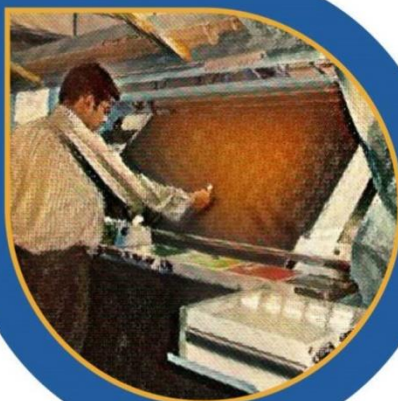
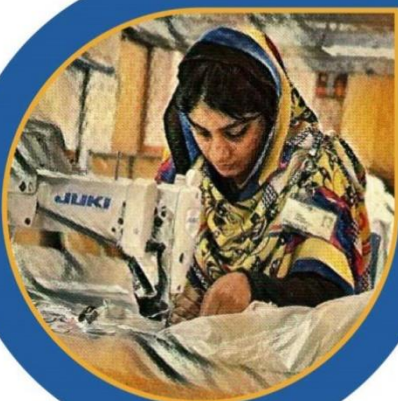
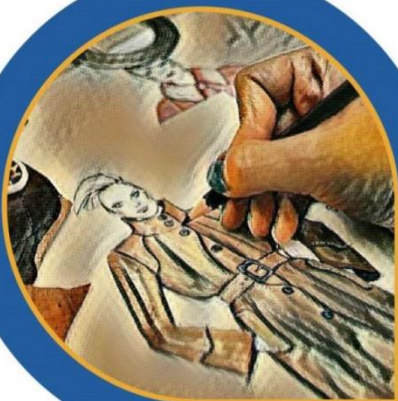


## Trainers' Manual

# Trade Skills

**For Fashion Designing, Dress-Making  
and Quality Assurance  
Trade Groups**



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## Important Information for Trainers

### Background and Introduction

Punjab Skills Development Fund (PSDF) is constantly engaged with Punjab's youth to make them skilled, through its various professional/vocational training programs. Various fields have been introduced by engaging different vocational institutes. The purpose is to create more job opportunities for those that complete their training through G3. Evidence proved that this initiative can be made more effective by coupling vocational training with soft skills. For instance, communication skills, self-confidence, teamwork, time-management, etc. It would not only increase the chances of employment for them but also help them in providing better services as a professional.

### Departments and Trade groups:

On this basis, a training program focused on "Soft skills" has been devised for six trade groups, under four departments, at an initial level:

Department	Trade Group
Services	Cooking and Baking
	Customer Care Services
Textiles	Fashion Designing, Dress Making and Quality Assurance
	Stitching Machine Operators
Light Engineering	Electrician & Technician
Construction	Surveyor and Safety Inspectors

### Introduction to Training Material:

Individualized curriculum has been prepared to train/teach students from each of these departments in soft skills, to be delivered through trained instructors. A brief summary of the curriculum for the training is given below:

**Student Handbook:** A special handbook has been prepared for each trade group that introduces the soft skills through stories, exercises and homework, based on each trade group's individual requirements. The handbook has been kept very simple and easy. It uses images/pictures and stories to not only guide students regarding the soft skills but also links them to their trade-groups, beautifully. Thus, the students will not only understand these skills better but will also be able to use them in their professional and professional lives.

**Trainer's Manual:** Likewise, this manual has also been tailored to the needs of each trade group. It also includes detailed guideline for the trainers to aid them in teaching soft skills. This manual consists of session plans that describes each topic as session, whereby providing in-depth instructions on how to teach the students following the laid-out plan. It also includes guidelines for various activities and role-plays. Overall, there are 22 activities and 11

homework exercises, to ensure the quality of training. All the instructions included in the manual are for the instructor.

**Evaluation Toolkit:** The toolkit consists of various methods to help gauge the improvement in the students' understanding level and the resultant change in their performance. Moreover, a report card is also included to help inform the evaluation team and potential employers regarding skills of the students.

#### Proposed Schedule:

This training curriculum is designed, keeping in mind, different durations of training courses that will be very beneficial for technical institutions. Duration of course is given below:

Course Duration	Daily Hours	Weekly Hours	Total Weeks
3 Months	45 Minutes	3 hours 45 Minutes	12
6 Months	25 Minutes	2 Hours	24

\*each institute can plan the class, according to the duration of their course.

Order of topics to be covered is as follows. the entire course has been divided into seven sessions and sub-topics, with stipulated time for each sub-topic.

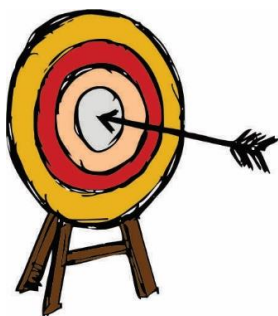
No.	Sessions	Duration
•	introduction and setting the stage	1 hr. 30 min
•	<b>Session 1 - Personal Development/growth</b> <i>Duration; 9 Hours</i>	
2.1	self-awareness	3 hrs
2.2	Self-Confidence	3 hrs
2.3	Self-Image	3 hrs
•	<b>Second Session - Communication Skills</b> <i>Duration: 19 Hours 20 Minutes</i>	
3.1	Communication Skills	5 hrs
3.2	Listening Skill	3 hrs. 30 min

No.	Sessions	Duration
3.3	Verbal Communications	1 hr. 30 min
3.4	Writing Skills	4 hrs
3.5	Non-Verbal Communications	5 hrs. 30 min
•	<b>Session 3- Teamwork</b> <i>Duration: 4 Hours 30 Minutes</i>	
4.1	Team Work	35 min
4.2	Qualities of an Effective Team	1 hr.
4.3	Types of Teams	1 hr. 15 min
4.3	Your team	1 hr
4.5	Work and mental stress	2 hr. 40 min
•	<b>Session 4 - Work Ethics</b> <i>Duration: 5 Hours</i>	
5.1	Work Ethics and their importance	1 hr 40 min
5.2	7 important aspects of Work Ethics	20 min
5.3	Your Department and Work Ethics	1 hr. 30 min
5.4	Health and Security at Work Place	1 hr. 30 min
•	<b>Session 5 - Time Management</b> <i>Duration: 5 Hours</i>	
6.1	Benefits of time Management	2Hrs, 20 Min
6.2	obstacles in time-management	1 hr.
6.3	Categorization of Work/Scheduling work-related tasks	40 Min
6.4	Our professional tasks and Time Management	1 Hour
•	<b>Session 6 - Attention to Detail</b> <i>Duration: 4 Hours 20 Minutes</i>	

No.	Sessions	Duration
7.1	what is attention to detail	1 hr. 45 min
7.2	Advantages of Attention to Detail	25 min
7.3	Guidelines for Enhancing Attention to Detail	1 hr
7.4	5 strategies for Attention to Detail	1 hr 10 min
•	<b>Session 7 - Customer Care</b> <i>Duration 6 Hours</i>	
8.1	Customer Care	2 hrs
8.2	Polite Attitude	1 hr
8.3	telephonic contact with clients	1 hr 20 min
8.4	Managing Difficult Customers	1 hr
	Conclusion	40 min

## setting the stage

### Objectives and Duration



30 Minutes

Upon completing this session, students will be able to:

- understand the details and schedule of soft-skill training program.
- Describe the soft skills necessary for professional success
- Use these soft-skills during their job
- Differentiate between personal and professional interpersonal skills
- 

### Session Plan

No.	Steps	Page #	Duration
1	<p>Welcome the students to soft skill training course and begin the training with recitation of the Holy Qura'an. Ensure that each student has the required curriculum textbook (student handbook) for the course. Inform the students that the handbook will help them in their practical work as well as homework. Emphasize that they will have to bring handbook with them, in each session.</p> <p>If the students are already familiar with each other, proceed to Phase-2. However, conduct an introductory session for those meeting each other for the first time. For introduction exercise, ask the students to stand in a circle and tell their names one-by-one, along with their favorite profession and one professional attribute, for instance, I have very good communication skills, I make friends very easily, I take quick and better decisions, etc. Give them two minutes to think and then allow them to introduce themselves one-by-one. Note the soft skill mentioned by the students. At the end, introduce yourself, including your education and professional skills. Once the introduction is complete, repeat the soft skills identified by the students and praise them. Reaffirm that it is impossible to move forward in personal and/or professional life without soft skills.</p>		10 min
2	<p>Share the details regarding the course, by using page no.1. Connecting it with the introductory session, tell them that technical skills are very important and that they cannot progress in their professional life without these. However, soft skills are equally crucial to perform</p>	Page no. 01	10 min

No.	Steps	Page #	Duration
	technical/professional duties effectively.		
3	<p>Draw the students' attention toward page no. 03 of the book i.e., "Provide reasoning". Now, divide them in three or four groups and ask them to read the situation carefully, in group form and describe:</p> <p style="padding-left: 40px;">In all of the afore-mentioned instances, the person is skilled in their work, then what could be the possible reason, that it is not reflected in their performance?</p> <p style="padding-left: 40px;">In each scenario, what kind of skills are required of the person?</p> <p style="padding-left: 40px;">Are task-specific skills/technical skills sufficient for a person, or do they need some other skill-sets as well?</p> <p>Give the students 10 minutes to work with the group and then ask them to answer these questions. Ensure that they are not repeating the same answers, to save time. In the light of points raised within the group, tell the students that having technical skills is not sufficient for success in professional life, but improvement in their attitude, qualities and habits is also crucial. So that they are able to adapt their environment, work with others, display a better performance and achieve the targets. Use page 04 of the training manual to tell the students that lack of soft skills become prominent when:</p> <ul style="list-style-type: none"> <li>• You meet an educated person, who cannot talk with confidence.</li> <li>• You see an expert of a certain skill, that cannot work with others.</li> <li>• You see a technical expert that cannot manage their time.</li> </ul> <p>Ask the students if they know such a person, if yes, then what is their opinion of the person. Proceeding forward using Page no. 5, explain the the most prominent soft skills necessary for professionals; personal and social interpersonal skills. Elaborate that one is associated to self while the other with the society or environment. Explain that soft skills are a set of psychological skills that allow an individual to deal with challenges in their personal and professional lives in an effective manner. Soft skills like self-confidence, self-image, time management, teamwork, contribute to career growth and success. Explain to the students that soft skills are important, since they allow us to lead meaningful and effective life-style.</p>	<p>Page no. 3</p> <p>Page no 04 and 05</p>	35 Minutes

No.	Steps	Page #	Duration
4	<p>Alluding to training manual, explain:</p> <ul style="list-style-type: none"> <li>▪ This curriculum has been designed especially for individuals working in fashion designing, dress-making and quality assurance trades.</li> <li>▪ Each session has been distributed over few hours</li> <li>▪ Training manual consists of 07 sessions.</li> <li>▪ Each session consists of some activities and homework tasks. These include various forms, questionnaires, small projects, that are to be completed through conversation with friends and family.</li> </ul>		05 Minutes
5	<p>Ask the students about their expectations from the course. Write their answers on a flip-chart and connect these with the objectives of the session. While explaining the objectives, inform that by the end of the course, they will be able to:</p> <ul style="list-style-type: none"> <li>▪ Introduce themselves in a self-aware and confident manner.</li> <li>▪ Communicate effectively at work.</li> <li>▪ Perform better in a team, keeping in line with their work ethic.</li> <li>▪ manage their time effectively at work.</li> <li>▪ Develop their relation with clients/customers.</li> </ul>		05 Minutes
6	<p>Tell the students that the agenda will guide us in achieving our training objectives. While sharing the agenda, tell them about what they will learn through this course. Trainers should prepare a time table with the help of input from students, based on tool no. 1 of agenda. After necessary changes and approval from the administration, paste the time-table at a prominent place within the classroom.</p>	<p>Page 01</p> <p>Tool No. 1</p>	05 Minutes

## Tool 01

### Weekly Timetable

No.	Session/Topic	Duration	Date	Time
	Introduction and setting the stage	1 hr 30 min		
1	<b>Session 1 - Personal Development</b> <i>Duration 09 Hours</i>			
1.1	Self-Awareness	3 hrs		
1.2	Self-Confidence	3 hrs		
1.3	Self-Image	3 hrs		
2	<b>Session 2 - Communication Skills</b> <i>Duration: 19 Hours 20 Minutes</i>			
2.1	Communication Skills	5 hrs		
2.2	Listening Skills	1 hr 30 min		
2.3	Speaking Skills	1 hr 30 min		
2.4	Writing Skills	4 hrs		
2.5	Non-Verbal Communication	5 hrs 20 min		
3	<b>Session 3 – Teamwork</b> <i>Duration: 4 Hours 30 Minutes</i>			
3.1	Team Work	35 min		
3.2	Qualities of an Effective Team	1 hr		
3.2	Types of Team	1 hr 15 min		
3.3	Your Team	2 hrs 40 min		
	Work and mental stress			
4	<b>Session 4 – Work Ethics</b> <i>Duration: 5 Hours</i>			
4.1	Work Ethic and its importance	1 hr 40 min		
4.2	7 Aspects of Work Ethic	20 min		
4.3	Your Trade and Work Ethic	1 hr 30 min		
4.4	Health and Safety at Workplace	1 hr 30 min		
5	<b>Session 5 – Time Management</b>			

No.	Session/Topic	Duration	Date	Time
	<b>Duration: 5 Hours</b>			
5.1	Advantages of Time Management	2 hrs 20 min		
5.2	Obstacles/barriers in Time Management	1 hr		
5.3	Scheduling the work-related tasks	40 min		
5.4	Our professional work and Time Management	1 hr		
6	<b>Session 6 – Attention to Detail</b> <b>Duration: 4 Hours 20 Minutes</b>			
6.1	What is Attention to Detail?	1 hr 45 min		
6.2	Advantages of Attention to Detail	25 min		
6.3	Guidelines for developing Attention to Detail skill	1 hr		
6.3	5 Important Methods of Attention to Detail	1 hr 10 min		
7	<b>Session 7 - Customer Care</b> <b>Duration: 6 Hours</b>			
7.1	Good Relations with Clients	2 hrs		
7.2	Polite Attitude	1 hr		
7.3	Telephonic Contact with Clients	1 hr 20 min		
7.4	Dealing with Difficult Clients	1 hr		
	Conclusion	40 min		



## Session 01

# Personal Development/growth

### Objectives and Duration



9 Hours

Upon completing of this session, students will be able to:

- identify the personal and professional aspects of their life.
- Introduce themselves at personal and professional level in an improved manner.
- Examine their self-confidence and take 4 steps for improvement.
- Link self-confidence with their professional trade.
- Recognize the importance of self-image.
- Take 7 actions to enhance their self-image.

### Session Plan

No.	Steps	Page#	Duration
1.1: Self Awareness (3 Hours)			
1	<p>Students are now familiar with the concept of "Soft Skills". Introduce them to the session on "Self-Awareness". Inform them that this session will help them in becoming more self-aware, i.e., provide them a chance to know themselves better. Distribute the pre test among students and collect it after 15 minutes. Count the test sheets, so that none is left behind. Evaluate the pre test based on the answer sheet provided in the toolkit and mark accordingly.</p> <p>Ask the students, what do they know about self-awareness. Also, highlight that you will get a chance to know yourselves at a deeper level in the next exercise. Read the story at page no. 07 out loud, for the students and explain the importance of self-awareness. Reiterate that we will learn more about ourselves in this session. While telling them the topics of session-1, link them with the story, that you just read. Referring to Page no. 8, provide summary of the session.</p>		20 Minutes
2	<p>Divide the students in 4 groups (depending upon their total numbers) and ask them to read the first part of story on page no 09 and 10, out load. Then ask each group the questions provided within the handbook. Explain that only telling someone your name and address is not an introduction, rather it should elaborate upon your strengths and abilities, and you can only do that if you are aware of them, yourself.</p>	Page 09 & 10	30 Minutes

No.	Steps	Page#	Duration
3	Read to students the next part of the case study and ask questions. Explain that unnecessary details should be avoided while giving an introduction. d Some details should not be part of introduction, rather only reported upon inquiry. Otherwise, it may create a bad impression.		25 Minutes
4	<p>Proceed by asking the students, how did they feel while doing the activity? Were they able to respond to all questions instantly or did they need some time? Do you believe that it took most of the students some time to respond? Did something unusual happen? Did you unearth something new about yourself? Did you discover something new about a colleague?</p> <p>At the end of activity, highlight that that we all can know ourselves to a limited extent, but there are always some hidden aspects within our personality that come to light through reflection.</p>		15 Minutes
5	Explain the contents of Handout (Self-awareness) on page 11 of training manual. Elaborate that it is a way to know your individual personality, values, beliefs and reactions. Explain that the way to know you better is to recognize your personality, values, feelings, habits and necessities. Describe the advantages of self-awareness using page no. 12.	Page 12 & 13	20 Minutes
6	Now ask the participants to fill the sheet (self-awareness) on page 13, according to their trade or position. When all the students have completed this task, ask them; "Did you discover anything new about yourself that you were unaware of, before?" Ask the few students to give examples and proceed.	Page 13	30 Minutes
7	Ask the students to sit together in pairs of two. Introduce the activity on page 14 (Know Each o=Other) and read out the directions. Now ask the students to complete the activity by questioning one another. For example, one participant will help the other one complete the exercise and vice versa. Give them 15 minutes for this task. When all of them have completed their task, ask a few students, "Have you discovered something new about each other?"	Page 14	30 Minutes
8	Ask the participants to give feedback about this session and praise them. After that, assign them homework. Referring to page no. 15 (Homework: self-awareness) ask them to introduce themselves to their friends and family using the strategies learnt during the session and record their feedback in the sheet.	Page 15	10 Minutes
1.2- Self-Confidence (3Hours)			

No.	Steps	Page#	Duration
9	<p>Divide the students in two bigger groups. Referring to handout on page 16 (Why is it so?) introduce Seema and Arshad. And then ask:</p> <ul style="list-style-type: none"> <li>▪ Why is this happening to Arshad and Seema?</li> <li>▪ Could all these problems have a specific reason?</li> <li>▪ What advice would you want to give for Seema and Arshad?</li> <li>▪ Do you also face problems like Seema or Arshad?</li> </ul> <p>Give them 10 minutes to complete group work, and then ask both groups to give a presentation and guide them where needed.</p>	Page 16	35 Minutes
10	<p>Ask the students: What is self-confidence? Note down their answers and encourage them. Referring to handout on page no 17 ("Self-Confidence") elaborate the meaning of self-confidence and explain that it is a mental state in which you reflect upon your thoughts and feelings. Self-confidence consists of conviction in one's abilities and strengths. A number of factors contribute to self-confidence; like attitude of parents when you were growing up, what were your personal experiences, etc.</p>	Page 17	15 Minutes
11	<p>Ask the students that in their opinion, what positive changes self-confidence creates in a person? In light of their answers, elaborate the positive changes provided on page 17. After that, describe the four steps of self-confidence and elaborate that every human being is unique and different. Each of them have different strengths and thoughts that increase their confidence.</p>	Page 17 & 18	15 Minutes
12	<p>Ask the students, "Have you ever evaluated your level of self-confidence?" Without a doubt, most of them will respond in negative. Then add, "Let's all evaluate our self-confidence today". Refer to handout on page 19 &amp; 20 ("Evaluation of Self-Confidence") of training manual. Ask them to fill the sheet in 15 minutes. Tell them that they will be able to increase their self-confidence through this activity. When all of them have completed the task, ask a few of them to give examples.</p>	Page 19 & 20	35 Minutes
13	<p>Tell the students, "Our next activity will help you to evaluate your level of self-confidence. It will allow you to see where you lack and how you can increase your confidence level. Draw their attention to page 21 of training manual and ask them to fill this sheet: "Are you Self-Confident?" Allow 15 minutes for the completion of this task.</p>	Page 21	35 Minutes
14	<p>Ask the students, "How do you feel after these two activities and what are some of the new things that you learnt?" Tell them that they will have to complete the self-confidence</p>	Page 22 & 23	

No.	Steps	Page#	Duration
	evaluation sheet with their family too. There might be some attributes that you may see in yourself but don't actually possess. Similarly, there might be some attributes that you may not be aware of, but they are present in you. So it is necessary to fill the sheet with the help of some elder in your family. The sheet will be checked sometime next week.		
<b>1.3- Self Image (3 Hours)</b>			
15	<p>Ask the students, "How an image is created?" Referring to handout on page 24 of training manual ("Self image?") explain five dimensions of image. Tell the students that each aspect will enhance their image. Enlighten them that there is a difference between knowing and doing. They will have to take action. Refer to training manual and tell that now they will do an activity that will help them in considering their habits and lifestyle.</p> <p>Draw their attention to page no. 25 and ask them to evaluate their habits with the help of this activity.</p>	<p>Page 24</p> <p>Page 25</p>	60 Minutes
16	Now draw their attention to handout on page 26-28 of training manual: "Suggestion for a Better Self-Image" and explain 7 suggestions provided therein. Ask a volunteer to read these suggestions out loud and elaborate, where necessary. Tell the students that mere knowledge is not sufficient and that they will have to transform this knowledge into action.	Page 27 & 28	45 Minutes
17	Ask the students to complete the activity on page 29-31 for enhancing their self-image and make a plan in this regard. During this activity, keep checking their progress and help them, where needed. Give them 30 minutes for the activity. As soon as they are finished, ask a few students to reflect on their current self-image and the actions they need to take. Emphasize that for good self-image and personality, it is essential to do all the things highlighted within the activity. Say to them, "this activity allowed you to understand and evaluate your current state and also highlighted areas of improvement". Connect everything to their personal and professional life.	Page 29-31	60 Minutes
18	Then introduce the students to homework sheet and tell that they have to identify two person, whom they will give tips for improvement of self-image. Ask them to record the feedback and answers of those two persons in the sheet provided. Then recap this session with the help of page 33 and proceed to next session.	<p>Page 32</p> <p>Page 33</p>	15 Minutes
19	Distribute the post test among the students and take it back after 15 minutes. Count them, so that none remains behind. Also, introduce the basics of the next session, including the		

No.	Steps	Page#	Duration
	details of material and overall plan. Grade the post test based on the grade sheet provided and mark them accordingly.		

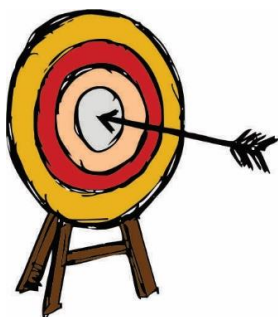


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## Session 2

# Communication Skills

### Objectives and Duration



19 Hours 20 Minutes

Upon completing this session, students will be able to:

- Define effective communication.
- Explain the simple model of communication.
- List the obstacles in communication.
- Give suggestions for active listening.
- Make their communication effective, in line with their professional needs.

### Session Plan

No.	Steps	Page #	Duration
Communication Skills (3 Hours)			
1	<p>Welcome the students in this session on communication and explain its objectives. Distribute the pre test among the students. Collect it after 15 minutes and ensure none is left behind. Grade the pre test using the answer key provided within the toolkit and grade accordingly.</p> <p>Inform them that it is the most important skill it enables us to convince others to our point of view. Read out the story given on the page no. 35 and inform them about the topics in the session. To increase their interest, provide them with a summary at page no. 36.</p>		10 Minutes
2	<p>Ask the students, "What is communication?" Explain that communication is a way of expressing and sharing your knowledge, ideas and feeling or attitudes with others. Refer to handout on page no. 37 of training manual and elaborate that communication is a two way process which includes a sender and a receiver of a message. The message is communicated through a medium. With the help of communication model, explain briefly about the sender (person, group or institution), receiver (person, group or institution) and medium (written, verbal, and non-verbal). Ask the students, "what is feedback" and why is it necessary?" Tell them that feedback allows the sender to know, if the message has reached the receiver. After that elaborate upon the components of communication and their importance using the handouts. Link the information to their personal and professional lives. For instance, discuss the</p>	Page 37	35 Minutes

No.	Steps	Page #	Duration
	importance of communication and feedback for a fashion designer, dress-maker and quality supervisor.		
3	Ask the students, "What are different reasons for failure of communication process?" Write down their responses on the board. Explain that failure in communication is caused by internal and external factors. Examples of internal barriers in communication include, biases (based on previous experience or information), lack of listening skills, preoccupation, emotional obstacles, lack of information and dislike for a specific person or situation, etc. External barriers may include noise in telephone line, a lot of noise in the surroundings, pressure of work, etc. Elaborate that eradicating/removing internal barriers in communication is much more important than dealing with external ones since internal barriers in communication are more dangerous. Carrying the session forward, present a summary of "Obstacles in Communication" handout on page 38 of training manual.	Page 38	45 Minutes
4	Now tell the students that you will do an exercise. Divide them in different trade groups and explain the sheet "Your Trade and Communication." Ask the students, "What kind of communication do you need at your workplace? Instruct them to record their responses in the sheet along with other problems faced by them. After they have completed this task, ask each group to give a presentation. Elaborate where required.	Page 39-42	55 Minutes
5	Refer to sheet on page 43, "Know your Communication Skills" and explain that this will help them to understand and enhance their communication skills. Ask the students to fill this sheet individually and count their yes/no answers to identify their areas of weakness regarding communication.	Page 43	35 Minutes
2.1: Listening Skills (3 Hours 30 Minutes)			
6	Ask the students, "In your opinion how effectively do we listen? Ask them to rate themselves on a scale from 1 to 10 as a listener. Those that place themselves on a higher scale, ask them if they like to participate in an exercise. Select four students as volunteers and ask them to go out of classroom. Now call the first volunteer and ask him to read the story carefully and then convey it to next volunteer. Tell him that conveying all the details is necessary and no question is allowed. Read out the story of Seema ("Listening Skill") from training manual on page no. 44. Ask the students to tell this story to first volunteer, and then he will convey it to second volunteer. In this manner, the story will reach to last volunteer. All other students will have to observe the situation and note down any discrepancies in various renditions of the story. Last	Page 44	45 Minutes

No.	Steps	Page #	Duration
	<p>volunteer will tell the story to the entire group. Now read out the original message that you first gave to the first volunteer.</p> <p>Ask the students, "did the Message remain intact or was it distorted/changed? Ask them to check their observation sheets and note down the changes. Usually the message is changed by the time it reaches the fourth volunteer.</p>		
7	<p>Now ask following question to the students:</p> <ul style="list-style-type: none"> <li>• What happened to original message?</li> <li>• Why is the message distorted?</li> <li>• What lesson did we learn from this exercise?</li> <li>• What did we learn from this regarding the communication in real life?</li> </ul> <p>Ask the students, "what does the exercise emphasize". Emphasize that this exercise highlights a third aspect of communication skills, i.e., it is essential to improve listening skills. Tell them that we all learned writing, reading and speaking skills from a very early age, but we were never taught to listen attentively. Perhaps due to this, we usually give low priority to it.</p> <p>Tell the students that messages are distorted when they pass through multiple persons or means. Moreover, absence of feedback from sender also causes this distortion.</p>	Page 45	20 Minutes
8	<p>Now ask the students to discuss the barriers to active listening. Use examples to elaborate each barrier. Summarize the exercise while underlining the fact that careful listening produces many personal and institutional advantages. However, active listening is a skill like cycling, swimming etc. and is perfected only through practice.</p>	Page 46	20 Minutes
9	<p>Refer to story of Seema and Arshad on page 47. Divide the students in 3 or 4 groups and ask them to read the instructions and tell:</p> <ul style="list-style-type: none"> <li>▪ What did Arshad say to Seema?</li> <li>▪ What did Seema do, to listen and understand more effectively?</li> <li>▪ In your opinion, why is active listening and understanding important?</li> </ul> <p>Allow 20 minutes for this exercise. When all students have completed their tasks, tell them that listening is one of the most important skills. Your style of listening impacts your work and standard of relations with others.</p>	Page 47	45 Minutes
10	<p>Elaborate that enhancing your listening skill is beneficial for us all. Through this, we can enhance our performance, our effectiveness and convincing abilities. Moreover, you can bypass conflicts and misunderstandings. Refer to page 48 and elaborate that hearing alone is insufficient, we have to listen</p>	Page 48	

No.	Steps	Page #	Duration
	carefully. So, we need to listen to the speaker; and ask questions where needed.		35 Minutes
11	Tell the students that previously, we evaluated our communication skills, and now, we will analyze our listening skills. Refer to evaluation sheet given on page 49 of training manual and guide them. When all of them have completed their work, give some examples and elaborate, as well as instruct them regarding evaluation sheet ("Self-Evaluation") given on page 50 of training manual.	Page 49 & 50	45 Minutes
<b>2.3: Speaking Skills (1 Hour 30 Minutes)</b>			
12	<p>Divide the students in three groups, keeping in mind the size of their group, select one volunteer from each group. Now refer to page 51 of training manual and ask them to read Arshad's story. When all of them are done, ask:</p> <ul style="list-style-type: none"> <li>▪ Do you want to speak with confidence, like Seema?</li> <li>▪ Do you also feel it is difficult to communicate, like Arshad?</li> <li>▪ Do you identify with Seema or Arshad?</li> </ul> <p>Allow 20 minutes for this exercise and ask the students to write their answers on a chart paper and then, ask one volunteer from each group to give a presentation. Encourage the group representatives to describe their respective views. After the presentations, ask, "Which volunteer has the best speaking skills? In the light of answers, ask them to give reason as to why he/she has the best skills? In the light of their answers, elaborate that speaking is also a skill, like listening.</p>	Page 51	45 Minutes
13	Refer to Page no. 52 of training manual and describe 5 advantages of verbal communication. Ask the students to discuss the barriers in verbal communication. Give example to explain each barrier. Summarize while emphasizing that better speaking skills are also helpful in listening better and makes it more effective as well.	Page 52	20 Minutes
14	<p>Tell the students that developing your verbal communication skills are very important for enhancing your overall communication skills. Refer to page no. 53 of training manual and explain following points:</p> <ul style="list-style-type: none"> <li>▪ Read more.</li> <li>▪ Think about appropriate words</li> <li>▪ Prepare yourself</li> <li>▪ Avoid non-verbal communication</li> </ul> <p>Refer and explain handout "Speak like Stars" on page 54 of manual.</p>	Page 53 & 54	20 Minutes
15	Tell the students, "Now we will evaluate your verbal communication". Refer to sheet on given on page 55 of	Page 55	05 Minutes

No.	Steps	Page #	Duration
	training manual and ask each participant to fill this sheet individually. When all the students have completed their work, give some examples and elaborate.		
2.3: Writing Skills (4 Hours)			
16	<p>Based on the size of the group, divide the students in 3 or 4 groups, refer to page 56, read out the story of Seema and ask:</p> <ul style="list-style-type: none"> <li>What is the moral of the story, explain.</li> <li>What are the important components of professional letter writing/purchase order?</li> <li>Why is providing details and reviewing before mailing anything, important?</li> <li>Allow 20 minutes for this activity. When all have completed their work, call one volunteer to present their answers.</li> </ul>	Page 56	35 Minutes
17	Referring to page 57 of manual, explain that good writing skills are necessary to convey your message effectively. Through written material, you can reach distant audience. For an interview call, good description of experience is necessary. During your job, you will be asked to write leave applications, performance reports, supply requisition and other business documents. Discuss the advantages and disadvantages of communication through writing.	Page 57	40 Minutes
18	Ask the students, how many people e-mail them? In their opinion, what could be the possible mistakes in an e-mail? Listen to their answers and elaborate the main principals of e-mail writing with the help of page no. 58 of training manual. Ask them that in their opinion, as a fashion designer, dress-maker and quality supervisor, how important is it to write e-mails. Link their responses to practical life. Emphasize that in an era of technological advancements, e-mail is the best mode of written communication and we can benefit from it.	Page 58	30 Minutes
19	Now draw students' attention toward page 59 of the training manual and let them read instructions for writing emails, short messages and letter for employment. Emphasize that these three elements are important for communication, and they can be effective if given instructions are followed.	Page 59 & 60	45 Minutes
20	Ask the students, "Have you ever written a letter or application for a job?" Ask a few of them to give their opinion and tell them to read the instruction for writing an employment letter on page 61 and 62.	Page 61 & 62	
21	Refer to page no. 63 & 64 and ask the students to prepare their Curriculum Vitae and write an application for job.	Page 63 Page 64	45 Minutes

No.	Steps	Page #	Duration
22	Draw their attention towards page 64 and divide them in 3 or 4 groups, based on the total number of students. Then ask them to write answers to the questions within 20 minutes. When they have completed this task, call one volunteer to present his/her group's work. Ask the students to fill out the answers on page no. 66 as homework.	Page 65 Page 66	45 Minutes
2.4: Non-verbal Communication (5 Hours 20 Minutes)			
23	<p>Read out the story on non-verbal communication for the students and ask them what they learnt from the story? Ask them if they think the body movements and gesture play a role in communication or not? Write their opinion on the board and ask them the following questions:</p> <ul style="list-style-type: none"> <li>Do you think that Seema expressed her feelings in an appropriate manner?</li> <li>What would you have done if you were Seema?</li> </ul> <p>Listen to their answers and note down their answers on the white board. When all questions have been answered, explain the importance of non-verbal communications by using the points already noted, on the white board. Tell them that other people can form opinions about us through our gestures and voice/intonations. So, body movements are an important part of communication and they are equally essential for a fashion designer, dress-maker and quality supervisor.</p>	Page 65	40 Minutes
24	Now divide the students in groups of five, and then give one photo to each group and ask them to decipher and write the message hidden in it. Allow 5 minutes for this task. When all students have done so, ask them to explain their answers and praise the one that gave the best interpretation.	Page 66	20 Minutes
25	<p>Ask the students, that in their opinion, what does non-verbal communication mean? Listen to their answers and tell them that non-verbal communication includes eye movements, gestures and sound pitch. Hence, we begin to communicate, even without talking</p> <p>Non-verbal communication conveys many hidden messages, for instance, fear, anger and attraction, etc. Use page no. 67 &amp; 68 to explain non-verbal communication and gestures.</p>	Page 67 & 68	35 Minutes
26	Tell the students that body movements and gesture should be appropriate, for example maintaining a proper distance while doing a handshake with someone. Refer to page 69 and ask them to read the ethics of body movements.	Page 69	35 Minutes
27	Tell the students that they will complete the non-verbal information and communication exercise as homework to solve the problems through negotiations.	Page 70 & 71	

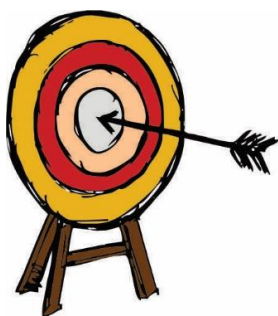
No.	Steps	Page #	Duration
	In first exercise, write down the answers to questions and take your communication style in mind, for the second exercise.		45 Minutes
28	<p>Dividing the students into two groups, guide them through the interview exercise on page 72. Tell the students that this activity will be in the form of an interview, then divide them into 4 groups and direct that 3 of the 4 people will act as interview panelists. Duration of interview will be 10 minutes or so, based on size of the class.</p> <p><u>Instructions for Trainer:</u> If you believe that interviewer is not capable of formulating questions, then prepare question for them.</p> <p><u>Instructions for Panelists:</u> You are an officer in a company and performing interviews to recruit employees.</p> <p>Avoid any funny anecdotes and jokes, since the exercise evaluates what you have learnt thus far. Keep all types of communications in mind while conducting interviews.</p> <p><u>Instructions for Interview:</u> Keep all types of communication in mind while giving interview. Abstain from any jokes and imagine as if you are actually being interviewed for a job in a company.</p>	Page 72	90 Minutes
29	Refer to the story given on page 73: "Recognize your Communication Skills. Instruct them that this last exercise will help them to evaluate what they have learnt and what gaps are filled. If you remember, you have already performed this exercise in the beginning. So, this will help you to gauge your skills. Conclude by filling out Evaluation Sheet given on page 74.	Page 73 Page 74	45 Minutes
30	Recap important points discussed in this session and guide them where needed.	Page 75	10 Minutes
31	Distribute the post test among students and collect them 15 minutes later, after counting, so that none is left behind. Also introduce the next session, as to what it is and its plan. Grade the post test on the answer key provided and mark them accordingly.		



## Session 3

# Team Work

### Objectives and Duration



4 Hours 30 Minutes

Upon completing this session, students will be able to:

- Understand the concept of team work.
- Get acquainted with the benefits and types of team work.
- Link the concepts of team work with your professional work, and use them.

### Session Plan

No.	Steps	Page #	Duration
<b>3.1: Team Work (35 Minutes)</b>			
1	<p>Recap and summarize previous session, then welcome them to the new session. Distribute the pre test among the students and take it back after 15 minutes. Count them, so that none is left behind. Evaluate the pre test using the toolkit and mark accordingly. Read out the story and topics of this session. Inform them that during this session, they will discuss the ability of working as team.</p> <p>Divide the students in four groups. Ask them to read stories on page 79 and explain:</p> <ul style="list-style-type: none"> <li>▪ Do you think that the role of every person was defined? Was the main objective clear? If yes, how? if not, why not?</li> <li>▪ What, in your opinion, were the problems encountered in order preparation? Why were those problems ignored?</li> <li>▪ What were the factors that contributed to the successful completion of the order, in second story?</li> <li>▪ How were the problems solved in second story?</li> </ul> <p>Allow 5 minutes to complete this task and provide chart papers, and markers to students for writing their answers. Two minutes will be allowed to each group for presentation. Trainer should mark important points with red or green marker so that explanation is easy. After the presentation is completed, explain the underlined words and tell the students that team work is the key to success. Through team work, the tasks are completed on time and quality can be maintained. This discussion proves that work and team work are two different things and the latter is more beneficial.</p>	Page 79	35 Minutes

No.	Steps	Page #	Duration
<b>3.2: Qualities of and Effective Team (60 Minutes)</b>			
2	Now that you have discussed team work and analyzed two case studies in this regard, Ask the students, "What impression do you take from the word, TEAM WORK?" Listen to their answers and write them down on whiteboard. In the light of these answers, define teamwork and tell them that it is an exceptional ability. First ask them to give answers (identify the objective, better decision making, confidence, clear roles, responsibilities and commitment). Then refer to page 80 and 81 and explain the qualities one by one and link them with examples from relevant trade. You can ask the students for additional examples. Remember to link the qualities with practical life.	Page 80 and 81	40 Minutes
3	Tell the students that teamwork has many advantages. If they can identify the benefits, they will get a prize. Listen to their answers. Encourage them and if they are unable to name a benefit, explain it yourself, while referring to page 81. It will be better to link the advantages with professional and personal life, for instance, in pressure situation, we work better and in turn, better work produces additional earnings and respect that translates into an improved life-style. Ask the students to always remember that team work is the key to success.	Page 81	20 Minutes
<b>3.3: Types of Team (1 Hour 15 Minutes)</b>			
4	Ask the students, "How many types of teams are there?" Listen to their answers and tell them that in one type of team consists of members that are physically present and the other type consists of members that are not present, physically. Provide examples for both types of teams and tell them the kind of team a fashion designer, dress-maker and quality supervisor will be part of.	Page 82	30 Minutes
5	Guide the team through an interesting activity. For this activity, caps should be prepared beforehand with roles of team members, written on them. Use page 82 & 83 for further guidance. Keep asking the students about the team and complete the line, so that a diagram is formed and everyone realizes that although, they have a role as fashion designer, dress-maker and quality supervisor but there are a lot of other roles linked to theirs. Without these people, their own work will be incomplete. Take one person out of this line and ask, "Will the quality and duration of work remain the same or will it be affected?" The answer will definitely be affirmative. In this manner, they will be able to recognize that no one is working individually, but they are linked with preceding and subsequent roles. This will form a kind of human value chain, and you can also call it "Team Chain". More people may be added to this chain that are not mentioned in the diagram. For additional guidance, follow the following instructions:	Page 82-83	45 Minutes

No.	Steps	Page #	Duration
	<ul style="list-style-type: none"> <li>Which members are included in your team?</li> <li>What is your status among these members?</li> </ul>		
	<b>3.4: Your Team (2 Hours 40 Minutes)</b>		
6	Tell the students that in a previous activity, we analyzed that we work as a team and almost in every task, we are assisted by someone, otherwise the problems will multiply. Ask them, "Whose assistance do you require?" In the light of their answers, identify the people required for fashion designer, dress-maker and quality supervisor, to do their work.	Page 84	45 Minutes
7	Divide the students in three groups and inform them that now we will proceed to a homework type session. We will discuss your tasks and the people that you may require to perform them. For example stitching machine operator, helper, raw material supplier and supervisor. You will tick mark according to your task, to clarify who you need and for what purpose. Assign tasks to students that are given on page 84 to 87. Answer any questions asked. Every member of team has their own abilities and aptitude. Understanding their aptitude and ability is necessary to complete any task.	Page 84-87	15 Minutes
	<b>WORK AND MENTAL STRESS</b>		
8	<p>Inform the students that in next exercise they will have to stand for some time and proceed according to instructions. Students will hold a half-filled glass of water.</p> <p>Ask the students to stand up, hold a glass of water, lift it at the level of their shoulder and stay in this position for two minutes. After two minutes, ask the students, "Are you feeling strain or pain in your arm?" They will reply in affirmative. Then ask them, "What will be your condition, if we keep doing so for two hours?" Surely, our arm will become stiff if we stay in this position for a whole day, although the amount of water is little, but constantly carrying it, may affect our body negatively.</p> <p>Likewise, we often let a problem seep deep inside our mind and eventually, with the passage of time, it becomes too painful to bear. So, today we will talk about work and stress.</p> <p>Ask the students, "Have you ever experienced stress while doing your work?" Listen to their answer and tell them that we often become stressed at work. Ask the students, "What do they understand by stress at work?" Listen to their answers and inform them that it is, in fact, a mental condition in which a sudden situation may increase your stress level. Elaborate through examples like, increase in work load, bad quality of work, or problems in machinery may increase your problems, thus, creating mental stress.</p> <p>Ask the students, "What may be the reasons behind stress?" In the light of their answers, refer to page no. 88 and explain every aspect. Use images/photos to create interest. Give instructions to students for dealing with stress. First ask</p>	Page 88-91	90 Minutes

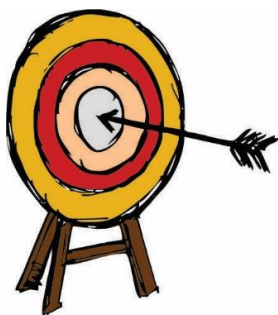
No.	Steps	Page #	Duration
	<p>question and then describe the important points on page 89, such as, Why stress happens, and what are the effects of stress?</p> <p>After that, Inform the students, "Now we will do an exercise; close your eyes and imagine yourself at a peaceful place beside a clear water stream; there are flowers in bloom, pleasant greenery, hillocks and grassy fields on one side, and white birds are flying over waters, on the other side. Ask the participant, "Can you imagine yourself at that place? Now open your eyes and describe your feelings. Listen to their reflections and tell them that it is one way to deal with stress. Later, ask them about how do they deal with stress?</p> <p>Provide guidelines for dealing with stress, with the help of training manual.</p>		
	<p>Tell the students that teamwork makes success achievable; otherwise we will face many difficulties. Recap important points of the session and conclude by explaining that team work is necessary for better performance. With a good team, we can complete the work that may require months, in weeks and similarly, work that may require weeks can be finished in few days. Express the hope that as fashion designer, dress-maker and quality supervisor, they will always remember this golden rule!</p>		10 Minutes
10	<p>Distribute the post test among the students and take it back after 15 minutes. Count to ensure that none is left behind. Evaluate and grade the post test using the answer key provided and mark accordingly.</p>		



## Session 4

# Work Ethic

### Objectives and Duration



5 Hours

Upon completing this session, students will be able to:

- understand the concept of work ethic and its domains.
- Understand the work ethic and their 7 important domains/aspects.
- Identify the work ethic of their trade.

### Session Plan

No.	Steps	Page #	Duration
4.1: Work Ethic and their Importance (1 Hour 40 Minutes)			
1	Welcome the students to the fourth session, recap and discuss the benefits of previous sessions. Distribute the pre test among students and collect it after 15 minutes, ensuring that none is left behind. Evaluate and grade the pre tests based on the answer key provided within the toolkit. Tell the students that every ability has its own benefits and it constantly improves your performance. Provide them examples regarding working together. Ask them to read the story, given at the start of the session. After that, discuss the topics of session.		10 Minutes
2	<p>Inform the students that "Today we will discuss another topic to help groom personality. So, let's once again meet Seema and Arshad". Divide the students in four groups and distribute case studies among them. Allow them 5 minutes for the task and ask them to refer to the case studies given on page 95 &amp; 96 for guidance. Provide instructions that each group answers certain questions and then assign them the questions, periodically.</p> <p>Questions are given below:</p> <ul style="list-style-type: none"> <li>• Who is a better employee in your view?</li> <li>• What is your prediction about Seema's future in the factory?</li> <li>• What problems Arshad may face in his job or work?</li> <li>• What steps should Arshad take to improve his work?</li> </ul>	Page 95 & 96	45 Minutes

No.	Steps	Page #	Duration
	After the stipulated time is over, ask them to provide answers. Probable answer is that Seema will succeed and her work ethic will be the main contributor to her success. Also inform them that many experts and skilled people lose their jobs because they do not follow their work ethic. Inform them that the sources of these ethics are culture, beliefs and social values. Understanding these ethics is a key to success.		
3	Ask the students, "What is meant by work ethic?" Write down their answers and then give them a definition of work ethic. Remember to quote the inspiring saying about work ethic, "A person's personality is reflected in his/her work ethic". Ask for examples and then use page no. 97 to give your examples. Ask the students, "In your opinion, what are possible work ethic for an institution or employer?" In the light of their answers, introduce them to the answers given on page 97. Similarly, describe the employee's work ethic that may include important qualities like punctuality and self-confidence. Present some examples.	Page 97	30 Minutes
5	Inform the students that. "We are getting acquainted with work ethic, while realizing that they are very important for success. So, first of all, let's evaluate their importance." Pose a question and then refer to the examples given on page 97. Discuss every important point and explain how work ethic makes you successful.	Page 97	15 Minutes
4.3: 7 dimensions/domains/aspects of Work Ethics (20 Minutes)			
6	Inform the students that now they will perform an interesting activity. Divide them into seven groups and distribute seven points (page 98-100) among them. Allow them 5 minutes to prepare a sketch to depict these ethics. Then ask each group to perform a roleplay and explain these aspects, for example, humility curbs haughtiness/arrogance and creates a place of respect for you among people and enables you to value others, thus increasing your value as well. Since you are always ready to learn, it makes people to like you more.	Page 98-100	20 Minutes
4.3: Your Trade and Work Ethic (1 Hour 30 Minutes)			
7	Inform the students that after discussing general work ethic, we will talk about the ethics of specific trades. Divide the students in three trade groups (fashion designing, dress making and quality supervisor). Ask them to write down the ethics in their specific trades. Allow them 10 minutes and then ask them to give a presentation. Refer to page 101 and explain work ethic.	Page 101	30 Minutes
8	Ask the students to return to their groups and instruct them to write down the work ethic of their specific trade. Tell the students that all ethics have been compiled in the manual for	Page 102-106	

No.	Steps	Page #	Duration
	<p>their convenience, and that they only need to tick mark the ethics related to their trade. Students will have somewhat acquainted with work ethic, so they will not find it difficult to write them down. However, guide them and allow 20 minutes for this task. Each group will take 5 minutes to give presentation and meanwhile a list of basic ethics will be compiled. When all three groups have given their presentation, tell them that most of the ethics are almost identical. Moreover, it is also evident that which ethics are important in their specific trade.</p> <p>Ask the students to imagine the situation whereby they stop abiding by their ethics, what will be the condition of their work? Will their employer keep them employed? They will surely reply in negative. Tell them that ethics are ingrained in every aspect of our life and play an important role in their professional life. We will have to work upon them consciously to make them an integral part of our lives.</p>		30 Minutes
9	<p>Tell the students that we will do a homework exercise and refer to page 106-111 for guidance. Ask them, "What is your task? What are your specific work ethic?" Complete some example with the assistance of students. Instruct them to do their homework so that necessary ethics are infused in work behavior. Emphasize the importance of work ethic, and how we can follow these ethics. In the end refer to this quote in form of couplet.</p> <p style="text-align: center;">ادب پہلا قرینہ ہے۔ محبت کے قرینوں میں Or با ادب بانصیب۔ بے ادب بے نصیب با ادب بامراد۔ بے ادب بے مراد</p>	Page 106-111	30 Minutes
<b>4.4: Health and Safety at Workplace (1 Hour 30 Minutes)</b>			
10	<p>Inform the students that alongside work ethic, health and safety measures are also very important at their workplace. Ask them what is meant by professional health? Professional health means creating better working conditions (e.g. cleanliness) and ensuring health and safety measures and protecting yourself from things that may cause harm, during work. For instance, fashion designer must protect their skin during work, Dress-maker should be careful while using hot iron and Quality supervisor must ensure repair of tools and machinery in a timely fashion, as well as checking the standard of products, so that hazardous material is properly managed.</p>	Page 112	25 Minutes
11	<p>Refer to page no 113 of training manual and elaborate the principles of professional health and security. Also, describe the</p>	Page 111	

No.	Steps	Page #	Duration
	instructions for workplace cleanliness. Ask the students: What are possible hazards at workplace? Listen to their answers carefully and explain that there are many possible hazards at workplace, for example physical injury, chemical injury, biological trauma, mental or psychical hurt etc.		30 Minutes
12	<p>Divide the students in three or four groups (adjust the number of groups according to the number of students). After the groups are formed, refer to activity on page 114 and ask them to follow the steps given below and point out the hazards of workplace in their trade:</p> <p><b>Step 1:</b> Inspect the workplace to evaluate the hazards during work/</p> <p><b>Step 2:</b> Note down the possible effectees of these potential hazards (including your peers and clients).</p> <p><b>Step 3:</b> What actions have you taken to handle the hazards and what else is required?</p> <p>Inform the students regarding the type of hazards that's are possible at the workplace and who will be affected, moreover, ask them about the steps they are taking to handle these hazards.</p> <p>Allow them 10 minutes for this task. When they are finished, draw participant's attention toward page 115 of training manual for guidance. Recap and conclude the session.</p>	<p>Page 114</p> <p>Page 115</p>	35 Minutes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Session 05

# Time Management

### Objectives and Duration



5 Hours

Upon completing this session, students will be able to:

- Understand the concept of time and better time management.
- Understand the importance, benefits of time-management and obstacles herein.
- Scheduling tasks according to time slots.
- Managing personal and professional work.

### Session Plan

No.	Steps	Page #	Duration
<b>5.1: Advantages of Time Management (2 Hours 20 Minutes)</b>			
1	<p>Welcome the students in the new session, and recap the session about work ethics. Evaluate their opinion about the importance of work ethics in their trade. Distribute the pre test among the students and collect it after 15 minutes. Check to ensure none is left behind. Evaluate the pre test based on the answer key provided within toolkit and mark accordingly.</p> <p>Read out the story on page. No 119 and tell them that although every profession requires certain personal skills, the importance of work ethics cannot be ignored. They provide dignity and spark in both personal and professional lives. Also, inform them regarding the main topics of the session.</p>		20 Minutes
2	<p>Ask the students what is that invisible thing that keeps running all the time but will never come back? That's why wise people tell us to keep up with its pace, otherwise you will lag far behind. Students may give different answers, but time will be mentioned in some manner.</p> <p>Brainstorm with the students and tell them that when you say the word "time", the students must write whatever comes to their mind, in their notepads. Allow them 30 seconds for this task; check their answers that will surely include adjectives like valuable, flowing, irrecoverable, etc.</p> <p>Tell the students that one of the skills of life is time management. Today we will discuss this skill. Inform them that time management is very important, and we will learn how to use it.</p>		30 Minutes
3	Inform the students that they will meet with fashion designer Seema and her supervisor Arshad. We will read and discuss	Page 119	

No.	Steps	Page #	Duration
	<p>their stories. Now, divide them into five groups and ask them to read both stories. Give each group one question and chart, marker to write their views. Questions are as follows (given on page 119):</p> <ul style="list-style-type: none"> <li>• Whose time management was better?</li> <li>• How did Seema's habits affect her work?</li> <li>• How did Arshad's habits ruin his work?</li> <li>• In your opinion, who is better: Seema or Arshad?</li> </ul> <p>Give them 7 minutes for this task and 2 minutes for presentation. During presentation, elaborate that Seema was successful and happy and her officers were satisfied with her. There was a strong chance of her promotion. Whereas Arshad will face different consequences.</p> <p>Facilitator should explain that, along with other capabilities, valuing time and its skillful management was the main issue. Elaborate that these stories help us to gauge the importance of time, and that poor time management may cause many problems in life.</p> <p>There is a famous proverb: "A stitch in time saves nine." Those who lose moments will not be able to do anything in years and centuries.</p>		55 Minutes
4	<p>Extract a definition of TIME from the stories and discussion given on page 120. It is a process through which time spent on specific activities is managed through deliberate planning. This includes the sequence of tasks, results and better performance.</p> <p>Quote the words of Jim Rohn: "Spend a day wisely, or it will spend you"</p> <p>There is an anonymous saying that "Time is a pearl lost in ocean, and once lost, it cannot be found again", but if managed properly, what aspects can be improved? Note their answers on whiteboard and explain that time management can reduce stress, tasks will be completed in orderly manner and you will not fall prey to mental stress.</p>	Page 120	35 Minutes
<b>5.2: Barriers/obstacles in Time Management (1 Hour)</b>			
5	<p>Inform the students that Time is important and valuable as well. Just as other people keep an eye on valuable things for stealing, this valuable item can be stolen too. Although, stolen by the person himself, often, other people are blamed.</p> <p>Ask the students: what are the possible causes of time theft?</p> <ul style="list-style-type: none"> <li>• What is causing wastage of your time? Tick mark to explain.</li> <li>• How can they reduce wastage of time?</li> </ul> <p>Note their answers on whiteboard and explain the time stealing factors given on page 121. Instruct the students to honestly tick mark the factor which is biggest culprit in their time wastage, and also suggest a solution to avoid it.</p>	Page 121	40 Minutes
6	<p>Ask the participant to describe three main advantages of time management. Explain the advantages in the light of their answers.</p> <ul style="list-style-type: none"> <li>• Better performance.</li> </ul>	Page 122	

No.	Steps	Page #	Duration
	<ul style="list-style-type: none"> <li>• Success.</li> <li>• Good health.</li> </ul> <p>Inform the students that there are certain obstacles in time management. These include poor skills and external factors. Elaborate the obstacles after first inquiring from the students. Tell them that we have discussed the advantages and obstacles in time management, as well as the reasons of time theft. Ask them if it is important to recognize the value of time and use it in a better way? They will answer in affirmative.</p>		20 Minutes
<b>5.3: Scheduling the tasks(40 Minutes)</b>			
7	<p>Ask the students to observe the clock and color it according to given instructions.</p> <ul style="list-style-type: none"> <li>• Green color for professional work.</li> <li>• Yellow color for time spent with family.</li> <li>• Red color for free time. And also write hours and minutes in the table given below.</li> </ul> <p>After the activity, ask the students to observe the distribution of their time. these should be balanced. For this purpose the first necessary thing is to know the type of task so that scheduling is possible. Refer to page 124 and ask the students to prioritize their important tasks. Allow ten minutes and then ask for presentations.</p>	Page 123-124	40 Minutes
<b>5.4: Our professional work and Time Management (1 Hour)</b>			
7	<p>Ask the students to think about important tasks of their trade and fill out the table for one such task. It is necessary to prioritize the work in this way, so that they are aware of the tasks, that are necessary and urgent and those that are unnecessary.</p> <p>Divide the students in three groups and ask them to prioritize their tasks. Allow 15 minutes for this purpose. Instructions are as follows:</p> <ul style="list-style-type: none"> <li>• Carefully evaluate your tasks, according to your trade.</li> <li>• Arrange the tasks, ranging from "very important", "important" and "least important" categories.</li> <li>• Explain the "very urgent", "urgent" and "least urgent" tasks.</li> <li>• Arrange the tasks according to your daily time distribution format.</li> </ul> <p>Call one volunteer from each group to describe the group work. Guide them where necessary.</p>	Page 125, 132	35 Minutes
	<p>Get students' attention by referring to homework on page 133. Ask them to read handout, "time management – an evaluation," carefully and answer as Yes/No. For example, are you satisfied with your time management? Yes or No. If NO, what will you do? Facilitator should solve any difficulty. Recap and conclude the session.</p>	page 133-134	25 Minutes
	<p>Distribute the post test among the students and collect it after 15 minutes. Check to ensure none is left behind. Evaluate the post test based on the answer key provided within toolkit and mark accordingly</p>		

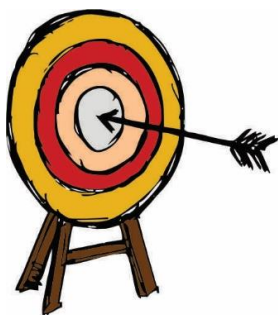


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## Session 6

### Attention to Detail

#### Objectives and Duration



4 Hours 20 Minutes

Upon completing this session, students will be able to:

- Give attention to details to perform their tasks in an effective manner
- Describe the advantages of attention to detail in work.
- Increase the attention to detail skill.
- Practically apply the 5 methods of attention to detail.

#### Session Plan

No.	Steps	Page #	Duration
6.1: What is Attention to Detail? (1 Hour 45 Minutes)			
1	<p>Remind the students that in previous session they learned about punctuality and advantages of time management. Inform them that in this session, they will learn about how attention to details is possible. Distribute the pre test among the students and collect it after 15 minutes. Check to ensure none is left behind. Evaluate the pre test based on the answer key provided within toolkit and mark accordingly.</p> <p>Start the session by reading out the story and link it with session topic, "What are the possible advantages of attention to detail?" Provide the summary of the session with the help of page no. 140.</p>		10 Minutes
2	<p>Tell the students that we will now discuss the tasks related to quality. Distribute them (according to their total number) in three or four groups, refer to page 138 and ask them to read carefully the situation described there, and also to answer the following questions:</p> <ul style="list-style-type: none"> <li>▪ Why did this happen to Seema and Arshad?</li> <li>▪ How could Seema and Arshad have avoided this situation?</li> <li>▪ What difference could Arshad's attention to Seema's work could have made?</li> </ul>	Page 138	45 Minutes

No.	Steps	Page #	Duration
	<ul style="list-style-type: none"> <li>What are the disadvantages of inattentiveness to work?</li> </ul> <p>Give 20 minutes for this exercise and when completed, ask each group to give a presentation.</p>		
3	<p>Ask the students, "in your opinion, what is meant by attention to detail? Their answers may include giving attention to work, being careful, deliberation on every aspect, etc. In the light of their answers, explain the definition of Attention to Detail given on page 138: "Attention to detail is the ability to achieve thoroughness and accuracy while accomplishing a task." Moreover, according to Charles R. Swindoll: "The difference between something good and something great is attention to detail."</p>	Page 139	40 Minutes
4	<p>Ask the students, "would you like to learn the skill of attention to detail?" they will respond in affirmative. Tell them that you will explain some golden rules which will highlight the skill in a better way. Ask them to read all 7 principles one by one and give examples of each principle. Now divide the students into 7 small groups, ask for examples for each principle and pose a question, "what would happen if the situation was reversed?"</p>		10 Minutes
<b>6.2: Advantages of Attention to Detail (25 Minutes)</b>			
5	<p>Ask the students, "What are the possible advantages of giving attention to detail?" In the light of their answers, refer to page 140 and explain the advantages, such as better performance, protection and order, completion, goodwill etc. Ask them, "Do you believe whether it is advantageous or not?" They will reply in affirmative. Ask them that if attention to detail is so advantageous, then why one would not learn it! Tell them that lack of attention may increase the chance of error and consequently, they suffer loss and goodwill will be damaged. It will additionally, cause wastage of resources. Refer to page 141 and explain 9 principles of attention to detail skill. Describe the examples mentioned in the book.</p>	Page 140 & 141	25 Minutes
<b>6.3: Guidelines for enhance the skill of Attention to Detail (1 Hour)</b>			
6	<p>Tell the students that we will do an activity to elaborate attention to detail. Refer to page 141 and ask them to what benefits they may reap by adopting these methods of attention to detail?</p> <p>Tell them to Remember that mistakes caused by lack of attention not only ruins your work, but also waste others' time as well as resources of organization.</p> <p>Give them 25 minutes to complete this activity. Then ask them, "How many of these five methods do you use? Ask few students for answers. Explain that by understanding and adopting these methods, you can perform in better and</p>	<p>Page 141</p> <p>Page 142</p> <p>Page 144</p>	

No.	Steps	Page #	Duration
	<p>effective manner. Guidance in this regard is given on page 142.</p> <p>Tell the students that every trade has its own requisites and specific aspects for which attention to detail is necessary. So far we were talking in general terms, but now we will discuss and apply it according to specific trades. Divide them in three groups, distribute charts and markers, give them five minutes to list down such tasks for which attention to detail is necessary. Then ask them to give a presentation. Explain the instructions and important points given on page 106.</p>		60 Minutes
<b>6.4: 5 Important strategies for Attention to Detail</b>			
7	<p>Tell the students that we will use their professional task here, specifically. Pool the students of one trade in a group and ask them to prepare a list of important tasks that require attention to detail. Ask the participant to reflect upon the tasks mentioned on page 145-147 and write down the detail of secondary tasks in column. In third column they will write the departments, where more attention to detail is required. Allow 25 minutes for this task. When the work is completed, ask them, "How did you evaluate your primary as well as secondary tasks where attention to detail is required? Perhaps this way of evaluating their tasks is new to them.</p> <p>Tell the students that attention to detail improves the quality of work and true success lies in better performance.</p>	Page 145-147	60 Minutes
8	<p>Tell the students that we are almost at the conclusion of this session. So give them homework and ask them to perform a short exercise as a way of enhancing their attention to detail. Ask them to do the backward counting exercise. Give them homework assignments and evaluate them on daily or weekly basis. Tell the students that minor lack of attention may jeopardize your job, goodwill and all labor. For success in life, you will have to give attention to detail. So, it is necessary to remember the principles and exercises taught in this session. Summarize the session with the help of page no. 152</p>	Page 148-149	10 Minutes
	Distribute the post test among the students and collect it after 15 minutes. Check to ensure none is left behind. Evaluate the post test based on the answer key provided within toolkit and mark accordingly		



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## Session 7

# Customer Care

### Objectives and Duration



6 Hours

Upon completing this session, students will be able to:

- Identify the direct and indirect customers.
- Practically apply the principles of customer care.
- Deal with problematic and angry customer.

### Session Plan

No.	Steps	Page #	Duration
7.1: Customer Care (2 Hours)			
1	<p>Refer to previous session and explain to the students that although attention to detail is important, fashion designing and dress-making trade have a direct link with customers. If you are giving attention to detail but your relations with customers are not good, then will your work be acceptable? They will surely answer in negative. Read out the case study and introduce the topics of this session i.e., better relations with customers as a key to success because without customer satisfaction, all your work will go to waste.</p> <p>Distribute the pre test among the students and collect it after 15 minutes. Check to ensure none is left behind. Evaluate the pre test based on the answer key provided within toolkit and mark accordingly</p> <p>Inform the students that the customer is the real boss in any kind of trade, and customer satisfaction is a certificate of success. There are many factors involved in customer satisfaction, for example, design, color, standard, location, price and business attitude. In this session we will discuss customer care.</p>		15 Minutes
2	<p>Inform the students that once again, they will meet Seema and Arshad, who are also engaged in dress designing, dress making and quality assurance trades. Divide the students in 3 or 4 groups (depending upon their numbers) and refer to page</p>	Page 153	

No.	Steps	Page #	Duration
	<p>153. Ask all groups to read the stories given on this page and describe each character:</p> <ul style="list-style-type: none"> <li>▪ In your view, who are their customers?</li> <li>▪ Do all three have direct relations with their customers?</li> <li>▪ How can they care for their direct customers?</li> </ul> <p>Allow 15 minutes to students for group work and guide them during the activity. When all have read the stories thoroughly and formulated their answers, ask each group representative to give presentation in 3 minutes. Let the students discuss and elaborate customer care and its importance.</p>		45 Minutes
3	<p>Tell the students that better relations with the customer are a good thing, but who is a customer in their view? Deduce a definition from their answers i.e., Every person who buys or sells your products or services is your customer.</p> <p>Refer to page 154 and describe the types of customers. There are two general types of customers:</p> <ol style="list-style-type: none"> <li>1. Direct customer: Consumer of your garments, that negotiates, buys and gives feedback directly.</li> <li>2. Indirect Customer: Consumer of your garments that is not in contact with you directly or through telephone. However, You keep them in your mind while designing the garments.</li> </ol>	Page 112	45 Minutes
4	<p>Then ask the participant, "What golden principles should be followed to have an ideal relation with the customers?" In the light of their answers, discuss one of the 5 golden rules (quick and ideal response, trustworthiness, respectful, good relations, acknowledgment) for customer care. Ask each group to give an example which will require more elaboration. If situation permits and if you have time, explain through a roleplay.</p>	Page 155	15 Minutes
7.2: Adopt Polite Attitude (1 Hour)			
5	<p>Tell the students that they will do an activity for better understanding of their customers. Divide the students in 3 or 4 groups (depending on their numbers), refer to page 156 and ask them to (keeping in view the basic principles of customer care) what was good and bad here and give examples. Allow 20 minutes for this activity and meanwhile supervise the group activity. Ask the students to reflect on the kind of behavior we like and dislike as a customer. When we are dealing with customers, they too care for these matters. So as a businessman, try to avoid such behaviors that are unwelcoming for customers. Tell the students that good behavior with the customer will impress them and they will keep returning. So, polite attitude is necessary in dealing with customers, and any negative behavior should be avoided.</p>	Page 156	45 Minutes

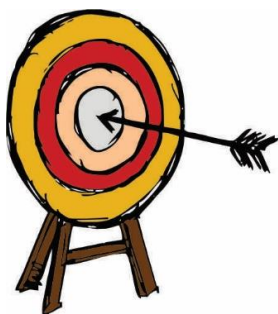
No.	Steps	Page #	Duration
6	Refer to page 157 and explain the right and wrong behavior, here. Tell the students that if you direct a customer about something, this will convey that he is wrong or lacks information and he will never agree with you. So instead, adopt a friendly attitude and remember that customer is your boss.	Page 157	15 Minutes
<b>7.3: Customer care through Telephone (1 Hour 10 Minutes)</b>			
7	<p>Tell the students that your primary contact with customer is face to face and sometimes, at secondary level through telephonic call. There is a big different in these two types of contact. On telephone your pitch and style of speaking represents you.</p> <p>Divide the students in three or four groups (depending on their total number). Ask them to read the stories on page 158 and answer the following questions:</p> <ul style="list-style-type: none"> <li>▪ Was the attitude adopted in each situation appropriate?</li> <li>▪ Were the services provided through telephone better?</li> <li>▪ In your opinion, what could be done for customer satisfaction in these situations?</li> </ul> <p>Allow 15 minutes for this task and ask the groups of students to answer each question and give a presentation.</p>	Page 158	45 Minutes
8	<p>Ask the students, "In your opinion, what are the important elements of communication with a customer through phone?" Listen to their answers and tell them that now we will talk about different tones of voice and their effects.</p> <p>Select a few volunteers and ask them to discuss each tone. Ask them, "What is the effect of a specific tone?" Listen to their answers, refer to page 159 and tell them that while talking on phone, the customer is not able to see your gestures, body movements, facial expressions and all non-verbal language. Only your words and tone of voice is the vehicle of your message.</p> <p>Moreover, your tone during a telephonic conversation conveys the following:</p> <p>Rigid or Cold tone: It signifies that you do not wish to talk.</p> <p>Low tone: you do not wish to talk and are getting annoyed.</p> <p>Speaking fast and quickly: you are passionate.</p> <p>High and fast tone: you are angry.</p>	Page 159	15 Minutes
9	Tell the students that there are some ethical principles for performing every task. Similarly, telephonic conversation also requires ethical attitude. Ask the students, "What are possible ethics for telephonic conversation?" In the light of their answers and referring to examples given on page 159, elaborate the		20 Minutes

No.	Steps	Page #	Duration
	ethics of telephonic conversation. This will make this session more interesting.		
10	<p>Inform the students that now we will do an exercise to find out which of our usual professional tasks are directly related to customers and what points should be kept in mind while dealing with customers.</p> <p><u>Activity:</u></p> <p>Provide the list of daily tasks to the students, according to group and trade. Instruct each group to complete the activities. Refer to page 161-164 and allow them 30 minutes. When their work is complete, ask them to give a presentation.</p>	Page 161,164	50 Minutes
7.4: Managing Difficult Customers (1 Hour 10 Minutes)			
11	<p>Refer to page 165 and ask the students to read the story: "Is this right?" and answer the following questions:</p> <ul style="list-style-type: none"> <li>▪ Did Seema have a good relation with her customer?</li> <li>▪ Did Seema successfully convince her customer? If not, then how could she have dealt with them in a more effective manner?</li> </ul> <p>Allow 20 minutes for this activity. Discuss and elaborate that if Seema started talking by admitting her mistake, the customer would have listened to her more attentively. But instead, she started advising him without listening to his views. Such attitude irritates the customer. Refer to page 166 and explain the instructions for dealing with difficult and irritated customers.</p> <p>Ask the students, "What, in their view, should be done to establish better relations with the customers?" Let them discuss and talk about their opinions.</p>	Page 165,166	60 Minutes
12	<p>Refer to page 167 to sum up and conclude the session.</p> <p>Distribute the pre test among the students and collect it after 15 minutes. Check to ensure none is left behind. Evaluate the pre test based on the answer key provided within toolkit and mark accordingly</p>	Page 167	10 Minutes



## Conclusion of Training

### Objectives



Upon completing this session, students will be able to:

- Evaluate the lessons learned.
- Give their feedback about training.
- Conclude the training.

### Session Plan

No.	Steps (40 Minutes))	Page #	Duration
1	Inform the students that this training is about to conclude. Invite them to express their views. Note the important points of their feedback. Invite the students to assess what they have learnt. If the students have any questions, answer them.		5 Minutes
2	At the end of the course, take a written exam from the students, for which they had been previously informed. The exam will have 8 questions. These questions will assess different aspects of the training course and it will also allow you to assess the information as well as the skills learnt by the students. Include both knowledge and skill-based questions. Skill-based questions may include speaking on the provided topic for 2 minutes. It will be based on the students' learnt skills. Final exam has been provided on the page no.79 of the toolkit.	Evaluation Form	15 Minutes
3	Announce that this is The END of the workshop. (If a representative of some other organization is present, invite him to say a few closing words.) Distribute the certificates, thank the students and end the workshop.		20 Minutes