

# **Finishing Course for College Students Road Map to Success**

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Dear Instructor,

You are welcome on this platform created for the initiative taken by the Higher Education, Gujarat Government. This initiative has been taken to equip the undergraduate students to increase their employability quotient and to give them an insight into the requirements of a professional working in a corporate culture.

This manual will help you train the students in a systematic manner and will enable you to create High Impact Professionals. A 'High Impact Professional' is a professional who has all the necessary skills to meet the demands of his or her job. So, together with his or her professional degree, a high impact professional also carries with him or her a personality and communication skills that will put him or her at par with the professionals of other cities. Thus, the instructors have to ensure that after the completion of the program and before getting awarded the certificate, the students who go through the program are rigorously trained.

The primary focus of this initiative is to give the students adequate employability skills. In colleges, the students acquire subject related knowledge that helps them to become experts in their chosen subjects; however, there are certain sets of skills that are imperative for a candidate to get a job by passing the interview. The other skills that are important for any employed person are crucial for his or her progress, these skills include; adequate command over English and other life skills.

The program has been divided into four levels. Each level will cover essential modules that a student will require at every step of his or her professional life. Each of the levels have been divided into 25 hours, hence, to complete the program and to get certified, a student will have to go through 100 hours of training, which is divided into four levels.

The instructors have to ensure that these 100 hours, which are divided into 25 hours each, are conducted in a manner that at the end of every Level, the students are very well equipped in that particular level.

## Four Levels

The 100-hour finishing course has been divided into IV levels of 25 hours each.

Level I

Level II

Level III

Level IV

Each level will delve into the skill- set of:

Module I English speaking

Module II Life skills

Module III Grooming

Module IV Professional skills

The training has to be given in such a way that the students are able to pass the job interview and use the skills to further progress in their career. A few pointers that must be kept in mind by the instructors while imparting the training:

- 1.) Medium of instruction has to be English.
- 2.) No translation, English can be simplified for better comprehension. Video clips can be used for explaining the concepts but no translation.
- 3.) Every session should begin with a very short pep talk that can be in the form of a short inspirational story or a video clip.
- 4.) Students are to be encouraged to read as much as possible and increase their general knowledge.
- 5.) It must also be kept in mind that there are many links given. Some links can be used directly for training, while some others can be used as reference material by the instructors.

So, let us help our students become qualified professionals.

Wish you all the best.

## LEVEL I

### List of Contents

<b>Module I: English Speaking (7 hours)</b> .....	<b>5</b>
I.    Confidence and Fluency (2 hours) .....	6
II.   Articles (2 hours) .....	8
III.  Teaching Vocabulary (1 hours) .....	12
IV.   Everyday English (2 hours) .....	13
<b>Module II: Life Skills (5 hours)</b> .....	<b>14</b>
I.    Being Positive (1 hours) .....	15
II.   Self-motivation (2 hours) .....	19
III.  Professional Decorum (2 hours) .....	26
<b>Module III Grooming (6 hours)</b> .....	<b>27</b>
I.    Formal Clothing & Professional Accessories (2 hours) .....	28
II.   Cleanliness and Hygiene (2 hour) .....	31
III.  Body Language (2 hours) .....	33
<b>Module IV: Professional Skills (7 hours)</b> .....	<b>35</b>
I.    Resume Writing (2 hours) .....	36
II.   Giving Interviews (2 hours) .....	38
III.  Listening Skills (2 hours) .....	39
IV.   Email Writing (2 hours) .....	40
V.    Formal messaging on mobiles (1 hour) .....	41

## **Module I: English Speaking**

English is a universal language and it has become a part of our day to day lives be it studies, jobs or formal-informal conversations. We all have learnt English in schools and colleges but that is very different from communicative English. Communicating effectively is more about putting your point across without hesitation and with utmost confidence and influencing people around you. Thus, here the instructors have to teach the students, the skill of communicative English.

### **Topics of Level: 1 Total time spent: 7 hours**

- Confidence
- Fluency
- Articles
- Vocabulary
- Everyday English
- Practice

### **Pedagogy to be followed**

1. Explaining the topic and lecturing
2. Through role plays
3. PPTs on the topics
4. Practice exercises
5. Games and activities

### **Material Provided**

1. Links of videos, reading material and practice exercises
2. Practice exercises
3. Tips and suggestions

## I. Confidence and Fluency

Confidence is the basic thing required to do anything in life, a confident person can work wonders. The same goes for English too, English is not our mother tongue and in order to speak English, especially in front of people, we require confidence. Once you are confident, fluency automatically comes in. A person who is fluent may or may not be grammatically correct; however, fluency is a pre-requisite to speaking English.

### Tips on teaching confidence and fluency

1. It's a well-known fact that the more you practice, the more confident and fluent you become. Thus, the students should be made to practice a lot. Games and activities related to English can be incorporated in teaching.
2. Following links will take the instructor to the sites that will provide with adequate material.  
<http://blog.tjtaylor.net/increasing-confidence/>  
<https://www.urbanpro.com/a/how-to-speak-english-fluently-importance-tips>
3. Below are two suggested games, these can also be used as ice breakers.

### ***Cinderella's Shoe***

*This is an icebreaker that is great for all ages. Have the group find a partner and have the pair sit next to one another in a circle. Now that everybody has a partner, take blindfolds and blindfold one of the partners in each pair. Once at least one person per pair is blindfolded, tell the non-blindfolded person to take off one shoe and throw it in the middle of the circle. When a leader says go, all the blindfolded people have to go to the middle and bring back the right shoe that belongs to their partner. Their partner can scream and yell from their seats, but cannot touch them or physically guide them to their shoe. The blindfolded person must bring back the right shoe in order for the game to be stopped and Cinderella to live happily ever after.*

**Fruit Game**

*Have the large group form a circle with their chairs facing inward. Have everyone go around and state a fruit. Tell them to remember their fruit name and that nobody can choose the same fruit. Then choose one volunteer from the audience and remove his chair. Hand a towel or rag to the volunteer. He is the person who is "it". He must tag any person that is standing up before he/she sits back down in his/her chair. The way the game works is the person who is it calls out a fruit. Then the person who chose that fruit stands up and states his fruit and another fruit before sitting back down in their seat. Then the new fruit stands up and states her fruit name and another fruit name and so on. These people must say their fruit name, another fruit name, and sit down before the person who is it tags them with the towel. If the person gets tagged before he/she sits down then they are the new person that is it. The one rule is that the person who is it cannot attempt to hurt anybody or throw the towel. If people start memorizing the people with the fruit names, then it is time to stop the game.*

4. Situational role plays will also help in building fluency and confidence. The link below can be followed to access the everyday situation based roleplays

<http://www.focusenglish.com/dialogues/life/lifeindex.html>

## II. Articles

No sentence can be complete without the use of a proper article. Articles tell the reader or the listener whether what is being spoken about is 'general' or 'particular'. Articles are important for the correctness of grammar and therefore very essential to be learnt.

### Tips to teach Articles

1. The formal rules of articles have to be taught.
2. These rules then have to be taught through practice exercises.
3. The students have to be told to be conscious of the rules and practice them on their own too.
4. Following links will take the instructor to readymade material on Articles.

### Links

<http://www.englishpage.com/articles/a-an-vs-the.htm>

<http://www.really-learn-english.com/english-grammar-articles.html>

[http://www.gunaygunaydin.com/FileUpload/ks21007/File/oxford\\_university\\_pre ss - a practical english grammar.pdf](http://www.gunaygunaydin.com/FileUpload/ks21007/File/oxford_university_pre_ss_-_a_practical_english_grammar.pdf)



**Practice Exercise 1: Articles****Place a/ an/ the wherever necessary**

1. \_\_\_\_\_ was standing under \_\_\_\_\_ tree. She moved inside \_\_\_\_\_ house when she heard \_\_\_\_\_ sound of \_\_\_\_\_ thunder.
2. They had \_\_\_\_\_ miraculous escape. It was sheer luck that made them move away from \_\_\_\_\_ collapsing roof. \_\_\_\_\_ Municipality has come and is now removing \_\_\_\_\_ debris.
3. She heard \_\_\_\_\_ ghosts screaming in her dreams and was crying for help when she woke up. \_\_\_\_\_ family members heard her screams and came running inside her room. But they burst out laughing when they heard \_\_\_\_\_ story of \_\_\_\_\_ ghosts.
4. \_\_\_\_\_ elephant is a huge animal, but it still is tamed by its mahout. \_\_\_\_\_ elephants in the jungle, however, are untamed and can be dangerous.
5. Pull \_\_\_\_\_ man inside, \_\_\_\_\_ stupid fellow is standing at \_\_\_\_\_ door of \_\_\_\_\_ train. He will fall out.
6. You can give \_\_\_\_\_ explanation for your behavior, but we will have to take \_\_\_\_\_ action for what you have done.

**Practice Exercise 2: Articles**

1. \_\_\_\_\_ golden bowl on the table belongs to me.
2. Please give specific instructions for \_\_\_\_\_ completion of \_\_\_\_\_ task.
3. \_\_\_\_\_ animal wouldn't have behaved in \_\_\_\_\_ manner you did.
4. \_\_\_\_\_ guy who stood behind \_\_\_\_\_ elderly lady is her son.
5. \_\_\_\_\_ cup of tea would be great on this rainy morning.
6. I usually start my day with \_\_\_\_\_ egg and \_\_\_\_\_ cup of tea.
7. You got to be joking, \_\_\_\_\_ books should have arrived by now.
8. \_\_\_\_\_ USA is a great country but India is greater.
9. He has built castles in \_\_\_\_\_ air and nothing else. You can't be such \_\_\_\_\_ dreamer.
10. \_\_\_\_\_ collection of Salman Khan movies is always large.
11. China is \_\_\_\_\_ upcoming economy.
12. \_\_\_\_\_ statue was inaugurated by \_\_\_\_\_ chief minister.
13. \_\_\_\_\_ yellow frock that I wore \_\_\_\_\_ other day is dirty and needs \_\_\_\_\_ wash.
14. \_\_\_\_\_ mob is growing rowdier.

### **Practice Exercise 3: Articles**

#### **Fill in the suitable articles:**

1. I would not mind having \_\_\_\_\_ muffin, but I am not very hungry.
2. \_\_\_\_\_ day you realize your responsibilities, we will be happy.
3. It is \_\_\_\_\_ amazing video.
4. How about having \_\_\_\_\_ omelet? Yes, I wouldn't mind one, but use \_\_\_\_\_ eggs we bought last, not \_\_\_\_\_ ones I bought this morning.
5. \_\_\_\_\_ culture of both \_\_\_\_\_ countries differs \_\_\_\_\_ lot.
6. We must file \_\_\_\_\_ appeal in \_\_\_\_\_ higher court, before we give up.
7. \_\_\_\_\_ events were too dramatic to be described.
8. It is \_\_\_\_\_ niche novel, not everyone will like it.
9. \_\_\_\_\_ idea has come to my mind, shall I tell you about it?
10. Put \_\_\_\_\_ little turmeric in \_\_\_\_\_ water, heat it up and drink it.
11. \_\_\_\_\_ magnificent view left us awestruck.
12. Just put \_\_\_\_\_ kettle on \_\_\_\_\_ gas. I shall take from there.
13. \_\_\_\_\_ girl who just walked in \_\_\_\_\_ room was standing in \_\_\_\_\_ queue.
14. Let \_\_\_\_\_ next person com in please.
15. I am not at all jealous, on \_\_\_\_\_ other hand I am very relieved that she is going with you.
16. His career is on \_\_\_\_\_ roll.

### III. Teaching Vocabulary

It is possible to convey your thoughts and ideas and to express yourself properly, only when you have adequate vocabulary. Words can either completely ruin the meaning of that what is said or convey the meaning very succinctly. Thus, it is imperative to know words, their shades of meaning and the right way of using them.

#### Tips to teach Vocabulary

1. Introduce 3 to 5 words in every session.
2. Encourage the students to read as much as possible.
3. Teach vocabulary related to particular genre. Like vocabulary related to senses or seasons.
4. Make the students use the words taught in sentences of their own, just cramming the meanings won't help.

#### Links:

<http://www.jocrf.org/resources/effective-ways-build-your-vocabulary>

***(methods of learning vocabulary)***

<http://wps.ablongman.com/wps/media/objects/133/136299/vocab.pdf>

***(vocabulary related to senses)***

<https://www.vocabulary.com/lists/155003> *(vocabulary related to smells)*

<https://www.englishclub.com/english-for-work/food-drink-vocabulary.htm>

***(vocabulary related to food)***

[https://www.youtube.com/watch?v=IPah\\_VZILNI](https://www.youtube.com/watch?v=IPah_VZILNI)

<https://www.youtube.com/watch?v=pILNDvOr9k8>

<http://www.grammarbank.com/english-vocabulary-exercises.html>

***(practice exercises)***

## IV. Everyday English

Everyday English is conversational English that is required to converse with people. Everyday English is necessary to learn as while having day- to day conversation, we need to know phrases and expressions of everyday usage.

### Tips on learning everyday English

1. The instructor will have to teach the phrases and expressions of everyday use.
2. These expressions and phrases can then be practiced through roleplays.
3. Students are to be encouraged only to speak in English in the class.
4. Following links will take the instructor to the material that can be used to teach everyday English.

### Links

<https://www.espressoenglish.net/everyday-english-phrases-expressions-part-1/>

<http://www.focusenglish.com/dialogues/life/lifeindex.html>

*(this link is excellent as it is in the form of a roleplay)*

## **Module II: Life Skills**

At all stages of life, we go through all kinds of experiences. Not everything is going to work as per our plans and that is the reason why developing a positive attitude towards life is essential. In this section, we are going to take up a few exercises and look at examples that will help you teach the students to stay motivated and positive.

### **Topics of Level: 1 Total time spent: 5 hours**

- Being positive
- Self- motivation
- Professional decorum
- Practice

### **Pedagogy to be followed**

1. Explaining the topic and lecturing
2. Motivational and related videos
3. Story telling
4. PPTs on the related topics
5. Exercises on introspection

### **Material Provided**

1. Links of videos, reading material and practice exercises
2. Quiz and behavioral exercises
3. Tips and suggestions

## I. Being Positive (1.5 hours)

A positive person can sail through any problem or problems in life. He or she is able to see goodness in everything and has an ability to create a positive and encouraging environment even at the work place. Thus, a person with a positive attitude is always welcome. The instructors are to encourage the students to acquire a positive attitude in all sphere of their lives.

### Tips to teach how to be positive

1. Teach the students to accept situations and people. Follow the link for reference:

<http://tinybuddha.com/blog/3-steps-to-practice-acceptance-have-a-peaceful-life/>

2. **Set an example.** This means that you as an instructor have to be positive too, so look for good things, appreciate the students and shun any kind of negativity in the class.

**Example:** The bathrooms in the college maybe dirty. So, a student may come and say,

*Student: The bathroom is so dirty. Yuck!*

*You: Ha... ha... But thank God that we, at least, have bathrooms and don't have to go to the fields.*

*Student: But what's the point, Sir. It's so dirty.*

*You: So, let's find a solution and inform the authorities about it and keep repeating our request for clean bathrooms, till they listen to us.*

By saying what you have said to the student, you have set an example of being positive and suggesting a solution to the problem, instead of just complaining. You get it? Similarly, look for more such situations and opportunities to teach the students to be positive and learn to solve problems instead of sulking and not doing anything about the unwanted situation.

3. Story telling can be a great way of spreading positivity. Stories with a moral or story that has characters learning a lesson of positivity would constitute great learning. Follow the link to read some exceptionally well- conceived positive stories:

<http://www.agiftofinspiration.com.au/stories/attitude/>

4. Narrating real life incidents of people who stayed positive even in difficult times can be very inspiring. Talk about famous people the students can relate to. Show them videos, etc. Here are suggestions of names of some personalities who have been positive all through:

**1) Amitabh Bachchan**

<https://www.youtube.com/watch?v=NGf3jClj-qY>

<https://www.youtube.com/watch?v=H5VVllcuD-4>

**2) Helen Keller**

[https://www.youtube.com/watch?v=qXTIk\\_BzbRs](https://www.youtube.com/watch?v=qXTIk_BzbRs)

**3) William Kyle Carpenter**

<http://whatculture.com/history/14-real-life-heroes-who-have-changed-the-world?page=2>

It is very important that the students know about international personalities too. They cannot have limited learning; therefore, while giving examples, they must be given global knowledge of people and situations.



5. There is an exercise given below, this exercise can help the students develop a positive attitude.

### **The What Went Well Exercise**

This exercise has been given in Positive Psychology book Flourish: A Visionary New Understanding of Happiness and Well-being by Dr. Martin Seligman. Studies have shown it to be effective in reducing feelings of depression.

#### **Instructions to be given to the students**

1. Before you go to bed set aside a few minutes to write down three things that went well for you that day. It doesn't matter if it's in a physical journal, a Google Docs document, or your phone. Use whatever method is most convenient for you.

The items don't need to be earth shattering in importance. They could be about anything, not just your social goals. All kinds of bad things could have happened to you that day, but the exercise isn't interested in them.

#### **Some examples:**

- *Went on a bike ride and explored some new trails.*
- *Saw an interesting new movie with my friends.*
- *Did well on my Calculus exam, despite being nervous about it.*
- *Had a nice chat with my mom on the phone.*
- *Had a nice fun date night with my husband.*
- *I asked Stephanie out on a date. She said no, but at least I tried.*
- *Got a big chunk of that project at work out of the way.*

2. Besides each item write a quick explanation about why it happened.

#### **For example:**

- *The weather was nice and I took advantage of it. I spent time researching new trails to try out. I know I need to make time to get out and do things on my own.*
- *I accepted their invitation to hang out. They have good taste in films.*

- *I studied hard. Doing well in school is important to me.*
- *We make time for each other, even though our son demands a lot of our attention.*
- *I feel if you like someone you should take a shot, and being rejected is ultimately better than not knowing what they think of you and pining away for them for months on end.*
- *I decided it was worth working hard today to get the worst of it over with.*

3. Tell the students to commit to trying the exercise for at least two weeks. If it doesn't do anything for them, they are free to stop it.

## II. Self-motivation (1.5 hours)

A self- motivated person does not keep looking for outside help to get his moods uplifted. This person knows how to tweak his moods in order to perform well. Thus, an ability to do what needs to be done, without getting influenced from people or situations. People with self- motivation can find a reason and strength to complete a task, even when challenging, without giving up or needing others to encourage them. This is what has to be instilled in the students, the art of self- motivation.

### Tips to teach self-motivation

1. Make this topic interesting by making them do this quiz to check how self-motivated they are. You will have to personally go through each question with them. Explain each question and later explain the connotations of the analysis. This quiz will give them an insight into their own attitude towards life.

### The Self-Motivation Quiz

#### Instructions

*For each statement, click the button in the column that best describes you. Please answer questions as you actually are (rather than how you think you should be), and don't worry if some questions seem to score in the 'wrong direction'. When you are finished, please click the 'Calculate My Total' button at the bottom of the test.*

12 Statements to Answer	Not at All	Rarely	Sometimes	Often	Very Often
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1. I'm unsure of my ability to achieve the goals I set for myself.

12 Statements to Answer	Not at All	Rarely	Sometimes	Often	Very Often
<b>2.</b> When working on my goals, I put in maximum effort and work even harder if I've suffered a setback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3.</b> I regularly set goals and objectives to achieve my vision for my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4.</b> I think positively about setting goals and making sure my needs are met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5.</b> I use rewards (and consequences) to keep myself focused. For example, if I finish my report on time, I allow myself to take a coffee break.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6.</b> I believe that if I work hard and apply my	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12 Statements to Answer	Not at All	Rarely	Sometimes	Often	Very Often
abilities and talents, I will be successful.					
7. I worry about deadlines and getting things done, which causes stress and anxiety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. When an unexpected event threatens or jeopardizes my goal, I tend to walk away, set a different goal, and move in a new direction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. When I come up with a really good idea, I am surprised by my creativity. I figure it is my lucky day, and caution myself not to get used to the feeling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12 Statements to Answer	Not at All	Rarely	Sometimes	Often	Very Often
<p><b>10.</b> I tend to do the minimum amount of work necessary to keep my boss and my team satisfied.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>11.</b> I tend to worry about why I won't reach my goals, and I often focus on why something probably won't work.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>12.</b> I create a vivid and powerful vision of my future success before embarking on a new goal.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Calculate My Total</b>					
<b>Total = 0</b>					

## Score Interpretation

Score	Comment
12-27	You allow your personal doubts and fears to keep you from succeeding. You've probably had a few incomplete goals in the past, so you may have convinced yourself that you aren't self-motivated – and then you've made that come true. Break this harmful pattern now, and start believing in yourself again. The tools and tips <b><u>below</u></b> will help you get back your motivation.
28-43	You're doing OK on self-motivation. You're certainly not failing – however, you could achieve much more. To achieve what you want, try to increase the motivation factors in all areas of your life. Read the relevant sections <b><u>below</u></b> , and work on them to strengthen your self-motivation.
44-60	Wonderful! You get things done, and you don't let anything stand in your way. You make a conscious effort to stay self-motivated, and you spend significant time and effort on setting goals and acting to achieve those goals. You attract and inspire others with your success. Treasure this – and be aware that not everyone is as self-motivated as you are! (Read <b><u>below</u></b> for more.)

2. Teach the students to let go off things and not hold onto them.

### Examples:

- *Someone is rude/ mean or generally nasty.*
- *Letting go off things and situations that do not happen as per their expectations.*
- *Relationship breakups*

- *Not having material stuff that they want to possess.*

3. Teach them to read books that will keep them motivated.

### **Suggested Books:**

- *How to Win Friends and Influence People by Dale Carnegie*
- *How to Stop Worrying and Start Living by Dale Carnegie*
- *Self Esteem by Anita Naik*
- *I Like Myself by Karen Beaumont*
- *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change by Stephen Covey*

4. Finally, making the students do this exercise will also be very helpful.

### **Things I'm Grateful for Exercise**

Gratitude has also been linked to improved mood. As you read them they may seem a little trite, but they're effective.

### **Ask the students to do these activities**

1. Before you turn in for the night write down three things you're grateful for. They don't need to be related to anything that happened to you that day, just anything you can think of. The items don't need to be deep or poetic, just something you appreciate having in your life.

### **Some examples:**

#### ***I'm grateful that...***

- *...I have my health.*
- *...I live in a safe, prosperous country.*
- *...there are so many good video games coming out right now.*



- *...I have such awesome friends.*
- *...that I have the time and freedom to work on my social issues.*
- *...I'm relatively financially secure.*
- *...mangos are in season.*
- *...that Mad Men exists and is such a well-written, nuanced show.*

3. Again, make the students commit to trying the exercise for at least two weeks.

### III. Professional Decorum (2 hours)

Professional decorum can be defined as the manner in which one must behave in the professional environment. The dignity with which must carry oneself and the right attitude that needs to be followed as per the company protocol. The instructors will have to elaborate upon this topic with lots of examples and even make use of case studies.

#### Tips for professional decorum

1. The instructor must teach the students how to talk politely and without any aggression.
2. It has to be instilled in the students that office is a place where the students must maintain dignity and therefore stay away from abusing or using any kind of bad language.
3. The students must be taught to be careful when using office stationery, furniture, etc.
4. They must learn the office protocol and follow it.

**Example:** Official protocol of calling colleagues by first name or some other way of addressing the colleagues.

#### Follow the links, please.

<http://www.lifehack.org/articles/work/dos-and-donts-workplace-decorum.html>

<http://indianexpress.com/article/lifestyle/life-style/10-tips-how-to-respect-co-workers-and-maintain-professional-decorum/>

<https://www.youtube.com/watch?v=iSloxqhqMF8>

## Module III Grooming

Module III concentrates on grooming which is one of the quickest ways to make an impact in a professional and personal environment. This section is divided into two parts one of which is for men and the other is for women. Knowing both the sides are equally important for both the genders which will eventually make it easier for them to understand their surrounding and act accordingly. The students have to be taught to groom themselves well as their personality will matter both at the time of the interview and also in their everyday professional life.

### **Topics of Level: 1 Total time spent: 6 hours**

- Formal clothing & professional accessories
- Cleanliness and hygiene
- Body language
- Practice

### **Pedagogy to be followed**

1. Explaining the topic and lecturing
2. PPTs on the topics
3. Video clips

### **Material Provided**

1. Links of videos, reading material
2. Tips and suggestions

## I. Formal Clothing & Professional Accessories (2 hours)

Legends have said, 'The first impression is the last impression' and dressing right in your professional life is a major factor of consideration in the business world. In this section, we are going to cover the proper dressing style for men and women along with the right accessories that add value to your professional attire.

### Tips for Instructor

1. Demonstrate the importance of dressing the presenter (in the beginning of the session) can show pictures of professional and unprofessional attires and can ask students what they feel about it.



*Formal attire for men*



*Formal westerns attire for women*



***Formal Indian attire for women***



***Working man, unprofessionally dressed***



***Working woman, unprofessionally dressed***

It is important for the students to know a clear difference between a suit that is worn for a wedding and a suit that is to be worn in a professional meeting. Same goes for the women's clothing.

2. The instructor talks about the impact of clothing in the business world, its importance and discusses the approach of perfect formal dressing.

3. Teach about formal dressing for men and women

<http://cpd.degroote.mcmaster.ca/student-services/mba-dress-code/business-formal-attire/>

<https://www.slideshare.net/beke2002/dress-code-men-women-presentation>

<http://content.wisestep.com/dress-work-india-tips-men-women/>

<http://www.moneycrashers.com/what-wear-work-tips-office-dress-code/>

<https://www.sbu.edu/docs/default-source/life-at-sbu-documents/professional-wardrobe-nbsp-.pdf?sfvrsn=0>

4. Do's and Don't's of Formal Clothing – Men and Women

<http://www.payscale.com/career-news/2014/02/the-dos-and-donts-of-business-attire-for-women-infographic>

5. Dressing for Work – Indian Men and Women

6. Power dressing

<http://fashion.allwomenstalk.com/tips-for-modern-power-dressing>

## II. Cleanliness and Hygiene (2 hours)

Cleanliness and hygiene have a great influence on the productivity of an individual and organizations are strict about the environmental policies to ensure their employees have a healthy surrounding at work. In this section, we are going to cover all the aspects that impact and affect an employee's performance through personal hygiene.

1. Maintaining personal hygiene.
2. Keeping hair/ nails/ ears clean.
3. Body odour
4. Maintaining bathroom hygiene.

### Tips for cleanliness and hygiene

1. Start the session with common examples related to hygiene and cleanliness and proceeds with its importance, how to maintain it.

<http://futureofworking.com/professional-appearance-and-grooming-for-the-workplace/>

<https://www.slideshare.net/abhisekmehta/grooming-presentation>

2. Instructors must show with the help of PPTs and videos the importance of keeping one's nails, ears and hands clean.

<https://www.slideshare.net/drjayeshpatidar/maintenance-of-personal-hygiene-36943337>

3. Body odour is a very important factor that must be dealt with by the instructors.

<http://www.webmd.com/skin-problems-and-treatments/reduce-body-odor>

4. The students should be taught to keep their workplace bathrooms clean and not to soil the seats. With the help of a video, they should be taught to always keep the toilet seat down.

Points to be taught to the students to keep in mind when using the toilet.

- 1.) Not to turn on the tap too fast, it spills water all over.*
- 2.) Always flush after use.*
- 3.) Put the toilet seat down after use.*
- 4.) Throw any used tissues or toilet papers in the waste paper basket.*



### III Body Language (2 hours)

A person's Body Language is what gets him or her noticed and that is one of the most prominent features of professionalism. It is a non-verbal way of displaying thoughts and emotions. Learning about the tips and hacks of the subject and correcting any improper physical approach and facial expression can make your students more presentable and reachable.

- Eye contact
- Smile
- Facial expressions
- Postures and gestures

#### Tips for Instructor

1. Sharing personal experience and case studies can work as a great tool to explain the importance of body language.
  1. Spot exercises such as hand shake, standing and sitting postures can be demonstrated in class.
  2. Introducing Body Language
  3. Teaching how to get likeable instantly – Positive Impact through Body Language Everyday
  4. Body Language for Confidence
  5. Body Language in a Professional Set Up

#### Links

<http://www.amanet.org/training/articles/10-Powerful-Body-Language-Tips.aspx>

<http://www.lifehack.org/316057/23-body-language-tricks-that-make-you-instantly-likeable>

<http://liveboldandbloom.com/10/self-confidence/body-language-tips>

<https://www.forbes.com/sites/carolkinseygoman/2013/08/21/12-body-language-tips-for-career-success/#7d002272187e>

<https://thesocietypages.org/socimages/2013/12/27/gendered-and-the-body-language-of-power/>

<https://www.slideshare.net/jeipee12/genderbased-communication>

## **Module IV: Professional Skills**

Stepping into the corporate world with a set of guidelines can be a great support for the ones to set themselves apart from their competitors. This module is going to enhance your verbal and written skills for communicating in best ways. All of these sections are going to help the students get through the interview and further succeed in this digital world.

### **Topics of Level: 1 Total time spent: 7 hours**

- Resume writing
- Giving interviews
- Listening skills
- Email writing
- Formal messaging on mobiles
- Practice

### **Pedagogy to be followed**

- 1.) Explaining the topic and lecturing
- 2.) PPTs on the topics
- 3.) Video clips

### **Material Provided**

- 1.) Links of videos, reading material
- 2.) Tips and suggestions

## I. Resume Writing (2 hours)

Open windows to many organization through your resume'. Putting across your academic and internship experience effective as a fresher can be challenging. In this section, we are going to cover the techniques of connecting with Hiring Managers instantly and highlighting essential information to get your students selected by their desired companies.

### Tips for resume writing

1. The instructor can explain the importance of effectively documenting credentials in a professional format.
2. Students can be given a spot exercise to create a resume or be given it as a homework for the next session.
3. Defining their desired role and creating a customized outline for the role can help them create a resume for their specialization.
4. The instructor must introduce digital resume writing. (following links will explain the digital resume and the method of creating a digital resume)

<http://www.vault.com/blog/resumes-cover-letters/what-is-a-digital-resume-and-do-you-need-one/>

### Other resume related links

<https://www.asme.org/career-education/articles/job-hunting/6-tips-for-writing-an-effective-resume>

<http://au.hudson.com/job-seekers/career-advice/resume-writing-dos-and-donts>

<https://www.livecareer.com/resume-examples>

5. Given below is a link to resume writing worksheet that can be very helpful in creating a resume. (Courtesy: Career Services, University of Wisconsin- Green Bay)

<https://www.uwgb.edu/careers/PDF-Files/Resume-Worksheet.pdf>

## II. Giving Interviews (2 hours)

Every organization wants to meet the prospective talent for the vacant position and that is what we call an interview or formal meeting with the company officials. Interview is an approach organizations use to understand the unwritten skills of an individual – Confidence, Comprehension and Fitment in their culture. In this section, we are going to illustrate tips of how to make a good first impression by being well-versed with the company requirements and your credentials

### Tips for giving interview

1. Take up introductions of each participant and correct/modify their mistakes.
2. The instructor can take a one on one session with the student or a roleplay which will help them build confidence and fluency.
3. Demonstrate the importance of going through the company's profile and job description.
4. Advise them about the importance of thoroughly knowing the points and the descriptions given in their resume'.
5. Teach them how to properly introduce themselves.
6. ANSWERING: "Tell me something more about Yourself" question.
7. Discuss telephonic Interview and common interview questions.
8. Teach them how to give Skype Interview.
9. Teach them to deal with any goof- ups in the interview.

### Links

<https://www.youtube.com/watch?v=gnqzM6FWgTE>

<https://biginterview.com/blog/2011/09/tell-me-about-yourself.html>

<http://www.charteredclub.com/telephonic-interview/>

<https://www.youtube.com/watch?v=N0jdvOtuI38>

[https://www.youtube.com/watch?v=rAxOebp\\_iG0](https://www.youtube.com/watch?v=rAxOebp_iG0)

<https://www.prospects.ac.uk/careers-advice/interview-tips/interview-tests-and-exercises>

### III. Listening Skills (1 hour)

Listening is connected to comprehending the information shared with you and one small mistake can put an individual in a difficult situation. By now we know the importance of listening and in this section, we are going to practice it through various methods.

#### Tips for developing listening skills

1. Explain types of listening.
2. Good listening vs bad listening.
3. Advantages of listening.
4. How to become a good listener.
5. Developing concentration.
6. Techniques of developing proper listening skills.

#### Links

<http://www.spokenenglishpractice.com/5-strategies-to-improve-english-listening-skills/>

<https://www.youtube.com/watch?v=uDVoZ39mONk>

<https://blog.udemy.com/listening-skills-exercises/>

## IV. Email Writing (1 hour)

Writing emails is going to be a daily task in a professional set-up. In this section, we are going to cover the importance of giving proper headlines, formats and are going to create short templates to pass messages through emails.

### Tips for email writing

1. Explain the difference between snail mail and email.
2. Use PPTs to show the difference between a good email and a bad one.
3. Proper email etiquette.
4. Make them write actual emails, which if time permits can be corrected.
5. Teach with the help of email bloopers.

### Links

<https://www.mindtools.com/CommSkill/EmailCommunication.htm>

<http://jerz.setonhill.edu/writing/e-text/email/#Distinguish>



## V. Formal messaging on mobiles (1 hour)

The importance of precise and crisp messages is not unknown. Conversations are best kept for face to face meetings and are inappropriate for SMSs. In this section, we are going to demonstrate how to make an impact through short messaging, what to include in your message and what not to.

### Tips for formal messaging

1. The instructor can give situations (formal and informal) where the student must write short messages and say it aloud. Corrections of these messages can be done by the instructor.
2. Make the students write short messages on various topics.

### Links

<https://www.textmagic.com/blog/text-message-templates-for-businesses/>

<http://www.profitbooks.net/how-to-use-whatsapp-for-business/>

<http://www.iuemag.com/february2016/ed/appearing-professional-and-competent-on-whatsapp.php>