
5 mins	<p>Judge the winning team</p>	
20 mins	<p><b>Context Setting: Reflection, session one - leaderships</b></p> <p>Ask the class to sit with the same teams as yesterday. And, begin.</p> <p><b>What?</b></p> <p>1. Ask one member from each team to narrate yesterday's experience.</p> <p><b>So, what?</b></p> <p>2. Why do you think we did this activity?</p> <p>3. Ask the winners – why do you think you did better than others?</p> <p>5. As per your notes, ask others about their good/ bad contributions.</p> <p><b>Now what?</b></p> <p>6. What are the lessons that we can draw yesterday's experience?</p> <p>7. How can we apply them when working with a team?</p>	<p><b>Reflection</b></p> <p>Choose someone other than the apparent 'leader' to share 'what happened'</p> <p>Keep asking – who gave the idea? Why did others listen to him/her? List the answers on the board – and help the team see that one person emerged as a leader</p> <p>If any clear leadership styles emerged in teams, point them out and explain. (refer – session reference, leadership styles)</p>

----- End of Session -----

# TRAINER REFERENCE

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## WHAT TO LOOK FOR IN THE TEAMWORK ACTIVITY

When students are participating in the teamwork activity, and you are going around the class, it will be helpful – if you keep an eye out for:

### 1. Leaders:

Who are the ones directing others? Who are the ones who first come up with an idea? What kind of leaders are they being? Are they asking others for their suggestions? Are they just asking people to get the job done? Are they calling out the people who are not participating at all?

### 2. Non-participative:

Who are the ones who are not participating? Why do they seem to not participate? Are they keenly observing the activity, but not finding a chance to contribute? Are they disinterested? Are they joking around?

### 3. Dedicated followers:

Who are the students who are most diligently working to get the activity complete? These are the ones who will be focused on task, and do not look up when you walk by.

### 4. Conflicts in a team:

Do any of the teams erupt into an argument? Who are at the center of it? Does it take up a lot of time? How does it get resolved? (If an extended argument happens, ask the team to keep their voices down, but not try to resolve the conflict for them – enjoy the chaos!)

# SESSION TWO

## STUDENT WILL BE ABLE TO

ARTICULATE FROM EXPERIENCE, PRINCIPLES OF EFFECTIVE TEAMWORK  
 KNOW THE LEADERSHIP TRAITS OF A MEDHAVI  
 STATE ACTIONABLES TO IMPROVE LEADERSHIP

### Game Plan A

Difficulty level : **Moderate**

Recommended for : Students who followed Gameplan A for Session One

Extra Material: **Medhavis** stories (English)

15 mins	Context Setting <b>Reflection – Leadership, session one</b>	-
30 mins	Session Activity <b>Meet Medhavi</b>	Meet Medhavi cards
15 mins	Wrapping Up <b>Reflection + next steps</b>	-

### Game Plan B

Difficulty level : **Moderate**

Recommended for : Students who followed Gameplan B for Session One

Extra Material: **Medhavi** stories (Hindi)

15 mins	Context Setting <b>Neta-neta chaal badal</b>	-
30 mins	Session Activity <b>Medha ka neta</b>	Meet Medhavi cards
15 mins	Wrapping Up <b>Reflection + next steps</b>	-

## SESSION TWO GAME PLAN A

20 mins	<b>Context Setting: Reflection, session one - leaderships</b>	<b>Reflection</b>
	<p>Ask the class to sit with the same teams as yesterday. And, begin.</p> <p><b>What?</b></p> <ol style="list-style-type: none"> <li>1. Ask one member from each team to narrate yesterday's experience.</li> <li><b>So, what?</b></li> <li>2. Why do you think we did this activity?</li> <li>3. Ask the winners – why do you think you did better than others?</li> <li>5. As per your notes, ask others about their good/ bad contributions.</li> <li><b>Now what?</b></li> <li>6. What are the lessons that we can draw yesterday's experience?</li> <li>7. How can we apply them when working with a team?</li> </ol>	<p>Choose someone other than the apparent 'leader' to share 'what happened'</p> <p>Keep asking– who gave the idea? Why did others listen to him/her? List the answers on the board – and help the team see that one person emerged as a leader</p> <p>If any clear leadership styles emerged in teams, point them out</p>
30 mins	<b>Session Activity: Meet the Medhavis</b>	<b>Facilitation + Reflection</b>
15 mins	<p>To each team, give Medhavi stories. Ask them to read it together.</p>	
15 mins	<p>On the board, map the Medhavi qualities. Ask students for examples of how featured Medhavis have displayed one or any of these qualities</p>	Refer- Session reference, Mapping a Mechav
10 mins	<b>Wrapping Up: Reflection</b>	<b>Reflection</b>
	<p><b>What?</b></p> <ol style="list-style-type: none"> <li>1. How was today's session?</li> <li><b>So, what?</b></li> <li>3. What did you learn about Mecha today?</li> <li>4. What did you learn about yourself?</li> <li><b>Now, what?</b></li> <li>5. What do you want to take away?</li> <li>6. What can we start doing today to become better leaders?</li> </ol>	

----- End of Session -----

## SESSION TWO GAME PLAN B

15 mins	<b>Context Setting: Neta-neta chaal badal</b>	<b>Energizer</b>
15 mins	<p>Before introducing today's objective, let's play a game: <i>Neta-neta chaal badal</i></p> <p>Make the class stand in a circle, facing each other.</p> <p>Explain the rules:</p> <ul style="list-style-type: none"> <li>- One of us will be 'it' and will go out</li> <li>- When he/she goes out, one of us will be chosen as your leader and whatever he action he does, we will follow.</li> <li>The 'It' will then enter the room and try to identify who is the leader.</li> <li>The leader has to keep changing actions, without letting the 'It' know.</li> </ul> <p>Demonstrate and do 2-3 rounds.</p>	<p>If you are confident other classes in college will not get disturbed, encourage students to be a little noisy and chant: 'neta-neta chaal badal!'</p>
30 mins	<b>Session Activity: Meet the Medhavis</b>	<b>Facilitation + Reflection</b>
5 mins	Ask the class – Neta ko English mein kya kehate hain? Leader कौन होता है? कोई example?	
15 mins	<p>Share: आज आपको मिलवाते है कुछ ऐसे लोगों से जो मेधा की नज़र में लीडर हैं .. मेधावी हैं!</p> <p>To each team, give Medhavi stories.</p> <p>Ask them to read it together.</p>	Refer- Session reference, Mapping a Medhavi
10 mins	<p>On the board, map the Medhavi qualities.</p> <p>Ask students for examples of how featured Medhavis have displayed one or any of these qualities</p>	
10 mins	<p><b>Wrapping Up: Reflection</b></p> <p><b>What?</b></p> <ol style="list-style-type: none"> <li>1. कैसा था आज का सेशन?</li> </ol> <p><b>So, what?</b></p> <ol style="list-style-type: none"> <li>3. क्या जाना आज आपने मेधा के बारे में ?</li> <li>4. क्या आपको खुद को एक मेधावी के रूप में देखना चाहते हैं ?</li> </ol> <p><b>Now, what?</b></p> <ol style="list-style-type: none"> <li>5. कैसे बनेंगे मेधावी ?</li> <li>6. आज से ही क्या कर सकते हैं, मेधावी बनने के लिए ?</li> </ol>	<b>Reflection</b>

----- End of Session -----

## TRAINER REFERENCE

### Leadership styles

**Authoritarian:** They direct and control all activities. Ex – A home tuition teacher

**Participative:** They encourage group members to participate, but retain the final say over the decision-making process. Ex - a homemaker who asks everyone what they want for dinner, and decides as per resource availability and nutrition requirements.

**Delegative or laissez faire:** These leaders give little or no guidance.

### MAPPING A MEDHAVI

A Medhavi is a Mecha alumni who has completed the program journey and is continuing to grow as a driven professional. The Medhavis featured in the material for this session started their journey in a classroom – just like your students. As per Medha, each student typically goes through the following growth stages to become a Medhavi

1	2	3	4
<b>Goal-driven</b>	<b>Persuasive</b>	<b>Determined</b>	<b>Growth-driven</b>
Dares to dream Sets a 5-year goal Makes a plan	Voices her/his opinion Share her/his goals Convinces all stakeholders	Pushes her/his limits Face failure Keeps trying	Learns new skills Sets <i>higher</i> goals Takes risks

# Workplace Etiquette

Students will be able to:  
Contribute to a gender-equal workplace  
Manage conflict in a constructive way  
Cultivate a professional behavior/appearance

## WORKPLACE ETIQUETTE IN CAB

Picture this – Prakash is your student. He studies B.Com in a Lucknow college, and wants to pursue a career in accounting. You are able to secure for him an internship opportunity in which he will get to learn Tally on the job during summer vacation. He is very excited about this opportunity and immediately takes it up. On his first day at work, he meets a lot of people who are his age. A few of them suggest that they go out for lunch – Prakash goes with them and doesn't return to work till two hours later.

How do you imagine Prakash's mentor will react to this? Will he ever consider offering Prakash or for that matter any other Mecha student a job?

Every time a Mecha student unwittingly violates a basic workplace etiquette or comes across as irresponsible in the eyes of his superiors – he jeopardizes not only his own, but also other Mecha candidates' chances of getting an employment opportunity. Each Mecha student is our ambassador in the industry, and hence we strive to inculcate in our students a high level of professionalism which will help them seize learning opportunities at the workplace and be perceived as high value employees.

## THIS MODULE FOR YOUR STUDENTS

Students have never been to the workplace, and hence – they are apprehensive about it. None of your students know how to leave a good, professional impression. None of them know what is the kind of behavior / appearance that can get red-flagged by their superiors as a 'problem'. Our primary objective in these two short hours of Workplace Etiquette is to make them very, very aware about the big DON'Ts of workplace behavior.

**Dressing inappropriately for interviews:** If we could, we would write this one point in big, bold red letters and perhaps with neon lights – walking into an interview with squeaky sports shoes or gittering footwear kills the chances of even the most qualified candidates. Make it a point to ensure that after Workplace Etiquette sessions, students get into a habit of turning well-groomed for Mecha classes. Ability to present oneself well opens up for students many good career opportunities!

**Taking leave of absence without notice:** Premchand (a Mecha alumni) was planning to travel every day from Mahmoodabad to Lucknow for a summer internship. He couldn't make it, on the first day, or the second or the third – when his Mecha trainer called him, Premchand shared that he missed his bus on the first day, and has since then been too scared to face his new bosses at the internship. Needless to say, even with the best intentions Premchand ended up coming up his chances of getting a job.

**Ignorant of when to raise a complaint:** Preeti was an intern at a leading retail store. At the end of the internship, she was offered a salaried position which she declined. Among other reasons, she shared privately with her trainer that some of her co-workers often asked for her phone number, and she was not comfortable sharing it with them. She was not able to share this issue with anyone during the internship, and her lack of awareness about company's HR policy about complaint redressal, perhaps cost her a job opportunity.

## DELIVERING THIS MODULE

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While taking a Workplace Etiquette session, always keep in mind:

**Prepare, prepare, PREPARE:** More than other sessions, you must make an extensive session plan for both workplace etiquette sessions. Think of as many relevant examples to support the session plan as you can – and if you are running short of ideas, ask an experienced trainer.

**Aim for less, aim for quality:** Limit the no. of ‘gyaan points’ you want to deliver per session. There are many things you can tell students from your own experience about creating an effective appearance and following workplace etiquette – but limit your feedback to a few points that the students understand and remember.

**Use whiteboard to highlight the Don'ts:** There will be a lot of discussion between you and the students during each workplace etiquette sessions, and the *important* takeaways are likely to be forgotten – if not highlighted clearly. Hence, at the end of the session, you must clearly list these points.

## BENCHMARKING YOUR SUCCESS

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During workplace etiquette, if the following happens in your class, please give yourself a loud pat on the back.. of you we Ironed shirt / kurta, which you were wearing to the class *every day*, and thereby setting a powerful example of professional appearance for your students!

- 1. You were able to clearly outline at least 5 vital etiquettes through roleplays:** In the session focused on behavioral etiquette, the class's time was managed in a way that students understood 5 more etiquettes to be followed at the workplace.
- 2. The reflection on each roleplay covered all the angles:** In the session focused on behavioral etiquette, each roleplay involves a group of students – during reflection you must talk about the roles played by each student. (refer – session reference, Session Two)
- 3. Students learned just by looking at you:** This is for everyday of Mecha class – every time, you entered the classroom, the students should find in you a powerful demonstration of upkeeping a professional appearance.
- 4. Students started turning out better-groomed:** If the students understood the takeaway from Session One, they should start turning up in the class well-dressed – no more untucked shirts or crumpled collars.

NOTES:

A large empty rectangular box with a black border, intended for taking notes.

# SESSION ONE

**STUDENTS WILL BE ABLE TO**  
CULTIVATE A PROFESSIONAL APPEARANCE  
LEARN THE DOS AND DON'TS OF WORKPLACE BEHAVIOR

## Game Plan A

Difficulty level: **Moderate**

Recommended for: Degree college students

Extra Material: **None**

5 mins	Context Setting <b>Power of presentation</b>	Power of presentation PPT
45 mins	Session Activity <b>Don't think, just act</b>	Roleplays – degree college
5 mins	Wrapping Up <b>Reflection + next steps</b>	-

## Game Plan B

Difficulty level: **Moderate**

Recommended for: **Polytechnic students**

Extra Material: **none**

5 mins	Context Setting <b>Stress distress</b>	-
45 mins	Session Activity <b>ऐसा हो तो - क्या हो ?</b>	Roleplays
5 mins	Wrapping Up <b>Power of Presentation + Reflection</b>	Power of Presentation PPT


# SESSION ONE GAME PLAN A

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15 mins	Context Setting: Power of appearance	Energizer
15 mins	<p>Open with the presentation – Power of appearance.</p> <p>Transition to session activity – while appearances help us make a great first impression, it's our everyday conduct that makes the impression last forever.</p>	<p>Download Power of Presentation  <a href="#">Dropbox &gt; Training and Development &gt; CAB 2019-20 &gt; Learning aids</a></p>
45 mins	<p><b>Session Activity: Don't think, just act</b></p> <p>Ask for volunteers / nominate students (whichever option works you manage time.)          Explain the roleplay          Give them a minute to decide who plays who          Ask them to act          Do not give students time to rehearse</p> <p>Lead reflection at the end of each roleplay</p>	<p><b>Facilitation + Reflection</b></p> <p>Plan your roleplays to cover home 5 basic workplace etiquettes</p> <p>You can either do many roleplays, or do more reflection per roleplay</p>
5 mins	<p><b>Wrapping Up: Reflection + next steps</b></p> <p><b>What?</b> What did we learn today about the workplace?          So, <b>what?</b> Is it of any use? We were just acting, the real thing will be very different, right? So, what use will this session be of?  <b>Now, what?</b> What should we do with what we learnt? Is there any way to apply today's takeaways?</p>	<p><b>Reflection</b></p> <p>During reflection, clearly list from students' answer 3-5 key takeaways of today</p>

----- End of Session -----

## SESSION ONE GAME PLAN B

15 mins	Context Setting: Stress Distress	<b>Energizer</b>
10 mins	<p>Ask the students to take pen and paper, and follow your instructions.</p> <p>You will give them a maths sum and they have to keep solving it. Keep track of the problem on your phone's calculator, so that you do not mix up the instruction.</p> <p>Recite the following sum, step by step</p> $22 + 3 * 8 - 10 + 5 * 5 - 19 + 10 + 20$	<p>You can try any other calculation- as long as you keep track of it on your calculator.</p> <p>If your students happen to enjoy this, try a longer equation once again, but keep time for context setting</p>
5mins	<p><i>Reflect on energiser:</i></p> <p>How many of you enjoyed the activity? How many of you were stressed? Anyone, bored? Work can be sometimes like this maths problem.</p> <p>One task keeps coming after the next-&gt; It gets progressively hard -&gt; And your response is both stress and tired-&gt; Keeping this in mind, lets start today's session!</p> <p>Introduce today's session!</p>	
45 mins	<p><b>Session Activity: Don't think, just act</b></p> <p>Ask for volunteers / nominate students (whichever option helps you manage time.)</p> <p>Explain the roleplay</p> <p>Give them a minute to decide who plays who</p> <p>Ask them to act</p> <p>Do not give students time to rehearse</p> <p>Lead reflection at the end of each roleplay</p>	<p><b>Facilitation</b></p> <p>Encourage them to be as specific as possible.</p> <p>Take care that your list is legible</p>
15 mins	<p><b>Wrapping Up: Reflection + next steps</b></p> <p><b>What?</b> What did we learn today about the workplace?</p> <p><b>So, what?</b> Is it of any use? We were just acting, the real thing will be very different, right? So, what use will this session be of?</p> <p><b>Now, what?</b> What should we do with what we learnt? Is there any way to apply today's takeaways?</p>	<p><b>Reflection</b></p> <p>Remind students to fill their student handbooks with today's takeaways.</p> 

----- End of Session -----

## TRAINER REFERENCE

### WHAT IS ETIQUETTE?

Picture this:

You are a woman. You are going up in an elevator in a shopping mall. A group of four men enter the elevator on the same floor as you and are going to share the elevator for the next 6 floors. As the elevator begins to climb up, one of them takes out his phone and reads out loud a joke to his friends that is laden with sexual innuendo. His friends laugh and start sharing more such jokes from Whatsapp. Although nobody is directing these jokes at you or is looking in your direction, these jokes are making you uncomfortable. However, you are the only woman in the elevator and are not able to muster the courage to object. At the 6th floor, these men exit the elevator without so much as a glance at you, still laughing at the jokes exchanged. After they leave, will you be left with a favourable impression of these fine specimens of the male gender?

Now, think about this:

In both cases, the other party was not doing anything to you and yet they made you uncomfortable and, in the process, left a very bad impression of themselves in your mind. Why? Can you recall any other examples of such behaviour by your peers or strangers or even elders and teachers that makes you see them in a bad light? What do you think are the consequences of such behaviour for these people? Do other people openly criticise them often? Do people criticise them behind their back too? Do these people easily gain others' respect?

Etiquettes are simply a way of co-existing with people without infringing anyone's peace of mind – different etiquettes are applicable in differing social setups. In the context of this training, however, we only deal with etiquettes usually accepted as good at workplaces.

## ROLEPLAY – DEGREE COLLEGES

If you are following Gameplan A, choose any 3-4 workplace scenarios that suit your purpose. Scene 1 is highly recommended for mixed gender groups.

### SCENE 1: TELEPHONIC ETIQUETTE (MEETING IS GOING ON)

Suddenly a phone rings disturbing the speaker & everyone in the room. The person at the phone rings until someone asks him to put it on silent. The meeting resumes & the person keeps fidgeting on his chair, changing position. Again after 5 mins, the phone rings, this time he is told to go out & answer his phone or switch it off. The person leaves the room, talking on the phone loudly. If you were his team members, how would you deal with this situation?

**Expected takeaways:** Phone etiquettes, meeting or conference's norms.

**Reflection:** What would you do if you were in the place of person speaking on the phone?

What would you do if you were one of the others—the team leader or other people in the team?

Discuss how each party involved in the roleplay conducted themselves and the effect it had on team's common goal of conducting a successful meeting.

### SCENE 2: PUNCTUALITY/ TIME MANAGEMENT

The office starts at 9am. The employer reaches 10min early everyday & sees that one employee is always late. Even after repeated warning his attitude is the same. Whenever asked he has a lithe excuses to narrate. So the boss assigns him a task that needs to be done the first thing in the morning. He has to call all the clients.....

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## WORKPLACE ETIQUETTE

colleague asks him to help him/her in the project...he is not able to finish any of his task because of poor time management.

**Expected takeaways:** Being punctual, managing time and its result.

**Reflection:** Do we also run late for college or a marriage function? What are our reasons? What can be the consequences of running late to work? What difference is made by 15 minutes? What is a good way to bring to other people's notice that their habit of running late is impacting team's work negatively? How can we make sure that we show up on time always?

### SCENE 3: TEAM WORK (DELEGATING TASK)

There are four members working on a project, the deadline of which is approaching. One of the team members has to take a few days off due to some unforeseen circumstances and his/her absence will affect the team performance. There is a team meeting with the team lead today to give an update about the project. If you were that team member who needs to take a few days off, how will you handle the situation?

**Expected takeaways:** Team work, No space for assumptions, delegation of work.

**Reflection:** What is a good way to communicate such personal emergencies to the team?

What should be the role of the team leader in this situation? What should be the role of other members? Did anyone talk about what exactly is the nature of work that will be impacted by one member's absence? What can be the alternatives to compensate for one member's absence?

### SCENE 4: GENDER SENSITIVITY

Your male colleague asks for your phone number when you are alone at your work station. What will you do?

**Expected takeaway:** Share your work number (Keep a work number). Do not threaten the women in your workplace with unwanted advances.

**Reflection:** What makes women hesitate to share their male co-workers or fellow students? What can men do to make women feel safe while sharing her number? What should women do in such a situation?

### SCENE 5: GENDER SENSITIVITY

Part 1: You are standing at the coffee vending machine along with your male friends (3-4) and there is a female colleague nearby. Your group of friends start comparing the physical appearance of female co-workers in your office. (You use simple adjectives like khaas nahi, bekaar, achhi, buri, sundar, kaali, gori, mast etc.) You know that the female colleague is within hearing distance. What will you do?

**Expected takeaway:** Sexual harassment is defined by perception, not intention. In this case, the female co-worker has the right to file a harassment complaint against all of the men who are part of this conversation.

**Reflection:** If the woman in question was offended by the remarks, what is the word to describe this behavior? (Ans: Sexual harassment)

What is harassment? What are its legal and social consequences? Have you ever been a part of such conversations? How would you deal with this at workplace? What is the ideal way for women to respond in this situation?

Part 2: You are standing at the coffee vending machine with your male friends. There is no female in the vicinity. You begin to discuss which woman in the office is the prettiest. (You do not use any outright abusive words, you only use adjectives like khaas, bekaar, achhi, buri, sundar, kaal, etc.)

**Expected takeaway:** Empathize with opposite gender. What you think matters more than how you act, even if nobody is listening you should aim to think good thoughts and express positive values about people around you.

**Reflection:** Is this an acceptable way of talking if you are only with friends, with nobody else around?

When you compare people on the basis of their looks, do you come across as a very respect-worthy or intelligent professional? If you are part of an all-male group that is indulging in jokes about women you know, what is an ideal way of handling such a conversation? How do women feel about men who pass comments on their looks in private conversations with other men?

## ROLEPLAY – POLYTECHNICS

If you are following Gameplan A, choose any 3-4 workplace scenarios that suit your purpose.

### SCENE 1: WHEN WORK GOES OFF MANUAL

A big manufacturing company has recently opened a plant, and you have been hired as part of its new team. You are in charge of one important section. You are very excited about your new job, and have recently completed the training. You work every day from 9am-5pm. At precisely 5pm, the shift changes and you hand over the operation of your machine at 4.45pm. Today, at 4.45pm – the machinery started malfunctioning, as per its manual, the kind of symptom must be immediately repaired. However, the repair once started will take a minimum of 4 hours. The people from the evening shift are unwilling to accept responsibility and start the repair. Now... it's just you, your team from the morning shift and the evening shift people standing on the foot, an argument has started...

What is the way forward?

**Expected takeaways:** Taking responsibility, follow the manual, document your work hours, when in doubt – overperform!

**Reflection:** Who all are the stakeholders involved in this scenario? (machine operator – morning shift, machine operator – evening shift, supervisors of both shifts, HR representative in the plant, manager)

### SCENE 2: BREACH OF SAFETY RULES

You have been hired by a multinational company and in your training – one rule of working at a construction site was made very clear to you – while working at a height of more than 2 meters all personnel must always wear a belt and no workers are allowed to work on a height without a written permit by a supervisor. You are working with a team of 7 other people, who are senior to you. Your seniors continuously neglected the safety guideline, and when you ask them to at least not work at a height without a signed permit – they make fun of you.

What is the way forward?

**Expected takeaway:** Safety first, follow the training manual, attempt persuasion, and if it doesn't work then raise the issue for redressal with supervisor.

**Reflection:** What will you do now? What are the different ways in which one can try convincing the senior co-workers? What can be the repercussions of ignoring the safety rules? How should one approach a supervisor with this issue? What is the definition of good teamwork here – not complaining against your team or bringing their negligence about their personal safety to supervisor's attention?

### Scene 3:

You have joined a very good service company in your city. You are in charge of providing the on-door service to all the customers who purchase an air conditioner from the company's biggest store in the city. You have been working in the company for 6 months, and have so far enjoyed your work. You are fairly confident of your skills and always manage to get good reviews from the people whose A/Cs you install. This week, however, there is one customer who has been filing a complaint about a mysterious noise in his air conditioner and the store manager sends you to look at it – because he trusts you will be able to deal with a difficult customer. When you reach the site, you find out that the customer is not a native Hindi speaker (he is an American and speaks mostly English) and cannot explain the problem to you fully in Hindi.

What is the way forward?

**Expected takeaway:** Think out of the box! Often while dealing with customers, strange & unexpected problems arise. Perhaps, call a friend and have them speak to the customer on the phone and translate to you?

**Reflection:** What will you do? Is it a good idea to just leave and make the customer wait for some time till someone who understands English can return to service the a/c? What if there is a serious miscommunication and the a/c is damaged while the customer waits?

### SCENE 4: GENDER SENSITIVITY

You are a woman and you have secured a job in the manufacturing plant. You have always been at the top of your class in polytechnic and are confident of your skills. As per company policy, you cannot be assigned a night/evening shift and are given the morning shift. However, you soon observe that the attitude of your supervisor towards you is very biased. He has openly told you that he doesn't trust you with heavy machine jobs because you are a girl, and this is preventing you from working at jobs that will further your promotion. You are also afraid that this will affect your performance review, which will be submitted by this same supervisor. When you approach the HR department, it is suggested that you take up the night shift as that will mean a change in your supervisor.

What is the way forward?

**Expected takeaway:** Do not make a vague complaint, explain what is exactly the problem – you are unable to operate this one machine – clearly suggest to the HR an alternate way forward, tell him/her exactly what do you want to be given a chance to do i.e. you want to prove that you are as capable of handling machinery as the men. Eventually – everyone on the plant should work as per manual and guide lines.

**Reflection:** There is a so an option of just leaving the job, would you take it up? What can possibly be the role of other male colleagues in this situation? What are the different approaches that can be tried while speaking to the supervisor or the HR? What must not be done?

### SCENE 5: CULTURAL CHALLENGE

You have recently joined a big automobile manufacturing company. As per the company policy, you are not eligible for more than one leave in 30 days till you have completed the first 6 months of employment. However, in the second month of your work, your family asks you come back to your hometown to attend a close cousin's wedding. The wedding date is fixed, and the invites have gone out. You don't want to miss this wedding, and know that it will upset your whole family, if you don't go.

What is the way forward?

(PS: If the HR or the plant is approached, they will clearly state that he/she does not have the authority to alter policy.)

**Expected takeaway:** Policies, safety manuals etc are decided by the top executives of a company – and have to be followed by all alike. You will have to forego the wedding. But, perhaps, make up for it to your family, later, in some other way.

**Reflection:** How will you communicate this to your supervisor and HR? What are the points to be taken care of while approaching your seniors in an office? Should you get an appointment or should you just walk in and ask for a 'minute' of their time? How will you communicate the result to your family?

# TRAINER REFERENCE

Personal appearance = Persona + hygiene + Clothes + Body Language

## Personal hygiene

Keep hands, hair, fingernails & teeth clean. Keep facial hair trimmed. Smile nice, but not too much.

## Clothes

1. Choose clean and neat clothes with simple colors. While wearing them, keep in mind:

- Wear pants around the natural waist – not too low or high.
- Use minimal jewelry
- Do not crumple your clothes by folding up sleeves, messing up collars etc.
- If you are wearing a shirt, tuck it in.
- **No part of your clothes should reflect light. THIS IS IMPORTANT.**

2. Choose simple accessories. While wearing them, keep in mind:

- Do not wear sporty / unpolished shoes.
- You don't have to avoid jewelry all the time. BUT, take your hint from others at the workplace.

3. Keep your hair clean and fluffy, and take care that:

- Your hair should not fall on your face.
- If you have long hair, they should look neat - whether tied or open. If you can't find the time to frequently brush them, tie them.
- If you are a man with long hair, you should be prepared to face extreme prejudice at a traditional workplace. In any case, keep your hair short during the interview.

## Casual / Semi-formal / formal

Casual	Semi-formal	Formal
All western clothes without collar	Indian clothes without collar / duppata	Indian clothes with collar, and/ or duppata
Mix of western and Indian style (like jeans + kurta)	(for men) Untucked shirt	Tucked shirt / Tucked shirt + tie
Everything that reflects light	Clothes that do not have the same colour palette, even if they are a 'good combination' (like red and black)	Clothes in the same colour palette
Jeans	Leggings	Churidar, sarwar
Sports / walking shoes	Peep-toes and / or heels	Flats / leather shoes

## Body language

Don't slouch – whether walking or sitting or standing

Smile often.

Maintain eye contact.

Also, refer again to Public Speaking Session One – Session reference.

# Industry Project

Student will be able to:

- Gain knowledge about formal private sector opportunities available locally
- Understand the possible career paths and requirements

## INDUSTRY PROJECT IN CAB

*19,000 graduates, post graduates, MBAs, and B.Techs apply for 114 cleaner jobs offered by Amroha Nagar Palika in Uttar Pradesh – Time of India, January 21st, 2015.*

At Medha, we strive to not let our students become a part of such headlines. Medha students should not have to apply for any job for which they are overqualified. This is why Industry Project exists – to help our student understand all the major private sector opportunities available locally for employment in different industries, and then to agree to test waters by pursuing an Internship in one of the industries.

The students can either be entirely ignorant of these opportunities or are they might be slightly aware and do not desire to consider them as a 'career option'. For instance, retail is one of the fastest growing sectors in the country, but most students and their parents would dislike the idea of taking up a job 'selling clothes'. By facilitating a project around researching the retail industry, we help students look beyond stereotypes, and assess facts. And, then we hope that they will make an informed choice about their career move.

It is important to note that the objective of Industry Project is not to sell a career opportunity to students – the objective is to help them get facts about opportunities of jobs in the formal, private sector.

## THIS MODULE FOR YOUR STUDENTS

As described above, your students will often come into the classroom with little or no awareness about the career opportunities in the private sector, apart from maybe banks. The students in polytechnics are likely to be more aware about the job profiles that they will be eligible for after completing the diploma course. However, in any college, students' only source of information about their career options remain parents and teachers. Medha steps in to create another source of information – their own experience!

In this module, the students are encouraged to find out more about the local opportunities and employers, through:

**Workplace visits:** These are most difficult for a trainer to organize. It requires coordination with the employers well as with students. Persuading students to accompany the trainer to a workplace can also require consent from parents and college authorities. However, if the trainer and his team are able to pull this off during the training, it results in a tremendous learning opportunity for the students. Many of them want to take up an internship at a workplace, which they have visited and liked.

**Employer interaction on campus:** This entails inviting representatives from different industries to visit the classroom to interact with students and make them aware about their respective industries and the job opportunities. This is relatively easier. However, it requires the student relation manager to cultivate a strong relationship with employers and identify professionals in each company who would be willing to visit the classroom during training hours.

**Facilitating internet research about local employers:** This is the least preferred mode of creating an opportunity for students to gain knowledge about local employers. It requires the trainer to only arrange the logistics, and guide the students through an internet research about the industry and local opportunities. The students do not gain 'exposure', but they learn how to collect information about industries on their own.

## DELIVERING THIS MODULE

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While taking an Industry Project session, always keep in mind:

**Plan Ahead:** You will always know what are the opportunities that exist for your students locally. It is ideal to start preparing for this project even before the training begins – cultivate contacts amongst employers, explore possibilities of conducting workplace visits and inviting knowledgeable professionals to campus.

**Seek help from the team:** It is a challenge to organize an industry visit / employer interaction on-campus all by yourself. Seek assistance from your team – get them to accompany a few of your students to a workplace, ask them to help you find contacts for arranging interaction on campus etc.

**Try hard to make it work:** The success of this module does not module does NOT depend on your training aptitude or your preparation from the night before – it depends entirely on how much you try. Convincing the students, employers and college, it's all an uphill task. It's a high effort and high reward situation. If you can pull it off, chances are nearly all your students will sign up for internships. If you do not pull it off, many of them will remain unclear about 'internships' and will not be very willing to invest time and energy into it.

## BENCHMARKING YOUR SUCCESS

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1. **You are able to arrange a student-employer interaction:** If the students visit a workplace or if professionals from 2-3 industries visit your classroom for 2 hours, the sessions were a thundering success.
2. **Students are able to articulate their learning from the interaction:** It is not enough for students to have seen and heard something about an industry, unless they are able to clearly map out 'what is in it for them'. This shows that their understanding of the opportunity is now complete, and they will make an informed decision about choosing or discarding any employment opportunity from this sector.
3. **Parent consent:** If on the basis of information gathered during industry project, the students are able to persuade their parents to sign consent for an impending internship in the industry – this would be a great achievement.

This module is the difference between an ordinary CAB, and an extraordinary CAB. Each of these sessions are very much dependent on the facilitator's planning ability. If you can plan ahead, if you can be resourceful, if you can move some small mountains of 'logistics' – your students will leave this training driven to gain work experience and become self-reliant!



# SESSION ONE

**STUDENTS WILL BE ABLE TO**  
GAIN AWARENESS ABOUT PRIVATE SECTOR JOB ROLES

Game Plan A

Difficulty level: **Moderate**

Recommended for: Students who know storylines of popular films

Extra Material: Tabs/laptops with internet connection, Chart Paper, Sketch Pens

15 mins	<b>Context Setting</b> The other Jobs – what, why, how?	None
30 mins	<b>Session Activity</b> Orientation of Industries – Browsing Job Portal Online	Smartphones / laptops, Chart paper with 4 columns i.e. job title, roles & responsibilities, skills required & salary.
15 mins	<b>Wrapping Up</b> Reflect on / next steps	-

Game Plan B

Difficulty level: **Low**

Recommended for: Students not very familiar with Bollywood

Extra Material: Job role screenshots & Career Booklet (to be printed, in advance)

15 mins	<b>Context Setting</b> The other Jobs – what, why, how?	-
30 mins	<b>Session Activity</b> Orientation of Industries – Browsing Job Portal Screenshots	Job role screenshots
15 mins	<b>Wrapping Up</b> Reflect on / next steps	-

## SESSION ONE GAME PLAN A

15 mins	<b>Context Setting: The other jobs – what, why, how?</b>	Discussion
10 mins	Ask the class what are the job roles that they know about and what are the job roles that they would like to know about. Any and all industries!	List answers on the board. Kickstart the discussion with some prompts like hospitality, retail, fashion, etc.
5 mins	Share that today, students will get to know about various job roles, skill sets required and the local job market.	
<hr/>		
30 mins	<b>Session Activity: Online job portals</b>	Search and find
5 mins	Divide the class into groups of 3-5, on basis of smartphones available and assign one smartphone to each group.	
15mins	Give instructions: Ask students to browse Naukri, Internshala and indeed. Students have to note down Job title, roles & responsibilities, salary, qualification & work experience required for 5 job roles (sales, teaching, 2 internships, 1 marketing) in student handbook	Stick 2 - 3 chart paper depending on the number of groups in class
10 mins	Give 10 min to each group to fill the columns on the chart paper after browsing. Give more information about the various job roles other than gov/banking jobs in terms of career path, common learnings and salary	
<hr/>		
15 mins	<b>Wrapping Up: Reflection</b>	<b>Reflection</b>
	<b>What?</b>   What are the common skills required across all job roles? Which job roles did you find most interesting? What is the common salary? <b>So, what?</b>   How can you apply for these jobs? Can you apply while in college? <b>Now, what?</b>   Give feedback, answer queries and fill information gaps.	For the next IP session, clearly state that one visit is equivalent to 2 hours of attendance in the class. And if students are unable to go for the visit, they will be marked absent.

----- End of Session -----

# SESSION ONE GAME PLAN B

15 mins	<p><b>Context Setting: The other jobs – what, why, how?</b></p> <p>Ask the class what are the job roles that they know about and what are the job roles that they would like to know about. Any and all industries.</p> <p>Share that today, students will get to know about various job roles, skill sets required and the local job market.</p>	Discussion
30 mins	<p><b>Session Activity: Job roles (screenshots)</b></p>	Facilitation
5 mins	<p>Divide the class into groups of 3-4 and handout the printed screenshots (5 per group).</p>	Pre session: Take screenshots of recent job postings from your region, print 25 copies of top 4-5 postings
15mins	<p>Give instructions: Ask students to browse the given screenshots. Students have to note down job title, roles &amp; responsibilities, salary, qualification &amp; work experience required for 5 job roles (1 sales, 1 teaching, 2 internship, 1 marketing) in student handbook</p>	
10mins	<p>Give 10 min to each group to fill the columns on the chart paper after browsing</p>	
15 mins	<p><b>Wrapping Up: Listing personal strengths/ weaknesses</b></p> <p>What are the various job roles? What are the common skills required across all job roles?</p> <p>Which job roles did you find most interesting? What is the common salary? Give more information about the various job roles other than gov/banking jobs in terms of career path, common learnings and salary.</p> <p>How can you apply for these jobs? Can you apply while in college?</p>	Reflection

----- End of Session -----

NOTES:

# SESSION TWO + THREE

STUDENTS WILL BE ABLE TO  
GAIN FIRST-HAND INFORMATION ABOUT LOCAL JOB ROLES

## Game Plan A

**Difficulty level:** High

**Recommended for:** Workplace visits

**Extra Material:** N/A (Field visit)

0mins	Context Setting Session Prep	
100mins	Session Activity Workplace Visit	Interview questions for students
20mins	Wrapping Up Reflection	-

## Game Plan B

**Difficulty level:** Moderate

**Recommended for:** Employer interaction in classroom

**Extra Material:** None

15 mins	Context Setting Session Prep	
90 mins	Session Activity Career Discussion (not just a talk)	-
30 mins	Wrapping Up Reflection	-

## SESSION TWO+THREE GAME PLAN A

15 mins	<b>Context Setting: Session Prep</b>	<b>Energizer</b>
10 mins	Fix an appointment with the employer. Share the agenda with them and request the following opportunities: a) Shadow the entry-level staff during the work b) Interaction with the supervisor and understand what a typical day at work looks like for various staff members – c) Q&A round with the staff about the positives and the challenges of the job!	It is expected that students will visit workplaces in groups of 6-10. One workplace visit is assumed equivalent to 120 hours of classroom training, i.e. 2 sessions.
30 mins	<b>Session Activity: Industry Visit</b>	
5 mins	You or your team member should accompany students from college to the workplace.  Instruct students to come professionally attired for today – and take along with them a diary for taking notes etc.	Encourage students to note all questions, so that they can be asked at the end of the visit.
15 mins	<b>Wrapping Up: Reflection</b>  What? आज का दिन कैसा था? क्या जानने को मिला जो पहले से नहीं जानते थे?  So, what? ये जानकारी क्या हमारे किसी काम आ सकती है? कैसे ?  Now, what? अब ट्रेनिंग में हमारा नेक्स्ट स्टेप क्या होना चाहिए? आज की सीख के बाद हमारा नेक्स्ट स्टेप क्या होगा?	Before leaving the workplace, find a space to lead a quick round of reflection.

----- End of Session -----

## SESSION TWO+THREE GAME PLAN B

15 mins	<b>Context Setting: Session Prep + Guest Intro</b>	<b>Energizer</b>
10 mins	<p>Today's the class's seating arrangement should be such that each of your invited professionals can sit within a small group and be the members of that group of their industries etc.</p> <p>When the professionals arrive, introduce them to the class and invite them to sit with their respective groups.</p> <p>Share the agenda with everyone.</p> <p>In the next 45-minutes, each group is expected to discuss the following:</p> <p>a) The students should share what do they already know about the industry.</p> <p>b) The professional should share, 1. Who are the people employed at the entry-level in the industry / company? 2. What does a day in their work life look like? 3. What do they like about their jobs? 4. What are the common challenges that they face?</p>	<p>Note: The invited guest need not be a high-ranking executive, any knowledgeable mid-management staff would suit the purpose of this sessions.</p> <p>Invite 4-5 professionals to a 2-hour session Or Invite 2-3 professionals for two 1-hour sessions.</p>
30 mins	<b>Session Activity: Career Discussion</b>	<b>Facilitation</b>
5 mins	<p>This day is like a special event for the class- ask the students to come professionally attired.</p> <p>Encourage the students to ask questions and take notes.</p> <p>Appoint responsible students as moderators in each group.</p>	<p>While the discussion is underway stand next to each group, ensuring all goes smoothly</p>
15 mins	<b>Wrapping Up: Reflection</b>	<b>Reflection</b>
	<p>What? आज का दिन कैसा था? क्या जानने को मिला जो पहले से नहीं जानते थे?</p> <p>So, what? ये जानकारी क्या हमारे किसी काम आ सकती है? कैसे ?</p> <p>Now, what? अब ट्रेनिंग में हमारा नेक्स्ट स्टेप क्या होना चाहिए? आज की सीख के बाद हमारा नेक्स्ट स्टेप क्या होगा? (Inform them of the next step – in the next sessions, we will map a career journey of a professional in this industry)</p>	<p>Remind students to fill their student handbooks with today's takeaways.</p>

----- End of Session -----

NOTES:

# SESSION FOUR

STUDENTS WILL BE ABLE TO  
 SHARE THEIR UNDERSTANDING/DOUBTS/FEAR REGARDING THE JOB ROLES  
 LEARN TO BUILD UPON THIS FOUNDATIONAL KNOWLEDGE/EXPOSURE

Game Plan A

Difficulty level: High

Extra Material:

10 mins	Context Setting Recap – Industry visits / talks / search	-
40 mins	Session Activity Classroom Presentation	-
10 mins	Wrapping up Reflection – Q&A	-

Game Plan B

Difficulty level: Moderate

Extra Material:

10 mins	Context Setting Recap – Industry visits / talks / search	-
40 mins	Session Activity Panel Discussion	-
10 mins	Wrapping up Reflection – Q&A	-

## SESSION FOUR GAME PLAN A

10 mins	<b>Context Setting: Recap</b>  Open by sharing your personal journey of career awareness and objective behind these sessions.	<b>Energiser</b>  <i>To make this livelier - project images and videos from visits / interactions.</i>
45 mins	<b>Session Activity: Classroom Presentation</b>	<b>Activity-oriented</b>
5mins	Divide the class into groups of 3 – 4 Each group has to recall the last 3 industry project sessions: - observations - learnings - doubts	Answer doubts/queries during the presentation, and if there are more queries forthcoming, set some time aside after the class to answer all queries
15mins	Preparation time: 15 mins, Presentation: 5 mins	
25mins	Teams present. Do not give feedback on presentation technique. Focus the discussion on clarifying information and eliciting relevant questions about career opportunities explored.	
10mins	<b>Wrapping Up: Reflection + Q&amp;A</b>  Invite queries about content What did you learn? <b>कैसा लगा आज का सेशन?</b> What did we learn today that we didn't know before? Would you be willing to do any of these job roles that we discussed?	<b>Reflection</b>  If you have information about internship opportunities, this is a good time to share

----- End of Session -----

## SESSION FOUR GAME PLAN B

10 mins	<p><b>Context Setting: Recap</b></p> <p>Open by sharing your personal journey of career awareness, and objective behind these sessions!</p>	<p><b>Energizer</b></p> <p>To make this livelier - project images and videos from visits / interactions.</p>
40 mins	<p><b>Session Activity :Panel Discussion</b></p> <p>Tell class that today we will have a panel discussion similar to the ones on TV during cricket matches.</p> <ul style="list-style-type: none"> <li>-Divide the class into groups of 3 – 4</li> <li>- Each group will choose their representative to sit in the panel discussion.</li> <li>- Start discussion</li> </ul>	<p><b>Activity-oriented</b></p> <p>Give 10 mins to each group to share their experience.</p>
30 mins	<p>Ask the representatives to come in front of the class and sit in a semi-circle. The SRM will facilitate the panel discussion.</p> <p>At the end of the panel discussion audience can ask questions to the different representatives and the SRM.</p>	<p>Refer Panel Discussion in trainer reference for questions</p>
10mins	<p><b>Wrapping Up: Reflection + Q&amp;A</b></p> <p>What did you learn? कैसा लगा आज का सेशन?</p> <p>What did we learn today that we didn't know before?</p> <p>Would you be willing to do any of these job roles that we discussed?</p>	<p><b>Reflection</b></p>

----- End of Session -----

## **TRAINER REFERENCE**

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### QUESTIONS FOR PANEL DISCUSSION

#### Icebreakers

- Q1. How was the experience of your visit / talk? How would you rate it out of 5? Be honest!
- Q2. What was the best part of the visit / talk?
- Q3. What was the lowest point?
- Q4. Any surprises?

#### Discussion

- Q1. Describe your experience of the visit – what did you do?
- Q2. In your opinion, what is scope of work in this industry?
- Q3. What are the skills required to excel in this industry?
- Q4. What are the negatives / challenges of working in this industry?
- Q5. In a line, how would you describe this industry and its job roles to your parents?
- Q6. How would your parents / family / society feel, if you ended up working full time in this industry?

#### Conclude:

- Q1. As delegates of your group, do you have any feedback on how to improve future industry exposure visits / talks?
- Q2. What is the one takeaway from this experience that might stay with you for a long time?
- Q3. Any other comments.

# Future Planning

Students **will** be able to:

- Identify your strengths and areas of improvement
- Articulate professional aspiration
- Understand and set SMART goals
- Complete a job plan with associated steps.

## FUTURE PLANNING IN CAB

*Media trainer:* किस स्टीम में पढ़ रहे हो ?

*Student:* साइंस !

*Media trainer:* किस साल में हो ?

*Student:* 2<sup>nd</sup> year

*Media trainer:* कॉलेज के बाद क्या करना चाहते हो ?

*Student:* बैंक की नौकरी की तैयारी

*Media trainer:* अभी क्या कर रहे हो ?

*Student:* अभी तो.. सिर्फ पढाई

This is a commonplace conversation that many trainers have had with students across Media campuses. Hence, we deliver the module - Future Planning. Together, with Industry Exposure, the sessions in this module equip students to make their career choices based on available opportunities in the industry and their personal strengths and aspirations. We aim to replace *unclear aurty kr sakna* with sound, data-based career planning, and thus save our students long years of directionless struggle for financial independence.

## THIS MODULE FOR YOUR STUDENTS

At the beginning of CAB, nearly every Media student is likely to have an answer ready to the question to, "What do you want to do after college?" However, this answer:

- Is derived from very limited (or no) exposure to the industry, especially local job opportunities
- Does not consider the student's unique strengths, and aspirations
- Is beset with many questions/ doubts about 'how to achieve' it

The objective of Future Planning is to equip students with necessary information, as well as introspection and planning tools to help them arrive at their own plan for the future. At the end of this module, each student is expected to have created a 5-year career plan with associated steps.

It is important to remember the students' plans / aspirations / abilities will change as their work experience enhances, and the plans prepared in class are by no means set in stone. However, it is vital for students to articulate a plan before the end of CAB, so that at the end of CAB they can all begin to take first steps towards acquiring relevant experience.

Taiyyar / Preparation – this is the word that must NOT form a big part of any CAB student's career plan. Most of the young people from UP, Bihar and Haryana are likely to desire to spend years preparing for government jobs or higher studies or banking jobs. At the end of this module, each student should also be aware of the possible alternative to this plan!



## DELIVERING THIS MODULE

While taking a Future Planning session, always keep in mind:

**Students are on the same page as you:** The instructions during goal-setting sessions are more difficult to follow than in any other session, repeatedly ask your students whether they are able to follow you. Ask them to paraphrase.

**Do not 'give the right answer':** In the classroom, your job is to give facts and help students understand these facts. You must refrain from sharing opinions, and choosing for students. For instance, as per your opinion the job which the student wants to pursue maybe too competitive for them to even attempt, and you may be right about that. However, refrain from telling the students what you think - let them choose and learn from their own experience.

**Encourage SMART goal-setting:** While filling the goal sheet (refer – *Medha student handbook*), encourage students to make each goal SMART. (refer – Future Planning, Session 3 - Session reference).

### How Student Assessment works?

The trainer is required to make a note of each student's final dream job destination, and the no. of year in which he/she hopes to arrive there in the trainer. We recommend that you fill in this detail after the class, over the course of a week after the session has been concluded.

## BENCHMARKING YOUR SUCCESS

**Students could follow the instructions:** Easiest way to understand whether the students followed your instructions is to: a) Ask them whether they understood, b) Ask them to explain what they understood, c) Observe them while they begin to do the activity, and confirm by their actions that they correctly understood the instructions.

**During the activity, go around the class:** It is important for the trainer to NOT sit or stand in a corner while the students undertake this activity. Go around the class, stop by each group and ensure that they are all able to do the activity correctly.

**The students were able to fill the worksheets:** While most students will not be able to complete the entire worksheet in a single session, it's important that each of them makes a start, and is able to think of at least 2 steps that they need to take, to progress in their journey towards their final goal.

**The last session of the Industry Exposure module should be a success:** Students will practice goal setting through both Future Planning and Industry Exposure – and you will most clearly be able to see the fruits of your labor in the last session of the Industry Exposure module.

# SESSION ONE

STUDENTS WILL BE ABLE TO  
CONDUCT A CAREER PLAN REALITY CHECK  
PRACTICE FUTURE PLANNING TOOLS

Game Plan A

Difficulty level: **Moderate**

Recommended for: Students with interest areas closely aligned with internship opportunities

Extra Material: Industry Information handout (to be prepared by trainer and printed, in advance)

5 mins	Context Setting Let's Shop	None
40 mins	Session Activity Reality Check	-
15 mins	Wrapping Up Reflection + next steps	-

# SESSION ONE GAME PLAN A

15 mins	<b>Context Setting: Let's shop</b>	<b>Whiteboarding</b>
10mins	Tell students we are going for virtual cloth shopping today to Big Bazar (any other hyperlocal store name). Elicit a list of factors from students that they will consider before making the purchase.	Example: fashion trends, budget, who is the garment for, when / where is to be worn (college or wedding) etc.
5mins	Introduce the concept of self-awareness – One needs to be just aware of critical factors that influence our life decisions	
45 mins	<b>Session Activity: Reality Check</b>	<b>Facilitation + Reflection</b>
5mins	Explain the questions/prompts in the handbook one by one and give sometime to students to think and fill them in handbook.	If students are not able to categorise the answers in class in the given time, ask them to complete it at their home.
20 mins	Now explain the concept of S.W.O.T Analysis with an example	
20 mins	Now, ask students to categorise/copy their answers in the four vacant quadrants of S.W.O.T in handbook.	
5 mins	<b>Wrapping Up: Reflection + next steps</b>	<b>Reflection</b>
	Tell students that we will be using this analysis in the next session to craft a job plan. आज आपने क्या नया सीखा? ये आपके कैसे काम आएगा?	
----- End of Session -----		

# TRAINER REFERENCE

## SWOT EXAMPLE

SWOT for a famous local eatery in town

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>• Excellent, well-trafficked location</li> <li>• Good reputation among local community</li> <li>• Seasonal menu, locally sourced</li> </ul>	<ul style="list-style-type: none"> <li>• Higher costs than comparable chain restaurants</li> <li>• Single location means limited reach</li> <li>• Modest advertising budget</li> <li>• Not currently using food delivery apps/technology</li> </ul>
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• Growing interest in/support for locally sourced ingredients</li> <li>• Seasonal menu keeps things fresh and interesting</li> <li>• Potential for growth via food delivery apps/technology</li> </ul>	<ul style="list-style-type: none"> <li>• Intensifying competition from established chain restaurants</li> <li>• Uncertain economic environment</li> <li>• Rising costs of ingredients</li> </ul>

SWOT example for career planning

<p><b>STRENGTHS</b></p> <p>What professional skills do I have?            What am I really good at?            What is my educational qualification?            Can I drive / ride?            Can I easily commute across the city?            Do I know how to use computers?            Am I a quick learner?</p>	<p><b>WEAKNESSES</b></p> <p>What do I struggle with the most?            How do I manage my time during the day? What are my day wasters?            What are my fears?</p>
<p><b>OPPORTUNITIES</b></p> <p>What are the job opportunities available in my city?            How can I build more skills?            Which people can support me to build skills and find job opportunities?            What are the resources (time, money) available to me to spend on job hunt and skilling?</p>	<p><b>THREATS</b></p> <p>How many vacancies exist in the sector of my choice?            What are the responsibilities that I am obliged to fulfil?            Are there enough opportunities available in my city? Will I be allowed to move to another city or take long commute for a new job?</p>

# SESSION TWO

STUDENTS WILL BE ABLE TO  
DRAFT A PLAN TO GET THEIR JOB  
MAP ALTERNATES TO TRADITIONAL CAREER OPTIONS

Game Plan A

Difficulty level: **Moderate**

Recommended for: n/a

5 mins	Context Setting <b>Two Plans</b>	None
40 mins	Session Activity Job Plan B	Career booklets
15 mins	Wrapping Up <b>Reflection</b>	-

## SESSION TWO GAME PLAN A

10 mins	<p><b>Context Setting: Session Prep</b></p> <p>Flip situations from students where they often have two plans like travelling, college selection, etc. Tell students similarly we should have two job plans for our career.</p>	- Discussion.
45 mins	<p><b>Session Activity: Let's choose and draft Job plan B</b></p>	Reflective activity
10 mins	<p>Ask the class to keep the career booklet from industry project and S.W.O.T analysis in front of them.</p> <p>Inform the class that in the next 35 minutes, the class will together learn how to make a job plan B.</p> <p>But first they should choose any one job role from their career booklet that they are interested in and that aligns with their S.W.O.T analysis.</p>	Help students to align their job role with S.W.O.T analysis
10 mins	<p>Give 10 mins to class to do the above</p>	
25 mins	<p>Guide the teams to create a job plan B, similar to job plan A in their handbook.</p> <p>Guide students through each heading in their handbook and ask them to fill it.</p>	
10 mins	<p><b>Wrapping Up: Reflection</b></p> <p>What? आज क्या नया सीखा?</p> <p>Why? क्यों बनाया हमने ये job plan B?</p> <p>So, what? इस जानकारी से अब हम क्या करेंगे?</p>	Reflection

----- End of Session -----

# SESSION THREE

STUDENTS WILL BE ABLE TO  
LEARN ABOUT SMART GOALS  
IDENTIFY DAY WASTERS

## Game Plan A

Difficulty level: **High**

Recommended for: Students who have been mapping their days in the student handbook clock

10 mins	Context Setting <b>Think SMART</b>	-
40 mins	Session Activity <b>All in good time</b>	-
10 mins	Wrapping up <b>Reflection – Q&amp;A</b>	

## Game Plan B

Difficulty level: **Moderate**

Recommended for: Students who have not been mapping their days in the student handbook clock

10 mins	Context Setting <b>Think SMART</b>	-
40 mins	Session Activity <b>Kya aap free hain?</b>	
10 mins	Wrapping up <b>Reflection – Q&amp;A</b>	

## SESSION THREE GAME PLAN A

10 mins	<b>Context Setting: Think SMART</b>	<b>Energiser</b>
5 mins	Share with class a problem – Ramvilas is studying for his Class XI exam. He wants to take a big chart paper and write a goal on it – what should the goal be?	Refer – Session reference, SMART goal-setting
5 mins	Keep prodding the students to think till they make their goal SMART!	
5 mins	Explain SMART to students. Ask them write any 2 SMART goals down from Job Plan B created in the previous session	
<hr/>		
30 mins	<b>Session Activity: All in good time</b>	<b>Activity-oriented</b>
5 mins	Ask the students to flip through their handbook and go through the sections in which they mapped different parts of their day! Invite a few students to share what they have written	Encourage students to try to map every possible hour.
10 mins	Ask the students to now map in detail their previous day in the student handbook.	Remind them of SMART goals – and tell them that the saved time can be used for these goals!
10 mins	Distribute sticky notes to the class, and ask them write anything on it from their day – that they would call a time waster.	
5 mins	Ask all students to come up and stick their notes on the board	
<hr/>		
15 mins	<b>Wrapping Up: Reflection</b>	<b>Conversational</b>
	Which of the listed activities are day wasters? Ask students to list in their handbook, what activities remain as day waster as per class's discussion Invite students to share the total no. of waster hours they've	Refer – session reference: What time management is about...

----- End of Session -----

## SESSION THREE GAME PLAN B

10 mins	<p><b>Context Setting: Think SMART</b></p> <p>As context setting, write 3 examples of goal-like statements and ask students to identify which of these is a smart goal. After students have tried - Explain what is SMART and which one is a smart goal and why? Give 2-3 more similar examples and ask students to tell which are SMART goal and why?</p> <p>Ask them write any 2 SMART goals down from Job Plan B created in the previous session.</p>	<p><b>Facilitation</b></p> <p>Refer- Session reference, SMART goal-setting</p> <p>When you are confident the class understands SMART, move on to session activity.</p>
30 mins	<p><b>Session Activity: समय-समय की बात है (easier)</b></p>	<p><b>Facilitation</b></p>
5 mins	<p>Ask the students to flip through the pages of student handbook, and see if they have filled the day mapping entries from previous days.</p>	<p>Encourage them to be as specific as possible.</p>
15 mins	<p>Ask the students to map their day in as much detail as possible in student handbook.</p>	<p>Take care that your list is legible</p>
10 mins	<p>Guide the class to fill the sheet together, hour by hour.</p> <p>Ask the class to share which activities would they consider 'time waster'. Make a list of all their answers on the board.</p>	<p>Remind them of SMART goals – and tell them that the saved time can be used for these goals!</p>
15 mins	<p><b>Wrapping Up: Reflection</b></p> <p>Which of the listed activities are really day wasters? (Keep rubbing out the ones that are not) Can we just work all day without rest and recreation? Can we do any work if we don't have time for it? Ask students to list in their handbook, what activities remain as day waster as per class's discussion Invite students to share the total estimate of their wasted hours.</p>	<p><b>Reflection</b></p> <p>Remind students to fill their student handbooks with today's takeaways.</p>

----- End of Session -----

## TRAINER REFERENCE

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### WHAT TIME MANAGEMENT IS ABOUT AND WHAT IT IS NOT ABOUT

Here are a few time-saving tips:

1. Do not watch televison shows on TV – watch them either on Netflix or record them in a set-top box – by doing this you will skip watching the ads, and will save 15 minutes per show. And if you watch an average of 3 TV shows every day, you will end up saving 45 minutes! Great, right?
2. When you are commuting from work to office, listen to English podcasts. You will end up becoming a better English speaker. Brilliant, right?
3. After cleaning up the dishes for dinner, keep all the items for your breakfast, out on the shelf – you will save 10mins in the morning of thinking what to have for breakfast and then making it.

And, here are a few facts:

1. Nobody will do anything productive with the 45 minutes they save watching pre-recorded TV shows. It is likely that they will just watch another TV show for that time.
2. After 3 days of English podcasts, they will get bored and switch to music.
3. And after a busy few days at work or college, nobody will bother to clean the dishes after dinner – forget *planning* breakfast.

Then, what does it mean? Is time 'management' a myth?

Yes, and no.

We are capable of managing our time in a manner that we end up getting more happiness out of each day, investing in our personal growth and in the process - doing a lot of good work. It is, however, not just a matter of mapping hours in the day. It's a matter of figuring out what we really want to do with our time, what are our real priorities are and then just acting on them.

For example, consider this – If we asked you, after spending 8 hours at work, do you have 3 hours every day to go to the gym? Most of you are likely to say no. However, if one day, you go home and find out that you left the tap open and now your room is flooded with water – you will spend hours cleaning the place. Why? Because, it's an emergency, because it's a high priority to not let your personal belongings get damaged. Face is that you will never go to the gym everyday till it is just as important for you, to stay fit as it is to not let your room remain flooded with water. If you need to do something, you will find time for it. No matter how 'busy' you are.

While conducting a time management with students, it's important to drive home this lesson to them. Help them map the day wasters – but ask them to keep this in mind – for what purpose will they use the saved hours? What is it that they want more time for? Help your students introspect and understand what priority do they really place on self-improvement, and in the later sessions, lay emphasis on the need to devote more of their time to skill development for achieving their dream jobs.

For more on time management, please listen to - Laura Vanderkam's TED talk – How to gain control of your free time. (scan to view)



## SMART – WHAT, WHY, HOW TO EXPLAIN

S – Specific – What exactly?

M – Measurable – Well, how exactly will you know that you have achieved it?

A – Attainable – Will you be able to do this, you think?

R – Realistic – Well, are you sure?

T – Timebound – By, when?

Do you practice setting SMART goals? Try it! It's fun. It really is – set a personal / professional goal – anything that you want to achieve in the next 6-months! Want to go explore a new city that you are moving to? Want to learn how to be a better photographer? Want to, umm, start running? Choose anything and put your goal through the above SMART test.

For instance, let's assume that you want to be a good photographer. What should your SMART goal look like?

### Step 1- Make It Specific:

A good photographer –let's make this more specific.

What kind of a photographer do you want to be? Of portraits? . Landscapes? Cities? Nature? What appeals to you? . let's say – portrait photography, i.e. taking pictures of people.

Now, the revised goal is – I want to be a good portrait photographer.

Let's try making is more specific. What does 'good' mean?

Let's say 'good' here means – I will take photographs that I am proud of. Or, you could say 'good' photographs that will receive a good feedback from my photography mentor.

The revised SPECIFIC goal – I will take portrait photographs that I am proud of.

### Step 2- Make it measurable

This is easy. How many photographs? . let's say 10.

Your revised Specific Measurable goal is – I will take 10 portrait photographs that I am proud of.

### Step 3- Make it attainable

Is it actually possible for you to take pictures of people? Do you have all the required equipment to take a picture? Do you own any picture taking device? We are assuming, you do have your phone. But, if you were planning on mastering photography on a DSLR without owning one, that's not attainable!

Your revised Specific attainable goal is – I will take 10 portrait photographs that I am proud of *on my phone*.

### Step 4- Make it realistic

This part is not so easy. To be realistic – we have to do a reality check. Will it be really possible for you take 10 photographs? Assuming that you need to practice a little, before getting a good picture – do you get time to practice just take photographs of people? If you don't, can you think of a way in which you can?

If the answers to all such questions is yes, then let's proceed with our SMART, MEASURABLE, ATTAINABLE and REALISTIC goal i.e. I will take 10 portrait photographs that I am proud of.

### Step 5- Make it Time bound

This is easy. By when are you planning to do it?

I will take 10 portrait photographs that I am proud of by the end of the next 2 months.

See! Do you not feel that you are already closer to becoming a good photographer compared to when you 'dly wished to be one?

To help your students feel the power of SMART goals, you will be required to do a similar exercise. You have to keep asking them the right questions to make sure their goal are SMART.

# SESSION FOUR

**STUDENTS WILL BE ABLE TO**  
SUBMIT PARENT CONSENT FORMS  
PLAN THEIR INTERNSHIPS, AND NEXT STEPS

Game Plan A

Difficulty level: **Low**

Recommended for: Students who filled Internship Manifesto in the previous session

Extra Material: One white Chart, sketch pens (2 packets)

20 mins	Context Setting Internship – <b>What, why, how?</b>	Chart, sketch pens (2 packets)
35 mins	Session Activity Internship orientation	Internship information handout (to be prepared by facilitator)
5 mins	Wrapping up Reflection + next steps	-

# SESSION FOUR GAME PLAN A

20 mins	Context Setting: Internship – what, why, how?	<b>Energiser</b>
15 mins	<p>Before stating today's objective – talk about internships.</p> <p>Ask the class what do they understand by the word internship or work experience.</p> <p>State through personal anecdotes or Media a um story – the potential role internships can play in enhancing chances of employment.</p> <p>Align the importance of internship or work experience with their Job Plan B.</p> <p>Share that today, students will get to know about industries / employers with whom they might find internships after completing their training.</p>	<p>During prep, prepare a script about how to do this – seek help from experienced trainers, if unsure</p>
5mins		
30 mins	<b>Session Activity: Internship orientation</b>	<b>Facilitation</b>
10 mins	<p>Divide the class into groups of 4-5, based on the industries which you have identified to be tentatively aligned with interest areas (expressed during Job plan B).</p>	<p>It's not necessary that internships are aligned with student's interest. At this stage, we aim to widen their exposure.</p>
10mins	<p>Give instructions:</p> <p>Distribute the Internship information handout to each group. Ask them to study it in detail, analyse, discuss and choose an internship that roughly aligns with their Job Plan B which they can pursue after the training.</p>	<p>Interests can only be born from a wider exposure!</p>
10mins	<p>Invite few students to share their understanding, choice and queries with the rest of the class.</p> <p>Give feedback, answer queries and fill information gaps.</p>	
10 mins	<b>Wrapping Up: Reflection</b>	-
	<p><b>What? What are internships? Do they sound like a good idea? कुछ काम की रहेगी ? Will you learn any skills from it?</b></p> <p><b>So, what? Which internships did you find most interesting apart from yours? What will you learn from these internships? After listening to all teams, is there anyone who wants to switch groups?</b></p>	<p>If at this stage, most students have signed up for internship – consider it a well-earned group selfie moment for the class.</p>

----- End of Session -----

# TRAINER REFERENCE

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## INTERNSHIP INFORMATION HANDOUT FORMAT

Company Name	
Industry	
Roles and responsibilities	
Qualification (if any)	
Skills to be learned / practiced	
Location	
Duration (days)	
Duration (working hours / day)	
Stipend (if any)	
Other details (about company, etc)	

1

# Reflection

Students **will** be able to:  
Identify the skills activated in CAB  
Articulate next steps

## REFLECTION IN CAB

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This is it – the end of CAB training – the 30<sup>th</sup> day – or, the day 0 of the journey ahead! Mecha student has completed only the first phase of their journey with Medha, and a much longer and more challenging path remains to be undertaken.

However, on the last day of CAB, we help our students recollect their learnings from the past 29 hours, and share with us in their own words what were their wins and what were the disappointments.

At the end of this session, students should walk away with strong memories of positive recognition received from the trainer and a clear idea of 'what to do next'.

This is also an opportunity for the trainer to reflect on the effectiveness of his/her training and its content by eliciting honest feedback from students.

## THIS MODULE FOR YOUR STUDENTS

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Throughout CAB, we have encouraged the students to reflect at the end of every session. We have tried to inculcate the habit of asking every action, 'How was it?', 'Why did we do it?', 'What did we learn from it?', 'How can we apply it in life?'. The same questions will be asked today at the end of CAB.

### How was CAB for you?

How did the students find this training? This includes – how they felt, how was their experience, what did they enjoy, what did they not enjoy, what seemed like a good use of their time, and what did not seem like a good use of their time, what do they wish was done differently, were there any zero takeaway sessions - which seemed of no use and were just, plain boring? what are the most cherished memories.

In answers to these questions, you will find things we can change / improve about our training's content and also things that as a trainer you can change / improve about your training delivery.

### Why did we do it?

If Mecha just wants to get an internship, then why give you this training? Why? Allow students to think, remember, recount the objectives of each session in their own words.

In answer to these questions, you will find how your students perceived the training – what value did they see in different sessions – and you may find that their perception of a session's relevance varies from yours.

### What did we learn from it?

What did we actually learn? Did they learn how to write a CV, or can they still not do it without your assistance?

### How can we apply it in life?

Again, from your student's perspective, where do they end up using things learned in the classroom?

## DELIVERING THIS MODULE

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When planning the reflection session, keep in mind:

1. **Ensure you have collected all batch-related student data:** This is the last day of the training. If any information is pending to be collected for data entry in student profiles, please remember to collect it today.
2. **Ensure you have created the Congratulations Medhavi cards:** Every student in the class is entitled to his / her Medhavi cards with feedback from the trainer – if you have not already shared these cards on the 29<sup>th</sup> day, do not forget to share them today.
3. **Create space for receiving student feedback:** Create space for receiving feedback from students.

## BENCHMARKING YOUR SUCCESS

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1. A lot of your students will wish that the training was longer: When asked for recommendation for improvement in program, most of the students from a successful training tend to wish that the training had been for longer.
2. While giving feedback / reflecting / sharing, students are able to recall the specific sessions with names: Students may give generic responses like 'achina tha', when asked what was good about it, they were able to cite specific examples from the session.

# SESSION ONE

**STUDENTS WILL BE ABLE TO**

IDENTIFY THE SKILLS ACTIVATED IN CAB + ARTICULATE NEXT STEPS

Game Plan A

Difficulty level: **N/A**

Recommended for: **N/A**

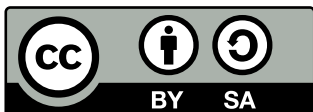
Extra Material: **My last day of Media Training**

20 mins	Context Setting Let's hear everyone	-
30 mins	Session Activity यहाँ से कहाँ	Power of appearance picture cards
10 mins	Wrapping Up Reflection + next steps	-

## SESSION ONE GAME PLAN A

20 mins	Context Setting: Let's hear everyone	On-spot feedback
20 mins	Invite the remaining students to share their Medha journey, so far.  Give each student who is achieving certification – a Congratulations, Medhavi in the making card.	Like yesterday, focus on only the positive and
30 mins	Session Activity: यहाँ से कहाँ	Reflection
20 mins	Share the 'My last day at Medha training and guide the students to fill the form	-
10 mins	Put up the SSC chart in the class, and invite the class to come up and share their views.	Refer – trainer reference – How to make a SSC chart
10 mins	<b>Wrapping Up: Reflection + next steps</b>  What? How was the journey? So, what? Why do you think we did these modules – from insisting on your email id on day one to the last day of mock interview – why? Now, what? When/ how do we keep in touch?	Conversational

----- End of Session -----



Medha, 2019-2020

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