

Trainer
Manual

Soft Skills for Customer-Care Service Trade Group



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Key Information for Trainers

Background and introduction:

Punjab Skill Development Fund is engaged in creating skilled youth for Punjab through imparting professional and technical skills. These skills are provided for different professions through technical institutions are designed in a way, as to help the trainees find appropriate livelihood/jobs. To further improve this effort, the organization conducted a research. It revealed that providing students soft skills alongside technical/professional training, enables them to not only generate better job prospects but also improve their services in their current job. For instance, skills like better communication, self-confidence, teamwork or time-management not only enhance the quality of an individual's performance but also increase chances of progress and promotion.

Professions/Departments and trade groups:

Based on that, training program was formulated for 6 trade groups of 4 distinct professions, that will be taught to students alongside professional/technical skills:

Sectors	Trade Groups
Services	Cooking and Baking
	Customer Care Services
Textile	Fashion Designing, Dress Making and Quality Assurance
	Stitching Machine Operators
Light Engineering	Electrician and Technician
Construction	Surveyor and Safety Inspector



Introduction to training material:

Separate curriculum has been designed to teach students from these professions. Based on that, trained instructors or trainers will impart soft skills in a planned manner, on these students. The introduction to the training material included in this curriculum, is as follows:

Handbook for students: There is a separate handbook for each trade group, whereby skills have been introduced through various stories, exercises and homework. The handbook contains very simple language. It also uses picture and stories to guide the students regarding important skills while connecting them beautifully with each trade. With its help, not only will the students get to know about these skills but also connect them with their personal and professional life.



Participants'
Handbook

<p>Session Guide for the Instructors: This handbook has also been prepared separately for each trade group and instructors have been provided guidance for all topics of soft skills. This handbook is a collection of session plans. It describes every topic as training session, explaining the order in which the pictures and skills are to be taught. It also explains how the suggested exercises, role-play or other activities are to be conducted. Inform the participants that the handbook contains a total of 11 exercises and 6 homework. This handbook will ensure the quality of teaching.</p>	 <p>Trainer's Manual</p>
<p>Evaluation toolkit: The toolkit contains outline the ways that will help evaluate students learning, their degree of learning and the change in their performance. Apart from this, the toolkit will also contain a report card. It will allow the potential employing organizations to also know the students' skills.</p>	 <p>Examination and evaluation toolkit.</p>

Proposed Schedule:

To make this training curriculum a reality, the soft skill course has been planned considering the varied time duration, need for each topic. This will prove very helpful for the instructors at technical institutes. The time duration of the course, is as follows:

Duration of the course	Daily hours	Weekly hours	Total weeks
3 months	45 minutes daily	3 hours 45 minutes	12
6 months	25 minutes daily	2 hours	24

The class can be adjusted based on time allocated for the course, by the organization

Sequence of Topics:

#	Session	Duration
1	Introduction	1 hour 30 minutes
2	1 st Session – Self-Confidence	03 hours
2.1	Self- confidence – what and why?	45 minutes
2.2	Importance of self-confidence in customer service	45 minutes
2.3	Ways of improving self-confidence	50 minutes
2.4	Disadvantages of lack of self-confidence in customer service	40 minutes
3	2 nd Session- Communication Skills	03 hours 30 minutes

#	Session	Duration
3.1	The concept and importance of communication skills	55 minutes
3.2	Ways of communication in customer service (through speaking, writing and looking)	90 minutes
3.3	Barriers of communication in customer service and their solutions	65 minutes
4	3 rd Session – Work Ethic	4 hours
4.1	Work ethic – their importance and three pillars	60 minutes
4.2	Usual/typical work ethic and attitudes	75 minutes
4.3	Five rules for increasing work ethic	35 minutes
4.4	Important reasons for getting fired for the job	70 minutes
5	4 th Session – Time Management	03 hours
5.1	Better time management in customer service – what and why?	55 minutes
5.2	Ways of using time in customer service	80 minutes
5.3	Factors contributing to wastage of time in customer service	45 minutes
6	5 th Session - Managing Complaints and Conflicts	03 hours
6.1	The concept of complaint and conflict	55 minutes
6.2	Types of complaints and conflicts in customer service	35 minutes
6.3	The importance and need for resolving complaints and conflicts	20 minutes
6.4	Ways of resolving complaints and conflicts	40 minutes
6.5	Disadvantages of failing to address complaints and conflicts	30 minutes
7	6 th Session – Job Search and Preparation	2 hours
7.1	Job search	40 minutes
7.2	C.V preparation	45 minutes
7.3	Cover-letter preparation	35 minutes
8	Evaluation of the Training and Conclusion	40 minutes

Introduction

Objectives and Time











1 hour 30 minutes





By the end of the session, students will be able to:

- Explain the importance of life-skills for professional success.
- Use soft skills for their job in a better manner
- Make a list of modules and sessions included in the curriculum for soft-skills

Session Plan

#	Instructions	Page No.	Time
1	Welcome the students to the module on soft-skills. Start the training with recitation of Holy Qura'an. The course can be taught in one session as a training, and it can also be taught in a sequence alongside the technical course. Tell the students that technical skills are crucial, and you cannot start working in any profession, without them. However, soft skills are equally important. Ensure that each student has a copy of soft skills student handbook. Tell them that this book is the fundamental document that will double as curriculum guide, practical tasks and homework sheet. Emphasize that they will have to bring the handbook with them		
2	If the trainer and students already know each other, the training may be started directly. However, if they are meeting for the first time, an introductory session will be need. The instructions for which are as follows: Ask the students to stand in a circle and tell their name and favorite profession one-by-one. Ask them to tell one such attribute of theirs that showcases their skills. For instance, I have excellent communication skills, I make friends very quickly, and I take immediate and good decisions.		
3	Ask the students if they know something about the profession of customer care. Point their attention to Page no. 03 of the handbook and tell them that customer care service is the process that allow one to take care of customers, through professional and high-quality services; before, during and after catering for their needs. Tell the students about Bill Gates, "An unhappy	 Page no 3	 20 minutes

#	Instructions	Page No.	Time
	customer is a chance to learn for you". Inform the students regarding the essentials of customer care service. Tell them that there are two types of customers; online customers and offline customers. Online customers are those who contacts using any source of media/internet but offline customers are those who directly come to you at your shop/office to take services. In any case both type of customers are highly important for any business, so everyone need to focus on the customers.		
4	<p>Ask participants to pay attention on page 04 and elaborate the 5 R's of customer services that are:</p> <ol style="list-style-type: none"> 1. Responsive: react timely 2. Reliable: Being honest and trustworthy 3. Respectful: Give value to the customer 4. Relationships: working together as a team and in a good relationship 5. Recognitions: show appreciation and recognize the contribution of the customer. <p>Elaborate the essential points for customer care with the help of the content on page 4.</p>	 Page no 4	 15 minutes
5	<p>Tell the students that now they will do an activity, whereby they will be presented with some scenarios and they will have to describe the required skills to deal with the situation. Point the students' attention to the page no. 5 and ask them to read the scenarios. What kind of skills do they think each person needs here?</p> <p>Give the students 20 minutes for the exercise. Once all students have finished the exercise, then ask a few to read what they have written. Explain that soft skills are necessary for any profession. Otherwise, one cannot use their work-related skills effectively.</p>	 Page no. 5 & 6	 20 minutes
6	<p>Tell the students that in any profession, apart from the technical skills, your attitude, attributes and habits also need improvement. So that, you are able to adapt to your environment, work with others, show better performance and be able to meet your goals. Tell the students that the lack of professional skills is visible, when:</p> <ul style="list-style-type: none"> ▪ An expert in customer care --- cannot talk with confidence ▪ A very good customer service officer --- cannot follow work ethic 	 Page no. 07 & 08	 10 minutes

#	Instructions	Page No.	Time
	<ul style="list-style-type: none"> An expert front desk officer --- cannot manage time properly <p>Explain in detail through page no. 8 and with its help, explain the two main types of professional skills; personal and interpersonal communication skills.</p>		
6	<p>Giving reference to the training handbook, tell the students:</p> <ul style="list-style-type: none"> This curriculum has been prepared especially for trade of customer care service Each session consists of some specific hours The handbook consists of a total of 06 sessions Each session consists of some exercises and homework, that talk about forms, questionnaire, small projects and discussing some topics with friends or family 		
7	<p>Telling the students about the objectives of the session, inform them that by the end of the session, they will be able to:</p> <ul style="list-style-type: none"> Enhance their self-confidence for better service. Improve their communication skills in customer service. Use time effectively in customer service Improve their work through adopting work ethic in customer service Resolve conflict and complaints that may arise during work, effectively Use the strategies for job search and C.V preparation <p>Ask the student, what are their expectations from the course. Write their answers on a flip chart and link the students' expectations with the objectives of the session</p>		 05 minutes
8	<p>Tell the students that the agenda will guide us in attaining the training objectives. Tell the students about the course agenda, as to what will they learn during the course. The trainer will prepare the time-table after taking suggestions from the students and consulting tool no. 1. Explain that soft-skills are a collection of psychological attributes that enables people to meet the needs and challenges of professional life, effectively. Soft skills include work ethic, self-confidence, time-management, communication skills and resolving complaints and conflicts. Explain to the students that these skills are essential to life, as they enable us to lead meaningful and effective lives.</p>	 Page 1  Tool no. 1	 05 minutes

Tool No. 1


Weekly Time-Table

#	Session	Duration	Date	Time
1	Introduction	1 hour 30 minutes		
2	1 st session – Self-Confidence	03 hours		
2.1	Self- confidence – what and why?	45 minutes		
2.2	Importance of self-confidence in customer service	45 minutes		
2.3	Ways of improving self-confidence	50 minutes		
2.4	Disadvantages of lack of self-confidence in customer service	40 minutes		
3	2 nd session- communication skills	03 hours 30 minutes		
3.1	The concept and importance of communication skills	55 minutes		
3.2	Ways of communication in customer service (through speaking, writing and looking)	90 minutes		
3.3	Barriers of communication in customer service and their solutions	65 minutes		
4	3 rd session – work ethic	4 hours		
4.1	Work ethic – their importance and three pillars	60 minutes		
4.2	Usual/typical work ethic and attitudes	75 minutes		
4.3	Five rules for increasing work ethic	35 minutes		
4.4	Important reasons for getting fired for the job	70 minutes		
5	4 th session – time management	03 hours		
5.1	Better time management in customer service – what and why?	55 minutes		
5.2	Ways of using time in customer service	80 minutes		
5.3	Factors contributing to wastage of time in customer service	45 minutes		
6	Managing complaints and conflicts	03 hours		
6.1	The concept of complaint and conflict	55 minutes		
6.2	Types of complaints and conflicts in customer	35 minutes		




#	Session	Duration	Date	Time
	service			
6.3	The importance and need for resolving complaints and conflicts	20 minutes		
6.4	Ways of resolving complaints and conflicts	40 minutes		
6.5	Disadvantages of failing to address complaints and conflicts	30 minutes		
7	Sixth session – Job search and preparation	2 hours		
7.1	Job search	40 minutes		
7.2	C.V preparation	45 minutes		
7.3	Cover-letter preparation	35 minutes		
8	Evaluation of the training and conclusion	40 minutes		









Session 1





Self-confidence in Customer Care

Objectives and Time	
 3 hours	<p>By the end of the session, students will be able to:</p> <ul style="list-style-type: none"> ▪ Ensure that they tackle their professional tasks confidently for professional success ▪ Bring positive change within themselves, after recognizing the importance of self-confidence ▪ Use their qualities/strengths in a better manner to enhance their self-confidence.

Session Plan

#	Instructions	Page No.	Time
1	<p>Welcome the students to first session of the training and clarify the objectives of the session. Tell the students that through self-confidence, one can bring positive change within themselves. Tell them that talking to the customer with confidence, explaining your point-of-view and convincing them, is part of customer service. It is an art, through which you can convince others to your views. Read the story, provided at the start of the session, to the students and tell them about the topics of session1. Tell the students a summary of the session using page no 09 of the training handbook and explain the importance of the session. Conduct the pre-test with the students and count them</p>	 Page no 09	 30 minutes
2	<p>Keeping the total number in mind, divide the students into 2 to 4 groups at the start of the session. Ask them to read the stories provided at the start of the session, in form of groups and ask the following:</p> <ul style="list-style-type: none"> • In your opinion, why does Nasir get so nervous? • Why does Nasir face difficulty in facing the situation during work? • In your opinion, what was the attribute that enable Shazia to talk to the customers in a nice manner? • Due to which of her ability, Shazia was able to resolve all customer matters, in a relaxed manner? <p>Each group would prepare a presentation using charts,</p>	 Page no 10	

#	Instructions	Page No.	Time
	to answer these questions and discuss their morals. The instructor will, then, underline the answers that are similar to required answer and by comparing both stories, explain who is self-confident and who is not. Thus, beginning the topic of self-confidence		
3	Ask the students that what does self-confidence mean to them? Write their answers on a white board, encircle those related to self-confidence. After that, define self-confidence with the help of definition given on page no. 11. Once the students are familiar with the definition of self-confidence, ask them the benefits of self-confidence in customer care? It would be better if the instructor writes the question in a prominent manner on the board, followed by distribution of cards among students, with the instruction to write their answers on it, to be returned to the volunteer. These will then be pasted on the board or chart. The trainer will link their answers to the answers given in the handbook and conclude this part of the session, after processing	 Page no 11  Trainer note 1	 20 minutes
4	Have the students do the role play included in the trainer note and take their feedback regarding the role-play. Ask the students, what will happen if the person working in customer care lacks self-confidence? Write their responses on the white board and describe the disadvantages of lack of self-confidence, while encouraging the students and with the help of page no 12	 Page no 12	
5	After that, invite the students to the exercise on page no 13. Ask them to answer the questions written there. Give the students 10 minutes for the exercise, and after that, ask 2 or 3 students to read their answers. Ask them how they feel, after knowing themselves in relation to their self-confidence. Elaborate that self-confidence increases performance	 Page no 13	 20 minutes
6	Based on their number, divide the students into 3 or 4 groups and ask each group to read the benefits of self-confidence given on page no 14 and explain the measures that they will have to take to increase it. Give the students 10 minutes to do the exercise and ask questions regarding increasing self-confidence in customer care and give presentations on it. Tell the students that self-confidence is not a genetic trait rather it can be increased with little effort and attention	 Page no 14	 20 minutes

#	Instructions	Page No.	Time
7	At the end, bring the students' attention to evaluation of self-confidence. Ask them to evaluate themselves on the statements given and encircle the appropriate number. Also ask them to formulate their results, based on obtained marks and match it to the parameter given at the end. Clarify the purpose of this session to the students and ask them to complete the activity and evaluate the results. Once all the students have completed the exercise, ask them to raise their hands based on the range of their score; 0-14 or 15-30? Ask them, why is it so? Encourage the remaining students that fall within the range of low self-confidence and more to the next part of the session	 Page no 15	 25 minutes
8	After that, give the students home-task provided on the page no 16 and explain its purpose. At the end of the session, complete the post-test with the students and take the tests back after counting thoroughly.	 Page no 16	 15 minutes

Trainer Note no. 1

Role Play – lack of self-confidence

Objective of the role-play: Explain the importance of self-confidence in customer-care service.

Characters:

Nasir: a receptionist

Khalid: A guest that has come to meet the manager of the organization

Haseeb: Working as the manager of the organization

Scenario: Nasir is sitting at reception with his head bent over, his hair is unkempt, the guest enters

Nasir: (Suddenly stands up, nervously) Hello Sir!

Khalid: Hello, how are you?

Nasir: (in low voice) Good, Sir, Good (he, then, falls silent)

Khalid: Is Mr. Haseeb available?

Nasir: Yes, Sir! Let me call him (Nasir dials the number and says nervously, "Sir, yes, Ss... Mr. Haseeb is here to see you ... Sorry Sir, Mr. Habib... No, Mr. Khalid is here to see you). (the person at the other end hangs up, Nasir also puts the phone back after saying "Hello, hello', repeatedly)

Haseeb comes to the reception himself, greets Khalid and turns to Nasir

Haseeb: you kept him waiting for so long


Nasir: (in a shaky voice) Sss .. Sorry Sir, Actually ...

Khalid: (interrupting him) It's no big deal Haseeb! Will you also leave me standing?




Haseeb: No, no! Come (and takes him to meeting room)







Session 2








Communication Skills













Objectives and Time	
 <p>3 hours 30 minutes</p>	<p>By the end of the session, students will be able to:</p> <ul style="list-style-type: none"> ▪ Improve their communication skills in customer care service. ▪ Work in an effective manner through improving their communication skills. ▪ Identify ways of communication during customer care service through writing



Session Plan

#	Instructions	Page No.	Time
1	Referencing to the previous session on self-confidence, tell the students that every step is important in customer care service, but communication skills is even more so. Clarify that customer care service involves use of verbal communication, mainly. Welcome the participants to a new session "Communication Skills" and inform them about the objectives of the session. Tell the students that communication is an art and through it, we can convey our thoughts in an appropriate manner. Read the story, given at the start of the session, to the students, and tell them about the topics of Session-2. Read the session's summary from Training Handbook's page no 17 and emphasize the importance of the session. Have the students complete the pre-test and count them upon return.	 Page no. 17	 15 minutes
2	Tell the students that a mistake in communication can affect the entire course of the conversation. To understand this, we will do an exercise and its name is "Whispers". Write a message on a piece of paper. For instance, "The donkey eats grass and is bigger than a horse". Arrange the students in a circle, they can also remain seated in their seats. Ask them to communicate the message to the first student at one side and then ask him to whisper it to the student sitting next to him. Continue the process till the time the message has been given to the last student. Ask the last student to tell the message he received to the entire class. Now, ask the ask student to red out the real message to the entire		 15 minutes


#	Instructions	Page No.	Time
	class, loudly. You will see that the message has changed a lot. Once the task is finished, ask the students to take their places. Ask them, how was it? How did it feel? Did the message change? If yes, then why? Where did it all go wrong? Does that also happen in everyday life? Infer that communication is a complex process. Hence, we need to exercise caution while giving and receiving messages. The more, the people involved in the giving and receiving of the message, it will be affected as much.		
3	Ask the students about the methods for communication that are used in customer care service? Listen to their answers and tell them that now we will do an exercise, that will help you see the skills that are needed for communication. Invite the students to page no. 18 and ask them to read the given directions and complete the exercise. Give them 20 minutes for the exercise. Once all the students finish the exercise, listen to few of the answers and tell them that communication can be carried out through multiple way, but verbal communication is critical to the profession of customer care service.	 Page no 18	 20 minutes
4	Ask the students, in your opinion, what is verbal communication? Explain that communication is a way to transfer information, thoughts, feelings or behaviors to others. With the help of page no. 19 on training handbook, explain that communication is a two-way process, where one person is the sender and the other is a receiver. The method used to send and receive messages is called "Carrier". Explain briefly through the model of communication and highlight the role of sender (a person, group or institute), receiver (a person, group or institute), message (it could be an instruction, opinion or concept, etc.) and carrier (written, oral, non-verbal). Ask the students for feedback. Tell them that that the feedback allows the sender to find out if the receiver has received the message or not. Using the handout, explain that communication can be done via speaking, listening, gesture and writing.	 Page no. 19	 10 minutes
5	Divide the students into groups, based on their professions and ask each group to read the activity on page no. 20 closely and explain how they communicate in their professional lives, using these ways: 1. listening	 Page no. 20	 25 minutes

#	Instructions	Page No.	Time
	2. writing 3. Non-verbal Give the students 15 minutes for the exercise. When the students finish the exercise and have a 2-minute group presentation at the end. With the help of page no. 21, explain the ways of communication in customer care service. Tell them that in each profession, one can communicate through writing, listening and non-verbally but the important objective is to communicate the message effectively.	 Page no. 21	
6	Divide the students into 3 groups, according to their number and ask each group to read the story on page no 22 closely and tell: <ol style="list-style-type: none"> 1. What mistake did Naila make? 2. Has that ever happened to you? 3. In your opinion, is it important to listen to the customer or giving them information? 4. In your opinion, why is it important to listen in customer care? Give the students 20 minutes for this activity, and then ask them to write their responses on a chart. Each group will, then explain their answers through presentation. When the students have finished the exercise, tell them that it is essential to listen, always. Without listening, you cannot follow the instructions in the right manner.	 Page no 22	 20 minutes
7	Ask the students that in their opinion, what is effective listening? Listen to the answers and with the help of page no. 23, tell the students that effective listening is essential to effective communication. We can understand the message only if we listen closely. For instance, it is important to listen during telephonic conversation. Listening alone is not enough for effective communication, one must also give their opinion after listening, as well. In addition, the message must always reach the concerned people, when necessary. Explaining further, enlist the benefits of effective listening and provide instructions for effective listening, with the help of page no. 24	 Page no 23 and 24	 10 minutes
8	Tell the students that adopting an effective way is very important for better messaging and communication. Give the reference to page no. 25 and read out each point, to them. Ask questions, where necessary and answer effectively.	 Page no 25	 10 minutes







#	Instructions	Page No.	Time
9	Ask students that talking to a customer on a phone call is important or not? Take their opinion and describe that customer service on phone call is more conscious as compare to face to face conversation. Explain the content of page 26 and respond the queries during the discussion.	 Page no. 26	 10 minutes
10	Tell the students that non-verbal communication is essential component of communication. Based on their number, divide the students into 3 groups and ask each group to read the story given on the page no. 27 closely and to write answers to the given questions. Give the students 20 minutes for the exercise. Once all students have finished the exercise, take presentation and explain the non-verbal communication.	 Page no 27	 35 minutes
11	Ask the students that in your opinion, how would you communicate your thoughts without talking? Listen to their answers and tell them that it isn't essential to only communicate through talking. One can communicate without words as well. For instance, smiling to greet someone and showing that you understood something, by nodding. Ask the students to focus their attention on page no. 28 and explain that non-verbal communication is very important for our everyday life. but, we often ignore it	 Page no 28	 10 minutes
12	Based on their strength, divide the students into 3 or 4 groups and invite them to focus on page no 29 and tell them that: <ol style="list-style-type: none"> 1. What mistake did Ahmed make and where? 2. Why is it essential to write the details of an order? 3. What is the importance of writing in customer service? Give students 20 minutes for the exercise and take a presentation, once they have finished	 Page no 29	 20 minutes
13	Tell the students that another important way of communication is writing, which is common. Writing is as essential in the field of customer care as within other fields. But it is very important to write while listening. With the help of page 30, explain the importance of communication through writing.	 Page no 30	 10 minutes
14	Tell the students that email is the most professional way of communication. This is the best way to communicate with your customer without making them annoying. You can even send them regular updates, promotions and	 Page no 31 and 32	 10 minutes












#	Instructions	Page No.	Time
	the details of the services/products via email. Explain the content on email writing with the help of page no. 31. Tell participants that they should be careful in writing emails, explain the rules by the page no 32.		
15	Give the students homework on page no 33 and tell them that for this activity, you must keep your family, customers, market and shop-keepers, in your mind. Tell the students, while concluding the session, communication is very essential for personal and professional life. Hence, speaking well, better listening can improve your communication skills. Before ending the session, give the post-test to the students and take it back within 15 minutes. When the students have finished the test, take it back after counting it thoroughly.	 Page no 33	 20 minutes









Work Ethic

Objectives and Time	
 4 hours	By the end of the session, students will be able to: <ul style="list-style-type: none"> ▪ Follow the work ethic in customer care service. ▪ Improve themselves by evaluating their work ethic in customer care service ▪ Provide suggestions to improve work ethic in customer care service.

Session Plan

#	Instructions	Page No.	Time
1	Welcome the students to the 4 th session and referencing to the last session, tell them that just as every place has certain rules and policies, work place also has rules. Some of these rules also apply to many other and they are called general Ethics, while others are specific to your profession. Complete the pre-test with the students and explain the summary of the session with the help of page no 34.	 Page no 34	 20 minutes
	Help the students focus their attention on the scenario given on page no. 35 and ask them to read the questions and tell: <ol style="list-style-type: none"> 1. Was the task in each session, tackled appropriately? 2. In your opinion, how will it impact the performance of the employee 3. In your opinion, how the situation could have been improved? 	 Page no 35	 20 minutes
	Ask the participants what is work ethic to you? Listen to their answers and tell them that work ethic entails fundamental rules that the employees need to follow during work. Here, employees' ability for teamwork is also gauged alongside their attitude, character, values and communication style. Work Ethic showcase a person's personality. Hence, only technical skills are not sufficient. Instead, following rules regarding the place, people and other aspects is also important. With the help of page no. 36, define work ethic and explain the three pillars of work ethic in customer service.	 Page no 36	 15 minutes

#	Instructions	Page No.	Time
	<p>Divide the students into three groups and tell them to write 5 work ethics pertaining to the following:</p> <ol style="list-style-type: none"> 1. Group 1: ethics pertaining the worker 2. Group 2: ethics pertaining to the skill 3. Group 3: ethics regarding the rules and policy <p>Give the students 20 minutes to complete the exercise. Once it has been completed, ask them to give presentation in form of a group, explain where necessary. With the help of page no. 36 explain work ethic in detail.</p>	 Page 36	 30 minutes
	<p>Ask participants that why they should follow the customers code of ethics? Take responses from students and with the help of page 37 elaborate the 7 benefits of service attitude.</p>	 Page no 37 and 38	 5 minutes
	<p>Divide the class into three or four groups and ask each group to brainstorm 5 customer care ethics for face-to-face and telephonic ethics in customer care service. Give them 10 minutes to brainstorm and ask each group to write their responses on a flip chart. Ask each group to present their findings. Explain in more details by explaining the content on page 39-41.</p>	 Page no 39-41	 10 minutes
	<p>Inform participants that whether your customer interactions carried out by phone, via email, in Live Chat or in person, there are some common sense principles that could significantly improve service. With the help of page 42 and 43 elaborate the Customer Interactions and response if the students have any query.</p> <p>Inform participants that customer care service needs care and safety with the help of page 44 and 45 give tips for work safety. Explain the sitting position for long working hours by taking information from page no 46 and 47.</p>	 Page no. 42- 43  Page no 44-45  Page no 46 and 47	
	<p>Tell the students that we are going to do an exercise. Divide the students into 3 groups according to their strength and ask them to read any two scenarios on page no. 48 and answer the given questions. Give the students 20 minutes for this exercise and then ask them to give presentations. In the light of their answers, explain that as employees, following work ethic and also</p>	 Page no. 48	 30 minutes

#	Instructions	Page No.	Time
	making others follow them as well, is their obligation		
	Invite the students to focus on page no. 49 and explain the 5 rules of work ethic. Tell them that following each and every rule is very important. It makes a person's character and work, shine. Work ethic not only sets a person apart but also makes the entire organization, noteworthy.	 Page no 49	 25 minutes
	Invite the students to focus on the book's page no. 50 and 51 and ask them to read the rules, carefully and evaluate themselves on the sheet provided. Give the students 20 minutes, like your students Once they have finished the exercise, check their answers and explain where necessary.	 Page no 50-51	
	With the help of trainer note, have the students do a role-play. Ask them what they have learnt from the role-play. Appreciate the students' answers and tell them that although work ethic improves performance. However, in certain situations, if an employee is not following work ethic, he might lose his/her job, as well. Explain the main reasons for getting fired from the job	 Page no. 52  Trainer note 2	 25 minutes
	<p>Tell the students the homework given on page no 53 and ask them to follow the instructions. At the end of the session, tell the students that if work ethic is not followed, it may impact your performance. Prior to ending the session, distribute the post-test among students and collect them after 15 minutes and count thoroughly.</p> <p>At the end of the session, tell the students the message in form of poetry, "Ethic is the first virtue among all the virtues of love" or "Ba adab, Ba naseeb; Beyadab, bay naseeb'.</p>	 Page no. 53	 20 minutes

Trainer note no. 2

Role-play – Why was I let go

Objective of the role-play: explaining the importance of work ethic in customer care service

Characters:

Nasir: A receptionist

Sajid: A teacher in another city

Scenario: Sajid has returned to his job after 6 months of vacations and he has met his friend Nasir.

Nasir: worried and sitting silently

Sajid: Brother, what's the matter, why are you worried? What happened?

Nasir: I have been let go from my job. I cannot understand why was I let go?

Sajid: (with astonishment) You have been let go, but why?

Nasir: Nothing major. Sometimes, I came to work late.

Sajid: (while sampling slightly) that's all?

Nasir: (scowling) While talking on phone, I was unable to understand many things, but I still managed to complete my work.

Sajid: (laughing a little) ok, this is not a big deal. Is there something else?

Nasir: Buddy, you sometimes get into fights at workplace as well.

Sajid: (with sarcasm) yes, that happens. Then?


Nasir: Senior officers would often ask me to dress well and get a hair-cut. It made me feel weird.

Sajid: (laughing loudly) and you still do not know why you were let go?




Nasir: Starts beating him and he runs away.



Session 6




Effective Time Management






Objectives and Time	
 3 hours	<p>By the end of the session, students will be able to:</p> <ul style="list-style-type: none"> ▪ Understand the importance and benefits of time. ▪ Understand the advantages of time management in customer care service. ▪ Take actions regarding time wastage factors and their solutions ▪ Make schedules and plan for their daily activities.


Session Plan

#	Instructions	Page No.	Time
1	<p>Read the story given at the start of the session, to the students and connect the moral of the story (If we do not value time, time won't value us, either) with importance of time. Inform the students regarding the objectives of the session and time needed. With the help of page number 54, tell the students summary of the session. So, as to prime their interest in learning how to manage time effectively.</p> <p>Prior to starting the session, take a pre-test and mark them properly. This will prove helpful in comparing with post-test marks</p>	 Page no 54	 20 minutes
2	<p>Divide the students into 4 groups, based on their strength and ask them to read each story given on the page no. 55. Read each story carefully, within your group and follow the instructions given below those stories.</p> <ol style="list-style-type: none"> 1. In each story, what was the main reason for the problem? 2. What steps should be taken to avoid such situations?" <p>Give the students 10 minutes for the exercise and give everyone a flipchart and marker, so that they can extract the essence of each story. As soon as the time ends, ask the students to give presentations, one-by-one. Underline and emphasize the points made during these presentations. So that, it is easier to reference to them, later. Students will put forth different answers, such as beautician did not know how to do her job, she was not</p>	 Page no. 55	

#	Instructions	Page No.	Time
	<p>serious, she did not pay attention, the family had to listen to a lot, the groom's family got annoyed, etc. etc. Similar answers will emerge from the presentations as well. As an instructor, you have to connect these points with better time-management, importance of time, scheduling of tasks and evaluating your task w.r.t to time. This will connect to with all the upcoming topics.</p> <p>Exercise:</p> <p>Paste these charts in the training hall, since this information will be very beneficial during upcoming topics and can be used as a reference. Ensure that the students are ready to learn about time management and its use in their profession.</p>		
3	<p>Keeping this activity in mind, ask the students regarding the definition of time in customer care service. In the light of incoming answers, explain the importance and benefits of time and also share with the verse by Allama Iqbal:</p> <p style="text-align: center;">وہی ہے صاحب امروز جس نے اپنی اہمیت سے زمانے کے سمندر سے نکالا گوہر فردا اقبال</p> <p>Tell them the that "Amroz" means "Today" and "Fardah" means "Tomorrow" and in this verse, Allama Iqbal is saying that the present belongs to the one that pulled diamond of future (time) from the sea through his effort. Hence, he thought about the future and scheduled his tasks for the day accordingly and stayed two steps ahead of time.</p> <p>After that, tell the students that time is very important. While everyone advises to respect time, now-a-days, as the advancement has created a lot of ease, it has also created many ways of wasting your time, as well.</p> <p>Tell the students about the research on page no 56 regarding how much time people waste daily. If we convert it for a week, month or a year, it will account for a big chunk of time.</p> <p>Tell the students that effective time management is essential for success in life and that effective time-</p>	<p style="text-align: center;"> Page no. 56, 57 and 58</p>	<p style="text-align: center;"> 35 minutes</p>

#	Instructions	Page No.	Time
	<p>management is a skill. We are now going tell you such principals that will play an important role in your journey to success. Ask the students to focus their attention to the 4 principles outlined on page no. 57 and students to volunteer to read each principle. Also, elaborate on how the principle can be converted into a reality. If the students have any question, answer it. It will be better if you explain using examples related to customer care.</p> <p>Ask the students, the benefits of time-management in their opinion. In the light of their answers, guide them regarding the benefits of time-management, with the help of page no. 58. To enhance their interest, take help from pictures and link the benefits to customer care.</p>		
4	<p>Tell the students that how to use time in an effective manner, since it is so important. Keeping the customer care service in mind, listen to their responses and link them to the golden principles provided on the page no. 59 and explain each principle.</p> <p>Tell the students that we are about to do an important exercise but before that, tell me what some tangible precious objects around you are. Their answers will be different. For example, mobile, watches, laptop, camera, money, jewelry, etc. Ask the students, are they afraid of them being stolen? If they reply in affirmative, tell them that similarly, time is also very precious and there is always a danger of time being stolen. It is true for us and others. Now, divide the students into 6 groups and ask them to read the stories, based on the instructions give on page no. 54:</p> <p>“Read the afore-mentioned scenario carefully and tell:</p> <ol style="list-style-type: none"> 1. Are they right or wrong? 2. If they are wrong, then what should they do, so that the customer’s time is not wasted? <p>Tell the students to remember that these are the factors that steal their time. Write them on cards and ask the students to paste them on the wall and cluster them as well. Ask them to focus their attention on the factors that contribute to time wastage, as outlined on page no. 61. Tell them that these and the points they wrote are very similar but highlight those that are linked with their profession for another exercise.</p> <p>Tell the students that time wastage is a very big issue</p>	<p style="text-align: center;"> Page no. 59</p> <p style="text-align: center;"> Page no 60 and 61</p> <p style="text-align: center;"> Page no 62 and 63</p>	


#	Instructions	Page No.	Time
	<p>and there are many issues attached to it, that you will learn through the stories included in the session.</p> <p>With the help of page no 62, explain 3 valuable time management rules in customer service.</p> <p>We will learn the main reasons and their solutions. Invite them to focus their attention to page no. 63:</p> <p>“from within the given reasons, choose the ones that waste your time:</p> <ol style="list-style-type: none"> 1. What steps will you take to end or contain the situation?” <p>Give the students 10 minutes for the activity and check if each student is doing the exercise. If anyone is facing issues, help them.</p> <p>Example: if someone writes ‘I have a habit of taking unnecessary information’. For that, they will first have to determine the information that needs to be taken. For instance, if someone has to stay at the hotel, what will be important to ask; CNIC, how long will they stay and the facilities that will be given by the hotel, internet, breakfast, newspaper, etc. apart from that, there is no need to take more information. If needed give the “help” number to the customer.</p>		
5	<p>Tell the students that we can use our time in an effective manner, if we know how much time we have and what tasks we need to accomplish during that time. For that, we will now do an exercise. You will organize your daily tasks based on the format given on page no 64. The biggest benefit for you will be that you will become aware of your tasks and you will be able to accomplish them in a better manner. Remember that you only have to write your professional tasks here.</p> <p>Explain the content on page no 65 and elaborate the time management tips for service professionals.</p>	 Page no. 64  Page no 65	 15 minutes
6	<p>Tell the students that effective time management is a sign and guarantee of a happy life. Tell the students that now we will do an activity, in which you will have to do your own analysis. Through this analysis, you will evaluate what you are doing and what you are not. Also, how to improve, what you are not doing? Invite the students to pay attention to page no. 66,67 and read the given instructions:</p>	 Page no 66,67	 30 minutes

#	Instructions	Page No.	Time
	<p>“Read carefully and respond in yes/no. if your response is no, then how can you improve it: Example: do you manage time effectively in your professional life. Answer: no How can it be improved? By making a to-do list, scheduling task, taking suggestion from a senior.”</p> <p>Allow the students 20 minutes for the exercise and keep a check on them while they do the exercise. If someone needs guidance, help them. It will be good to ask 2, 3 students how many tasks they never get to and what responses have they written for those. This will also be a source of guidance for other students. If someone has a question regarding this, answer them</p>		
7	<p>Tell the students that scheduling the tasks is the tool that will allow them to do every task on time. For instance, usually we start a task at random, that is not important and end up ignoring the important task.</p> <p>Tell the students that we will give you a homework that is in the form of a project. You will need to take suggestions from you family and teachers for that.</p> <p>Ask the students to focus their attention on page no. 60 and read the given instructions.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Choose a project based on your profession 2. Schedule your tasks and evaluate the time needed for each task 3. How can effective time-management prove beneficial to do everything on time? <p>Tell the students to read their chosen scenario. If they need your guidance, they may ask. Based on students’ questions, provide guidance accordingly.</p> <p>Tell the students that this exercise will allow them to see, what they need to do for each one of their tasks, who will do it and when. Apart from that, which task is very important and needs to be done, immediately. It will help you develop awareness regarding the process of scheduling tasks.</p> <p>Tell the students that through the project, they can plan better by sequencing and scheduling their tasks. This will allow them to use the most precious thing in the world,</p>	 Page no 68 and 69	




#	Instructions	Page No.	Time
	<p>time, effectively and succeed.</p> <p>At the end, ask the students about the important lessons learnt through the session. Take their post-test and conclude the session.</p> <p>Note: give them a deadline for completion of the project and try that they come with a finished project in the next class. Here, provide your expert opinion where necessary.</p>		








Session 6








Managing Conflicts and their Resolutions



Objectives and Time	
 <p>3 hours 30 minutes</p>	<p>By the end of the session, students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain the conflicts and complaints during customer service. ▪ Resolve the conflicts in customer service. ▪ Explain the importance and advantages as well as disadvantages of conflict resolution during customer service.

Session Plan

#	Instructions	Page No.	Time
1	<p>Welcome the students to the session and ask any volunteer to read the story give at the start of the session. The moral of the story is that conflict will damage both parties and prove non-beneficial. Tell the students that fighting, and bickering are useless. Customer service involves tasks that require teamwork. It is always better to avoid a fight. There are many ways to resolve a conflict, but aggression is not a solution. Tell the students that during the session, we will learn, what conflicts are and how to resolve them. Read the summary of the session from page no. 64 and elaborate upon the components of the session.</p>	 Page no. 70	 20 minutes
2	<p>Divide the students into 4 groups and tell them that now we will do an exercise. Invite them to focus on the page no. 71 of the training handbook. Instruct them to read all the scenarios given on the sheet of paper. After reading, answer if a person providing customer care service can become the reason from any complaint? If yes, how? And if now, why not? To explain, read the first scenario whereby Zahid is the hotel manager, but he gets angry very easily. Ask the students, can Zahid ever become the reason for conflict at work place? Write down their answers and ask them how Zahid can become the reason of a conflict. Now ask the students to complete their sheet. Given 10 minutes to the students for the activity. Also, take presentations at the end.</p> <p>Emphasize that customer care is a profession where you have to face a lot of conflicts. As customer care is a</p>	 Page no. 71	

#	Instructions	Page No.	Time
	profession that requires meeting a lot of people, so we need to understand their personality and what kind of conflicts may arise		
3	Ask the students, what is meant by complaint? Listen to their answers and encourage them as well. Tell the students that customer's dissatisfaction pertaining to quality of products or services, communicated verbally or through e-mail, is called complaint. The customer can either make direct contact or through customer service point. Now ask the students what is a conflict? Listen to their answers and explain that any interaction between a customer and vendor regarding provision of products or services can become a conflict, if the customer is not happy. Tell them that conflicts often happen but addressing them is critical. Otherwise, they may hamper the relationships with the customers. Ask the students, now that we have understood conflicts and complaints but why do you think their resolution is necessary? Encourage the students and with the help of page no. 66, explain why it is important to resolve conflicts. If the students have any question in this regard, answer them and take the session forward.	 Page no. 72	 25 minutes
4	Divide the students into 4 groups and ask them to write the main reasons for complaints and conflicts on the charts. Ask the students to write reasons for any conflict that they may see. Give the students 10 minutes for the activity. Once all groups have finished their tasks, take presentation. Appreciate all the groups, and ask them to focus their attention to the reasons on page no. 73 and explain each, individually	 Page no. 73	 20 minutes
5	Ask the students if they have heard the saying, "Do bartansathsath pray hon to awaazdetayhein". Similarly, when people interact and communicate, they often have conflicts. What could be the possible way to deal with these conflicts? To explain the ways to deal with conflicts, have the students do a role-play. Select the students for role-play beforehand and inform them about their characters. The characters as well as the entire process has been explained in trainer note. Ask the students watching the play to remain quiet and observe each person's actions closely. As soon as the role-play ends, ask them, how was it? how did they feel? What was the issue the customer was facing? Why did the issue become such a big one? How was it resolved? Link their answers to the attitude and characters of different	 Page no. 74  Trainer note 3	 50 minutes

#	Instructions	Page No.	Time
	people and tell them that to resolve conflicts and complaints, the best solution is positive attitude. After that, bring their attention to page no. 74 and explain the 12 ways mentioned there. Link them to the role-play. Appreciate the students and take the session forward.		
6	Divide the students into 4 groups and ask each group to read the scenario mentioned on page no. 75 and tell why the customer is unhappy? Can his unhappiness be lessened? If yes, then how? Give the students 15 minutes for the task. Once all the groups have finished the task, ask them to give presentations. Appreciate them. Tell the students that to address the unhappiness/anger, one must know the reason. Customer care service has no room for customers' unhappiness. Tell the students that if a customer's unhappiness can be resolved, it must be resolved. Explain the ways to deal with unhappy customers or clients, given on page no. 75, and explain them individually. At the end, answer any questions that the students may have.	 Page 75	 25 minutes
7	Ask students that what is anger? Take responses from the students and define the anger their causes and tips when you are angry. Also let them know that anger may lead to health problems, tensions, interpersonal problems and conflicts. Given them tips to deal with anger and explain the points given on page no 77.	 Page 76 and 77	
	<p>Ask students that what will you when you deal with an angry customer. With the help of page no 78 explain the key steps to deal with anger management.</p> <p>With the help of page no 79 elaborate the customer diversity: Cross-Cultural Customer support and respecting customer diversity.</p> <p>Explain the techniques to handle annoying male customers by page no 81.</p>	 Page no 78  Page no 79-80	
	Divide the students into 4 groups and ask them to complete the sheet given on page no. 76. Ask the students to read each scenario carefully and respond, if it would be easy to respond to the situation effectively? What would you do in a similar situation? To explain, first complete one scenario yourself and give the students 10 minutes to complete the rest. Once the students have finished, ask them to give presentations and appreciate their efforts. If there were any better ways to deal with the situation explain	 Page no. 82	 15 minutes

#	Instructions	Page No.	Time
	Tell the students that appropriate way of dealing with conflicts is essential. If that's not done, the situation can get worse and that can be very harmful. Tell the students their homework and explain. Before ending the session, have the students complete a post-test which will take 15 minutes. Once the students have completed the test, count their tests.	 Page no 83.	 15 minutes

Trainer note no. 3

Role play – resolution of conflicts

Objective of the role-play: explain the 12 ways of dealing with conflicts

Characters:

Arshad: a receptionist at a restaurant

Customer: came to eat a meal

Ikram: manager of the restaurant

First scene:

Customer: comes to the restaurant and asks the receptionist on which table to sit.

Arshad: points him in a direct with his finger, where all tables are set.

Customer: Goes and sits a table of his choice (after a while, he comes back to Arshad and complains about the quality of the food)

Arshad: You could have gone somewhere else, we did not force you to come here.

Customer: I am complaining to you and you are being hostile. Your tone is very inappropriate.

Arshad: So, shall I bless you instead?

Customer: at least let me speak (manager comes after listening to their argument)

Manager: sir, what's the issue?

Customer: there is no organized system here. This person did not show me to the table, the food came with delay, the food did not taste good as it was too salty. You may taste and check.


Manager: I apologize, sir. Please come with me, I will show you to your table. Whatever you ordered, we will make it again and it won't be salty.

Customer: (thinks and then goes with him)





Manager: orders food for him again and assures the quality by having the customer taste. After that, he returns to Arshad and scolds him.











Session 6








Job Search and Preparation

Objectives and Time	
 2 hours	By the end of the session, students will be able to: <ul style="list-style-type: none"> ▪ Explain the importance of appropriate job selection ▪ Make the list of possible ways of searching for a job ▪ Make a list of important components of a Resume and Cover-letter ▪ Prepare their own resume

Session Plan

#	Instructions	Page No.	Time
1	<p>Welcome the students to the session 6 on the training and ask any volunteer to read the story given at the start of the session. Infer the moral that if we do not prepare ourselves and our documents for job, we will not be able to get the job. We may also suffer the same consequences as the young man in the story. He went for the interview unprepared. Even when you don't say anything, your documents say everything. After that, tell them the components of the session and explain the summary of the session with the help of page no. 84. Explain to the students that to be eligible for a job, they must have technical and professional skills. These are shown through your C.V and cover-letter. After that, the next step is interview. If you make a good impression there, you will be able to secure the job but for that, you need to prepare fully. It is very important, so that you are successful in gaining the job.</p>	 Page no. 84	 15 minutes
2	<p>Ask a volunteer among the students to read the story given on page no. 85. At the end of the story, ask the students, what was the reason for Nasir's failure in securing the job? Note their responses and ask someone else to read the story. Ask the students, why Shakeel was successful in getting the job. Note their answers and tell them that to get a job, we must know the department we wish to work in. Also, we must prepare for that as well. In the profession of customer care, C.V and cover-letter are also very important to get the job.</p>	 Page no. 85	 30 minutes

#	Instructions	Page No.	Time
3	Ask the students that where and at which level do you wish to work? Listen to their answers and give the reference to the sheet on page no. 86. Tell them that now we will do an exercise that will explain where you want to work and what will be your sources in your search. Gove the students 10 minutes to complete the sheet. Once they have finished, give few examples.	 Page no 86	 30 minutes
4	Ask the students what you will do if you see an advertisement for a job? The answer is that they will have to give an application for the job. To write an application for a job, you will usually need the following: <ol style="list-style-type: none"> 1. C.V or biodata that contains important information regarding your education and professional experience, so that your employer can evaluate it. 2. A one-page cover-letter, that shows your interest in a particular post and why you deem yourself suitable for the job? Ask the students to see the page no. 87 and tell the definition and components of a C.V. Give them the reference to the sample given at page no. 88	 Page 87, 88	 35 minutes
5	After that, tell the students that now we will talk about the things to consider while preparing a C.V. For this, give the students two cards each (red and green) and ask them to write their responses regarding the information they must write and which to avoid, while making their C.V. Ask them to write the ones that must be mentioned on a green card and those that must not be mentioned on a red card. One volunteer can past the cards on two separate flip charts. These will then be linked with the points mentioned on page 89. Tel the students that unnecessary details waste the employer's time and that might reduce your chances of getting a job. So, try to cover only important details in your C.V	 Page no 89	 10 minutes
6	Giving the reference of page no 90 from training handbook, tell the students the basic principles of cover-letter/application. Show the students the sample of cover-letter on page no. 91 and tell them the benefits of a well-typed cover-letter. It helps you impress the potential employer and forces them to take you seriously	 Page no 90, 91	 15 minutes
7	Now tell the stents that we will prepare our own C.V. Instruct the students to think about the job they want to have. Imagine a vacancy has been announced and you are making your C.V. Explain the format given on page	 Page no. 92	 15 minutes

#	Instructions	Page No.	Time
	number. 92 to them and ask them to write their information on the give format. Give the students 15 minutes for the activity. Once all the students have finished the task, ask them for some examples. If there is a mistake, help them rectify that. Tell them that they have to make a computerized C.V at home as well.		
8	Ask the students if they have ever given an interview? If no, then do you know what an interview is? In the light of their answers and with the help of page no. 93, help them understand what an interview is and what is important in the process.	 Page no. 93	 10 minutes
9	Tell the students that now we will see a role-play. Select the students for role-play beforehand and introduce them to the characters. Explain the characters and entire process through trainer note. Audience must remain quiet and observe closely. After the role-play, ask them how was it? How did they feel? Ask the students why was Azhar worried? What was his father suggesting to him? Link their answers to the role-play and tell them that there are many instances before, during and at the end of interview that demand close attention, and these have profound impact. These allow the employer to assess how beneficial you can be, to them. After that, with the help of pages 84 through 86, link the instructions for before, during and after the interview to the role-play	 Trainer note 4  Page 94 to 96	 35 minutes
10	Give the students their homework at the end and read out the instructions. After that, take the post-test and tell them that everything discussed during the session is very important in make the job process very easy for the	 Page no 97 and 98	 5 minutes

Trainer note no. 4

Role Play – Interview

Objective of the role-play: tasks pertain to during, before and after the interview

Characters:

Azhar: A young man in search of a job

Azhar's father: A retired teacher

First scene

(Azhar got a call for interview from his company. he has an interview tomorrow and he is very worried about tomorrow. His father has just returned from prayers and upon seeing him, he asks)

Father: son, what happened/ why do you look worried?

Azhar: Dad, I got a call for interview

Father: Aha! That is a reason to celebrate. Tomorrow, go to your interview wearing neat and tidy clothes and prepared

Azhar: Dad, I will shower and get ready for the interview, appropriately, but I am nervous about what they might ask me

Father: son, they will ask you; what do you know and what you want to do. Apart from that, they will ask about your experience and previous jobs. That's all!

Azhar: Dad, I will answer these questions and I am worried that I may come across as shy and nervous.

Father: Son, practice in front of a mirror. You will see that your will give an amazing interview.

Azhar: Yes, dad! That's a great suggestion. Tell me more

Father: put your documents neatly in a file and take in a good manner.

Azhar: Dad, what should I do, when they are taking the interview? What should I tell them?

Father: Son, remember your major strengths and tell them, while forget your small mistakes.

Azhar: okay, dad I will do that

(Azhar comes back from the interview the next day. He is very happy as the interview went well. As he enters, he says to his father)


Azhar: Dad, my interview went very well. I did as you told. They said that they will give me the employment letter soon

Father: Wow, congratulations son. Now remember, if they do not call you in few days, call them yourself.





Azhar: (happily) I will do that dad.

Father: now go and bring sweets (both smile)

Training Evaluation and Conclusion

Objectives and Time	
 <p>3 hours</p>	<p>By the end of the session, students will be able to:</p> <ul style="list-style-type: none"> ▪ Evaluate the things that they have learnt during training. ▪ Give their opinion regarding the training ▪ Conclude the training

Session Plan

#	Instructions	Page No.	Time
1	Tell the participants that the training is heading towards its conclusion. Invite them to give their feedback. When the participants are giving their feedback, note that down. Say, now we will see what we learnt from the training. If the participants have any questions, answer them		 <p>5 minutes</p>
2	Take written examination from the participants which they will be aware of. After that, distribute the evaluation form for written feedback. Give them 10 minutes to fill the form. Explain to the participants that writing their name is not essential. When the time is up, take the evaluation form back and count them thoroughly. So that, no participant's feedback is left behind	 <p>Evaluation form</p>	 <p>15 minutes</p>
3	Announce that the workshop has ended (if a representative from any organization is present, invite them for conclusory remarks). Distribute the certificates and end the workshop while thanking the participants.		 <p>20 minutes</p>