

Trainer's
Manual

Soft Skills

Electrician and Technician
Trade Group



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Guidelines for Trainer

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 to increase the employability of the students, enrolled in these programs. Evidence showed that coupling vocational training with soft skills not only increases employability, but can also provide better services as professionals. For instance, communication skills, self-confidence, teamwork, time-management, etc. would not only improve their performance at their current job, but also ensure sustained progress in their respective profession.

Sectors and trade groups

On this base, a training program, initially for six trade groups of four sectors, was arranged for students, which will be taught alongside soft skills.

Sector	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 of Training Material:

A complete and individualized curriculum was prepared to teach the students from each of these sectors. In this program, qualified instructors or trainers will impart these soft skills, in a formalized manner. A short introduction of training material included in this curriculum is given below:

1. **Handbook for students:** A separate handbook has been prepared for each trade group, in which soft skills are introduced through stories, exercises and homework, based on the sector's needs. The language of this handbook is kept very simple and is easy to understand. Pictures and stories guide the student about important skills and are beautifully linked to each trade. This not only helps the students in understanding the concepts, but also to link them with their personal lives.
2. **Trainer's manual:** A separate trainer's manual is also prepared for each trade group, to guide the instructor in teaching each topic, covered in soft skills. This

manual consists of session plans that explains each topic as a training session and guides teaching concepts and conduction of proposed exercises, roleplays or other activities. There are total 22 activities and 11 homework exercises to ensure the quality of education. All the instructions contained within this manual are for the trainer.

3. **Examination and Evaluation toolkit:** Two tools are described in this toolkit to evaluate the students' learning and the subsequent change in performance. Moreover, a report card is also provided in this toolkit, which helps the evaluation team and employer regarding the students' skills.

Proposed Schedule:

This training course is designed in light of the diverse duration of technical training courses, which, in turn, will prove to be very beneficial to the instructors of technical institutes. The duration of course is given below:

Schedule for Occupational Training Course:

Course duration	Daily hours	Weekly hours	Total weeks
3 months	45 minutes daily	45 minutes	12
6 months	25 minutes daily	2 hours	24

Order of the topics:

The list of topics is provided below. The entire course is divided into 9 sessions and sub-topics. The duration for each sub-topic is mentioned.

#	Session	Duration
1.	Introduction	1 hr 30 min
2.	Session 1 -- Confidence and Communication Skills (04 hours)	
2.1	Self-confidence and communication skill	45 minutes
2.2	Link between self-confidence and communication skill	45 minutes
2.3	Evaluation of self-confidence	60 minutes
2.4	Communication skills for electrician and technician	45 minutes
2.5	Communication skills	45 minutes
3.	Session 2 -- Attention to Details (03 hours)	
3.1	Which tasks require attention?	35 minutes

#	Session	Duration
3.2	Attention to detail in electrician and technician work	45 minutes
3.3	Steps of attention to detail in electrician and technician work	70 minutes
3.4	Instructions for increasing attention to detail	30 minutes
4.	Session 3 -- Work Ethic (03 hours)	
4.1	Work ethic	40 minutes
4.2	Work ethic for electrician and technician	60 minutes
4.3	Five principles to promote work ethic	35 minutes
4.4	Evaluation of work ethic	45 minutes
5.	Session 4 -- Time Management (02 hours)	
5.1	What is time management?	25 minutes
5.2	How your time is wasted?	25 minutes
5.3	How an electrician and technician can manage his time?	35 minutes
5.4	Planning and organizing skills	35 minutes
6.	Session 5 – Teamwork (02 hours)	
6.1	Teamwork	20 minutes
6.2	Your team	25 minutes
6.3	Ways to promote teamwork	40 minutes
6.4	Evaluation of teamwork	35 minutes
7.	Session 6 – Stress Management (01 hour)	
7.1	Causes of stress	20 minutes
7.2	How to deal with stress?	20 minutes
7.3	Stress management	20 minutes
8.	Session 7 -- Conflict Management (02 hours)	
8.1	Occupational conflicts of electrician and technician	20 minutes
8.2	Causes of conflicts faced by electrician and technician	35 minutes
8.3	12 suggestion for conflict resolution	25 minutes
8.4	Conflict management in occupational life	40 minutes
9.	Session 8 -- Occupational Health and Safety (02 hours)	

#	Session	Duration
9.1	Occupational health and safety	10 minutes
9.2	Hygiene principles	35 minutes
9.3	Safety measures	30 minutes
9.4	Safety measures during work	45 minutes
10.	Session 9 -- Job Placement (02 hours)	
10.1	Job placement	20 minutes
10.2	Preparing a CV	30 minutes
10.3	Cover Letter	25 minutes
10.4	What is an interview?	45 minutes
11.	Course evaluation and conclusion	40 minutes

Introduction

Objectives and Duration










1 hour 30 min





At the end of this session the students will be able to:

- Know the details and schedule of soft skill training course.
- Use their soft skills during job in a better way.
- List down the modules and sessions of soft training course
- Prepare a list of occupational skills required for soft skills.

Session Plan

#	Instructions	Page no.	Duration
1	Welcome the students in the course of soft skills. Commence the training with recitation of few verses from the Holy Qur'an. This course can be taught in one session and as a part of technical course. Tell the students that technical skill is very important and without it we cannot enter into a profession. However, we need some other skills too, which are necessary for technical skills. Ensure that every student has a copy of students' handbook with him/her. Inform them that this handbook will help them in doing the exercises and homework during the course. Emphasize that they will have to bring this handbooks with them in every session.		 10 min
2	If you and students are familiar with each other, go to step 2, and if you are meeting for the first time then do the introductory session. Ask the students to stand in a circle and tell their names along with favorite occupation. Ask them to tell something about that may give an idea of their soft skills, for example: I am good in communication, I make friends easily, I am a good decision maker, etc.		 20 min
3	Tell the students that you are related to electrician and technician trade group, so it is possible that you consider yourself a technical person. Ask the students:	 Page 03	

#	Instructions	Page no.	Duration
	In your opinion, what are the tasks of electrician and technician? Listen to their answers attentively and say: "Let us see how the skill of electricians and technicians is defined in the handbook". Refer to page 03 and tell that wiring, cable connections and installation & repair of fixed machines and electrical devices is their job. Also, explain that electrician and technician can earn their livelihood by different means, including job and business. However, electrician and technician can get skill in his trade by working as helper with some expert guru. Afterwards he can provide these services individually or can open his own business for which experience is most important.		10 min
4	Ask the students: "What are your main tasks and responsibilities of electrician and technician?" Ask them to reply one by one. Listen to their answers carefully and tell that students should have some soft skills as well as technical skills. Draw their attention to page 04 of the handbook and ask: "Which occupational skills are necessary to complete the tasks given?" Give them 20 minutes for this task. When they complete this task, refer of page 05 and ask them, what they know about 'soft skills'.	 Page 04 and 05	 35 min
5	<p>Refer to page 06 of the handbook and tell the students that only technical knowledge is not sufficient for a successful professional life, but you have to improve your attitude, strengths and habits so that you are able to adapt to your environment, work in a team, show better performance and achieve your objectives. Lack of soft skills is evident when:</p> <ul style="list-style-type: none"> ▪ A fine electrician is not able to talk confidently. ▪ A very good industrial electrician in not able to work as a team. ▪ An expert technician is unable to give attention to detail. <p>Proceed by referring to page 06 of the handbook to describe the soft skills (and their two main types; personal and interpersonal). Elaborate the difference between these two types, i.e., one is concerned with self and other with society or world at large. Explain</p>	 Page 06 and 07	

#	Instructions	Page no.	Duration
	that soft skills are a set of psychological capabilities, which helps the persons to cope with the requirements and challenges of occupational life. Soft skills boost self-confidence, personal impression, time management, teamwork and career development.		
6	<p>Referring to training manual, tell the students:</p> <ul style="list-style-type: none"> ▪ This course is especially designed for the electrician and technician trade group. ▪ This training manual consists of 09 sessions. ▪ Each session consists of some activities and homework, which will be completed alongside practical exercises, questionnaires and tasks, with the help of family members or friends. 		 05 min
7	<p>Linking their expectation with the objectives of this session, explain that by the end of this course, they will be able to:</p> <ul style="list-style-type: none"> ▪ Communicate with confidence. ▪ Work better as a team. ▪ Improve their time management. <p>Ask the students, “What are your expectations from this course?” Note down their answers on a flip chart and link their expectation with the objectives of this session.</p>		 05 min
8	<p>Tell the students that the agenda will guide us through the process of achieving the objective of this training. Moreover, prepare the agenda of the course by using tool no. 1 and also seek students’ suggestion to prepare the timetable.</p> <p>Explain that soft skills are a set of psychological capabilities, which helps the persons to cope with the requirements and challenges of occupational life. Soft skills boost self-confidence, personal impression, time management, teamwork and career development. Tell the students that occupational skills are important because they help us in living a meaningful and effective life.</p>	 Page 01 Toll no. 01	 05 min

Tool no. 1

Weekly Timetable

#	Session	Duration	Date	Time
1.	Introduction	1 hr 30 min		
2.	Session 1 -- Confidence and Communication Skills (04 hours)			
2.1	Self-confidence and communication skill	45 min		
2.2	Link between self-confidence and communication skill	45 min		
2.3	Evaluation of self-confidence	60 min		
2.4	Communication skills for electrician and technician	45 min		
2.5	Communication skills	45 min		
3.	Session 2 -- Attention to Detail (03 hours)			
3.1	Which tasks require attention?	35 min		
3.2	Attention to detail in electrician and technician work	45 min		
3.3	Steps of attention to detail in electrician and technician work	70 min		
3.4	Instructions for increasing attention to detail	30 min		
4.	Session 3 -- Work Ethic (03 hours)			
4.1	Work ethic	40 min		
4.2	Work ethic for electrician and technician	60 min		
4.3	Five principles to promote work ethic	35 min		
4.4	Evaluation of work ethic	45 min		
5.	Session 4 -- Time Management (02 hours)			
5.1	What is time management?	25 min		
5.2	How your time is wasted?	25 min		
5.3	How an electrician and technician can manage his time?	35 min		
5.4	Planning and organizing skills	35 min		
6.	Session 5 -- Teamwork (02 hours)			
6.1	Teamwork	20 min		

#	Session	Duration	Date	Time
6.2	Your team	25 min		
6.3	Ways to promote teamwork	40 min		
6.4	Evaluation of teamwork	35 min		
7.	Session 6 – Stress Management (01 hour)			
7.1	Causes of stress	20 min		
7.2	How to deal with stress?	20 min		
7.3	Stress management	20 min		
8.	Session 7 -- Conflict Management (02 hours)			
8.1	Occupational conflicts of electrician and technician	20 min		
8.2	Causes of conflicts faced by electrician and technician	35 min		
8.3	12 suggestion for conflict resolution	25 min		
8.4	Conflict management in occupational life	40 min		
9.	Session 8 -- Occupational Health and Safety (02 hours)			
9.1	Occupational health and safety	10 min		
9.2	Hygiene principles	35 min		
9.3	Safety measures	30 min		
9.4	Safety measures during work	45 min		
10.	Session 9 -- Job Placement (02 hours)			
10.1	Job placement	20 min		
10.2	Preparing a CV	30 min		
10.3	Cover Letter	25 min		
10.4	What is an interview?	45 min		
11.	Course evaluation and conclusion	40 min		




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Session 01







Confidence and Communication Skills




Objectives and Duration	<p>At the end of this session the students will be able to:</p> <ul style="list-style-type: none"> ▪ Improve their self-confidence and communication skill ▪ Complete their work effective by using communication and listening skills ▪ Use the means of verbal, non-verbal and written communication
 <p>04 hours</p>	




Session Plan

#	Instructions	Page no.	Duration
1	Welcome the students in the session about communication and introduce them to its objectives. Tell them that communication is an art and only through it, can you communicate with and convince others. Ask one of the students to read out the story given in the beginning of session, and conclude that sometimes speaking can cost heavily. Read the summary (page 10) of this session and explain its importance.	 Page 10	 10 min
2	Refer to the stories given on page 11 and ask one of the students to read out the story. When the have done so, ask the questions and appreciate their answers. Explain that many problems may occur because of lack of confidence or communication skill, especially in the trade of electrician and technician (as described in the stories).	 Page 11	 10 min
3	Ask the students: “In your opinion, what is meant by self-confidence and communication?” Explain that confidence is trust in one's abilities, qualities, and judgement. A confident person is not only happy but his confidence plays an important role in his success too. Explain that confidence is linked with your communication skill. The better the communication during work, the higher your self-confidence will soar. Refer to the page 12 of the handbook to explain the ways to increase your confidence.	 Page 12	 10 min

#	Instructions	Page no.	Duration
4	Ask the students: "In your opinion, what is the relation between self-confidence and communication?" Encourage the students to answer, and then remind them the definition of self-confidence. Now divide the students in four groups. Ask two of them to describe a confident person. Write down his characteristics. Then ask two other groups to describe the flaws of a non-confident person. Allow 10 minutes for this task. When all have completed their exercise, ask them to give a presentation. Then refer to page 13 and describe the confidence in details. Tell them that it is the key to success.	 Page 13	 25 min
5	Now tell that students that they will do an activity to evaluate the level of your self-confidence. Refer to page 14 and explain the sheet. Fill the first point yourself. For example, tell them point no. 1 is: "put myself in danger'. In your opinion, when you do this? If you think that, you always do this, assign 5 marks and if you are of the view that you never do this, give 1 mark". Allow 5 minutes for this activity. When all students have completed their work, tell them that your total marks will help to evaluate level of your confidence. Ask some of the students to explain. Elaborate that if you lack self-confidence, you can improve it by using the methods given in previous pages.	 Page 14	 20 min
6	Ask the students: "In your opinion, what is communication?" Encourage them to answer and tell that "imparting or exchanging of information by speaking, writing, or using some other medium is called communication. It involves a sender and a receiver. Some medium is used to send and receive the message." Explain it succinctly by using communication model (page 15), and elaborate the <i>sender</i> (some individual, group or institution) <i>receiver</i> (some individual, group or institution), <i>message</i> (some instruction, concept or view etc.) and <i>means</i> (written, verbal, or non-verbal). Ask the students to give feedback. Tell them that the process of feedback helps the sender to know that the message sent is received or not. Then by using the handout, explain that communication is possible through listening, speaking, gestures, and writing.	 Page 15	 10 min

#	Instructions	Page no.	Duration
7	<p>Divide the students in 4 groups, then ask each group to read, carefully, the story of Ahmed given on page 16 and answer the following questions:</p> <ul style="list-style-type: none"> ▪ Did Ahmed talk properly? ▪ How important is it to satisfy the client? ▪ Can you charge the desired amount by showing anger? <p>Allow 10 minutes for this activity and ask them to write their answers on a chart, and each group will give a presentation about their tasks. When all have completed their exercise, tell them that conversation skill is as important as any work, because without it, you cannot convince anyone. Then refer to page 17 and explain the method of improving the communication skill.</p>	 Page 16 & 17	 30 min
8	<p>Ask the students to go back in their groups, read the story of Aslam on page 18, and to answer the following questions:</p> <ul style="list-style-type: none"> ▪ Who was wrong? ▪ Why is listening carefully and asking questions necessary? ▪ Should we use distractions during work? <p>Allow 10 minutes for this activity and ask them to write their answers on a chart, and each group will give a presentation about their tasks. When all have completed their exercise, tell them that listening is always important because without it, you cannot follow the instructions properly. Then elaborate the advantages of effective listening, by referring page 19 & 20.</p>	 Page 19 & 20	 20 min
9	<p>Ask the students: “How one can express his/her views without speaking?” Listen to their answers and tell that non-verbal, as well as verbal communication is also possible. For example, a technician asking his helper to give him a tool through a gesture. Refer to page 21 and elaborate in details that non-verbal communication is very important in your daily life, but we usually ignore it. Then read out instructions for electrician and technician by explaining the page 22.</p>	 Page 21 & 22	 10 min

#	Instructions	Page no.	Duration
10	<p>Tell the students that now we will do an activity on non-verbal communication. Ask the students to stand in a straight line or U formation, listen to and follow your instructions carefully. Give them following instructions one by one, and also enact accordingly:</p> <ul style="list-style-type: none"> ▪ Touch your nose with hand, clap and sit down. ▪ Touch your shoulder and stand up. ▪ Raise your arms. ▪ Touch your feet; put your hand on mouth (while saying this, put your hand on nose. Note that most of the students will copy you). <p>Ask: “How do you feel about this exercise? Did you enjoy? Are you feeling light? Why some of the your followed rightly and made a mistake in the end? Are body movements more powerful and important than words? Why body movement or non-verbal communication is important?”</p> <p>Conclude that body language is more powerful than words. This language reflects your attitude, thinking and intent. You can express your anger, love or grievance through body language, consciously or unconsciously.</p>		 20 min
11	<p>Divide the students in 4 groups, ask them to read the story of Ahmed given on page 23 and answer the following question:</p> <ul style="list-style-type: none"> ▪ What was Ahmed’s mistake? ▪ Why writing skill is necessary for a HVACR technician? ▪ Is it necessary to write, or is listening to the written instructions enough? <p>Allow 10 minutes for this activity and ask them to write their answers on a chart, and each group will give a presentation about their tasks. Listen to their answers and tell that non-verbal, as well as verbal communication is also necessary, which require skill. Moreover, pitch of your voice also conveys your feelings and emotions. Refer to page 33 of handbook and explain by telling that non-verbal communication is very important in your daily life, but we usually ignore it. Then define and explain the advantages of written communication by referring to</p>	 Page 23 & 24	 25 min

#	Instructions	Page no.	Duration
	page 24. Tell the students that writing is important in the job of electrician and technician as in other trades. However, it includes numbers, symbols, drawings, and diagrams too.		
12	<p>Tell the students that a minor mistake can change the message entirely. To understand this, we will do an exercise: 'Whispers'. Write a message on a piece of paper, e.g. donkey eats grass and is bigger than a horse. Ask them to sit in a circle or keep sitting in their chairs. Tell them that now we are going to do an interesting exercise, so be ready. Ask one of the students to come beside you and remember the message without reading loud. When he has done so, instruct him to whisper the message to the student sitting next to him/her. Repeat this process to convey the message to last student. Then ask the last student to tell the plenary about what message he received. You will find that it is very different from the original message.</p> <p>Ask: "How do you feel? What change occurred? Why the message was altered? Are the senders or receivers are responsible for this alteration? Does the same happen in our everyday life?"</p> <p>Conclusion: Communication of conveying a message is an intricate process. Sender or receiver should careful. If the number of senders and receiver is increased, the chances of alteration will also increase. Communication is very important for our professional life. We cannot do without it in any field, especially in the trade of electrician and technician.</p>		 30 min
13	<p>Assign homework to student given on page 25, and read out the instructions. Tell the students that they have to write the material and time required for each task.</p> <p>Conclude the session by telling the students that communication is important for professional as well as routine life. So speaking power, effective listening and non-verbal communication may enhance your communication skills. Distribute the post-test, allow them 15 minutes to complete it, and then collect and count the sheets.</p>	 Page 25	 15 min



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Session 2

Attention to Detail

Objectives and Duration













03 hours





At the end of this session the students will be able to:

- Give attention to detail during work as electrician and technician.
- Enhance their 'attention to detail' skill by following the ways learned in this session.
- Complete the task in a better and efficient way through attention to detail.

Session Plan

#	Instructions	Page no.	Duration
1	<p>Welcome the students in the session of attention to detail, and tell them that, in the previous session, we discussed the self-confidence and communication skills. We came to know that we could not achieve sex by ignoring these skills. These skills are necessary; however, every skill has its own importance and benefit. In present session, we will try comprehend how we can use these skills in our occupational life. Refer to page 28 of the handbook to give a summary of the session and explain its importance. Distribute pre-test and count the sheets after they have complete it.</p>	 Page 28	 20 min
2	<p>Divide the students in 4 groups. By referring to page 29 ask each group to read the stories carefully and answer the following questions:</p> <ul style="list-style-type: none"> ▪ What was the mistake in each situation? ▪ How could it be avoided? <p>Allow 20 minutes for this activity. When they complete their work, ask them give a presentation (2 minutes). Elaborate that not giving attention to detail in any work may prevent mistakes. Therefore, it is necessary to focus as much as possible.</p>	 Page 29	 30 min

#	Instructions	Page no.	Duration
3	<p>Ask the students, “What is meant by attention to detail?” Listen to their answers and (by referring to page 30 of the handbook) define attention to detail: Attention to detail is the ability to complete a task correctly, which ensures success. Attention to detail is the basic principle of accurate work.</p> <p>Ask the students: what is importance of attention to detail? Note down their answers on a flip chart and link them with the points listed on page 30. It will be better to use photos for this purpose. Describe the advantages and ask: “Is it possible?”</p>	 Page 30	 20 min
4	<p>When the students are well acquainted with its importance, ask them: “Which one of you knows the skill to give attention to detail?” Ask the students to reply by raising their hands. Certainly, all will raise hands. Ask: what should be done to improve this ability? Note their answers and tell them that attention to detail is necessary before and after the work as well as during the work. Refer to page 31 & 32 and explain the steps of attention to detail. Refer to page 31 & 32 and elaborate the steps of attention to detail. It will be better to explain each principle and use photos where needed. If possible, use other facilities too, like video.</p>	 Page 31 and 32	 35 min
5	<p>Activity – Bring Me</p> <p>Steps: Divide the students in four groups and instruct each group to bring a toothbrush, a shampoo bottle and perfume for you. The person bringing these items first will be entitled for a prize of Rs. 500. Give 10 minutes for this purpose. You will see that all students will bring shampoos of different brands and types. Or some group will bring incomplete items.</p> <p>Process: Ask: “How you feel about this exercise? Did you enjoy it? Was it difficult to fetch those items? Did you bring the items I demanded?” Take their answers and tell that you did not want these items. Name some different brand. If a group contends that you did not specify the brand first, ask them: “Why did not any one of you ask about it?”</p> <p>Conclusion: Tell the students that some details of any task are necessary. Link it to roleplay and explain that if</p>	 Page 33	 45 min

#	Instructions	Page no.	Duration
	anyone of you had had asked about the brand, would be entitled to receive the prize. Maximum attention to detail information is best for any kind of work. Give instruction for the attention to detail exercise on page 33 and answer any question.		
6	Divide the students in 2 or groups and give them the instructions by referring to page 34. Think about your tasks and tell on which tasks you are giving attention to detail? Note down the disadvantages of not complete the work within stipulated time. Then link these with work, reputation of the institutions, losses and instability. Tell the students that attention to detail is important in every sphere of life.	 Page 34	 35 min
7	Assign homework to the students given on page 35 and ask them to write down the answers to the questions. Distribute post-test and conclude the session.	 Page 35	 15 min



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Session 3

Work Ethic

Objectives and Duration















03 hours





At the end of this session the students will be able to:

- Understand and follow the work ethic of electrician and technician.
- Review their work ethic as electrician and technician, and take steps to improve it.
- Describe work ethic for electrician and technician and give suggestions for improvement.

Session Plan

#	Instructions	Page no.	Duration
1	<p>Welcome the students in session 3 and ask one of them to read out the story given at the start of session. Present the moral of the story: Moral of the story: If we relinquish worth ethic, our objectives, method and principles will become ineffective. Likewise, one cannot succeed in electrician and technician profession without work ethic. An electrician and technician bereft of work ethic will be like a cordless kite. So, how to learn these ethics? To explain this, introduce the students with session's topics. Ask them to read the summary of the session on page 38, so that they can know about what they will learn in this session. Distribute pre-test among students and tally the count on completion.</p>	 Page 38	 20 min
2	<p>Divide the students in three groups, then ask each group to read carefully the story on page 39, and ask:</p> <ul style="list-style-type: none"> ▪ What you will do in such a situation? ▪ Is it contrary to work ethic? ▪ In your opinion, why it is necessary to follow work ethic? <p>Allow 20 minutes for this activity. When all have completed their work, ask them: "In your opinion, are these things part of work ethic or not?" Tell the students that ethics is very important in routine life; likewise we can achieve success in occupational life by following it.</p>	 Page 39	 35 min

#	Instructions	Page no.	Duration
3	Ask the student, "What is meant by work ethic?" Listen to their answers and tell that work ethic imply basic principle of work why are necessary to follow by workers. It includes attitude, character, morality and style of communication besides cooperation with others. Work ethic depicts our personality. So, only technical expertise or skill is insufficient. Following the principles of workplace and individuals is equally important. Refer to page 40 of the handbook and explain the general work ethic. Ask the students: "Which of these ethics belongs to our daily life?" Then refer to page handout and elaborate that work ethic is related to three things: role of worker, skill of worker and policy and rules of the institution.	 Page 40	 30 min
	Tell the students "Now we will do a roleplay". Select some students for roleplay and explain their roles. Elaborate the process with the help of TN-01. Ask all other except roleplaying team to keep quiet and watch the roleplay attentively. When the roleplay is finished, ask the students to give their opinion: "How are they feeling?" Then ask the students, "Why did they fire Tahir? Did he deserve to be fired?" Listen to their answers and explain that actually work ethic is the base of our carrying on a job. Link the roleplay with the principles described in handbook. Encourage the students.	 TN-01	 40 min
4	Divide the students in three groups, and then ask each group to write any ten work ethics. Allow 20 minutes for this work. When they have completed this task, instruct each group to give a presentation. Then refer to page 41 and describe the work ethic for electrician and technician. Elaborate the skills and policy matters of workers.	 Page 41 and 42	 35 min
5	Ask the students: "From where do we learn work ethic?" Listen to their answers and tell that we learn them from house, institution, society and law. Describe work ethic by referring to page 43 and elaborate each point. Tell the students that work ethic is more important than any skill. Refer to page 44 and describe the instructions regarding work ethic for electrician and technician. Tell the students that we can promote work ethic by adopting positive attitude, values, principles and behavior. Refer to page 45 and tell that work ethic can be promoted through following five principles.	 Page 43 to 45	 20 min

#	Instructions	Page no.	Duration
6	Tell the students that now we will do an activity, which will help them to evaluate their work ethic. Ask them to fill the evaluation sheet given on page 46. Instruct them to give circle 5 marks for 'always' and 1 mark for 'never.' Follow this pattern to circle the number in front of all 16 ethics and compare you result according to the standard given below.	 Page 46	 20 min
7	Draw their attention toward page 47 of the handbook and tell them to ponder upon work ethic for electrician and technician, and complete the given exercise at home. Conclude the session by telling the students that not following the work ethic affects our performance. Before ending the session, give post-test. Allow them 15 minutes to complete it, and then collect and count the sheets. In the end recite this couplet: ادب پہلا قرینہ ہے۔ محبت کے قرینوں میں Or با ادب با نصیب - ہے ادب ہے نصیب با ادب با مراد۔ ہے ادب ہے مراد	 Page 47	 20 min

Roleplay

Purpose of roleplay: To emphasize the importance of work ethic and principles for electrician and technician.

Roles:

Tahir is working as electrician.

Sajid is doing a teaching job in other city.

Scene: Sajid is back home on vacation after 6 months and is meeting with his friend Tahir.

- (Tahir is worried and sitting quietly)
- **Sajid:** Brother, why are you so worried? What happened?
- **Tahir:** Dear brother, I am unable to understand why they expelled me.
- **Sajid:** (with surprise) They expelled you from your job? Why?
- **Tahir:** Nothing serious. I used to reach late sometimes.
- **Sajid:** (smilingly) Is that all?
- **Tahir:** I was unable to understand some matters during work, but somehow used to run things.
- **Sajid:** (laughingly) This is not a big issue. There was no other problem?
- **Tahir:** It is not unusual to have minor conflicts at workplace.
- **Sajid:** (sarcastically) Yes, you are right. So?
- **Tahir:** My supervisor instructed me to wear safety glasses, but I did not follow his instructions.
- **Sajid:** (laughing loudly) And you still wondering why they expelled you!
- (*Tahir try to beat him and he runs away.*)



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Time Management

Objectives and Duration



















02 hours

At the end of this session the students will be able to:

- Describe the concept of time management for electrician and technician,
- Identify the time wasting factors in the work of electrician and technician.
- Use the planning and organization skills for electrician and technician.
- Schedule their time in the light of tasks.

Session Plan

#	Instructions	Page no.	Duration
1	<p>Welcome the students in this session about time management. Ask them to read out the story given in the beginning of session and describe the moral of the story: 'If you do not value time, Time will not value you'.</p> <p>A wise electrician or technician always completes his work on time and values and manages his time. Refer to page 50 of the handbook and present the summary of session.</p>	 Page 50	 10 min
2	<p>Divide the student in 2 groups and ask them to read the scenario of Farrukh and Salman on page 51. Read out the instructions and ask them to give answers. Allow 15 minutes for this activity and then ask all groups to give a presentation. When they have done so one-by-one, elaborate that they can organize their tasks better by adopting these principles.</p>	 Page 51	 25 min
3	<p>Define the time management and mention the quote of Jim Rohn (page 52): "Spend the day or the day will spend you." Then encourage the students to describe the importance of time management. Explain the value of time by telling that it is described as an invaluable treasure, or irreversible. Tell the student that time is not a picture of a scene from the window. It is not static. Refer to page 52 and explain the importance of time management. Elaborate each point. Then describe each of the 10 points of time management.</p>	 Page 52	 10 min

#	Instructions	Page no.	Duration
4	Ask the students: "What are the possible reasons of not managing the time properly?" Then refer to page 53 and explain the reasons of not managing the time. Link these reasons with the answers of the students. Tell the students that now we will do an activity for understanding the reasons of time wasting. Ask them to suggest the ways to prevent time wasting. When they have completed this activity, ask some of them to give examples and instruct to use these measures to prevent time wasting in future.	 Page 53 and 54	 10 min
5	Refer to page 55 to explain time management. Prepare 4 sets of 7 cards. Do not write numbers. Divide the students in 3 groups and give one set of cards to each one. Change the order of cards in one set and ask them to arrange them in proper order. Allow 5 minutes for this task. When they have completed this activity, ask them to give explanation and elaborate time management.	 Page 55	 15 min
	Ask the students: "Do you do you arrange your daily tasks? If yes, how? And in case of no, why?" Define planning and organization by referring to page 56 of the handbook and elaborate the instruction regarding planning and organization. Ask the students to organize your priorities so that first things come first. Tell them that they can manage their time and tasks in a better way by breaking up the tasks into smaller ones.	 Page 56	 10 min
	Guide each student through the activity given on page 57 of the handbooks. Instruct them to first tick their related department, and then assign marks of each point. Tell the students that, in this way, they will be able to evaluate their planning and organizing skills. Read out the guideline for giving marks. Allow 10 minutes to complete this activity, and appreciate the student with highest marks. Then encourage all the students by telling that they can organize their tasks better by being careful about these points.	 Page 57	 10 min
	Refer to page 58 and assign homework to the students. Read out each principle one by one and ask: "Do you agree with each principle or not? In case of no, what will you do?" Before ending the session, distribute the post-test, allow them 15 minutes to complete it, and then collect and count the sheets.	 Page 58	 30 min




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Teamwork

Objectives and Duration	<p>At the end of this session the students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the concept and benefits of teamwork. ▪ Link the concept of teamwork with their occupational responsibilities.
 <p>3 hours</p>	

Session Plan

#	Instructions	Page no.	Duration
1	<p>Recap the previous session about time management, welcome the students in the session of teamwork, and explain the objectives. Tell them that teamwork is necessary to work efficiently. Read out the story given at the start of session. Introduce the topics discussion topics in the session. Read out the summary of session given on page 60 and conclude that we can complete our tasks quickly and effectively through teamwork. Distribute the pre-test and collect back the sheets after 15 minutes.</p>	 Page 60	 20 min
2	<p>Refer to page 61 and tell the students that they are going to meet some colleagues. They will have to read the information about them closely. Divide the students in 4 groups and ask them to answer the question after reading each scenario:</p> <p>Questions:</p> <ul style="list-style-type: none"> • Should we always work single handedly? • What are the possible problems in working alone? • What are the advantages of working as a team? <p>Allow them 15 minutes to read the scenarios and ask them to explain the advantages of teamwork, and disadvantages of not working in team.</p> <p>Elaborate it further and use the given situation to explain that teamwork is very important and advantageous is occupation life. Tell that teamwork is the driving force</p>	 Page 61	 20 min

#	Instructions	Page no.	Duration
	towards success. Through teamwork, you are able to complete the work on time and with ease. Therefore, we can conclude that there is a big difference in working and teamwork. Moreover, there are many benefits in working as a team.		
3	In the light of previous scenario, define teamwork by referring to page 62. Ask the students: “Why is teamwork important, and what its advantages are for electrician and/or technician?” Listen to their answers carefully and note down on whiteboard. Then refer to page 62 and link them with the 8 points of necessity and advantages of teamwork. It will be better to elaborate its significance with the help of pictures. Answer any questions.	 Page 61 and 62	 30 min
4	<p>Draw student’s attention toward page 63 and ask them to explain a team of electrician and technician. Tell them that their team can be larger or smaller according to the work in hand. Teamwork will make success easier and in its absence, things will become difficult. Refer to the example of team on page 63 and ask the students to write about their teams; which members are included in the team. Explain that we can communicate better with our team if we know their tasks.</p> <p>Team chain activity is applicable here, for which caps should be arranged beforehand. Call the team members one by one and complete your team. Then take out any one of the members. It will appear that team chain is broken and its performance will be affected. Elaborate the significance of teamwork and tell that every member is important and he should perform in the best manner.</p>	 Page 63	 20 min
6	<p>Tell the students that if teamwork is so important, then we should use some ways to promote and encourage it.</p> <p>Ask the students about these methods. Then refer to page 64 and elaborate each point, for example, Pre-planning of tasks, confidence in each other, etc. It will be better to use photos for this purpose.</p> <p>Tell the students that now we will do homework to evaluate teamwork of a member. Explain the format on page 65 by informing that first we have to write about the team members; then their responsibilities and possible losses in case of non-compliance. Allow 15 minutes for</p>	 Page 64 	 30 min

#	Instructions	Page no.	Duration
	<p>this exercise and then ask them to give a presentation. Elaborate where need be.</p> <p>Instruct the students to evaluate their actual team by using this format. Then give them a period of 3-7 days for this purpose. They would be able to know the importance and benefits of teamwork.</p> <p>Before ending the session, distribute the post-test, allow them 15 minutes to complete it, and then collect and count the sheets. Reply to any questions asked by the students.</p>	Page 65	



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Stress Management

Objectives and Duration










01 hour



At the end of this session the students will be able to:

- Identify mental stress during work as electrician and technician.
- Find out the reasons of mental stress and the ways to deal with them.

Session Plan

#	Instructions	Page no.	Duration
1	<p>Welcome the students in new session and recap the discussion about teamwork in previous one; advantages of attention to detail and consequences of not following it. Tell the students that in this session we will discuss mental stress during work and how to deal with it.</p> <p>Narrate the story of diamonds in gentle but enthusiast way to move the students. Ask the students to tell the moral of the story. Explain that a man who is able to bear the stress and pressure of situation but shows no sign of distress is the real gem. Read out the summary of session (page 68) and inform them about the important things to be discussed in this session.</p>	 Page 68	 10 min
2	<p>Tell the student that, to understand stress better, an exercise will done for which they will have to stand for some time and act according to your advice. Students should have a half-filled glass of water with them.</p> <p>Ask the students to stand where they are, lift the glass of water and raise your hand up to their shoulder and keep it there for two minutes. After two minutes, ask the students: "How do you feel? Did you feel any pain in their arm?" They will reply in affirmative. Then ask them, "If you have to hold this glass two hours continuously, what will be the situation?" Elaborate that prolonging it for one whole week will affect your</p>		 10 min

	<p>whole body. Although the amount of water is small, constantly holding it up may affect you badly. In the same way, we keep distressing thought in our mind and with the passage of time they become unbearable.</p>		
3	<p>Divide the students in three or four groups (according to their total numbers) and ask each group to read stories on page 67 and answer the following questions:</p> <ul style="list-style-type: none"> ▪ What kinds of problems were faced by electrician and technician? Were they under mental stress? ▪ What were the causes of mental stress in your opinion, and how it affected their work? ▪ Have you ever faced such a situation? If yes, how you dealt with it? <p>Allow 10 minutes for this exercise and discuss the above questions and causes of mental stress, so that they can understand the situation causing stress.</p>	 Page 67	 15 min
4	<p>Ask the students “Have you ever felt distress during work?” Listen to their answers and tell that we are often under stress while working with others. Ask the students their ideas about mental stress. Listen to their answers and tell that in such a mental situation any sudden happening may increase your worries. For example, a fault in machinery increases your anxiety and we call it stress during work.</p> <p>Ask the students, “What are the possible reasons of mental stress?” Refer to page 70, explain each aspect and use pictures to increase their interest level. Tell the students that a sudden fault in machine may increase their mental stress.</p> <p>Ask the students: if there are so many problems of mental stress, then there should be some ways to deal with it. In the light of their answers, refer to page 71, discuss each aspect and use examples, like getting experience, improving the skills and physical exercise, etc.</p>	 Page 70	 15 min

5	<p>Tell the students mental stress is not a very difficult issue; rather we can deal with it very easily. Tell them that we will do a homework exercise to deal with mental stress. Refer to page 72 and elaborate in detail. Tell that we can deal with stress during work, in the stress or at home. Elaborate the instructions given in next column and use example.</p> <ul style="list-style-type: none"> ▪ When mental stress happens? (Because of work pressure). ▪ What are the causes of stress? (Because of work pressure and shortage of time). ▪ What you did to deal with it? (To-do list, priority list, teamwork) <p>Ask the students to write their own causes of mental stress in the light of this example. Also, ask them to write their solution and get guidance from their teacher and parents. Before ending the session, distribute the post-test, allow them 15 minutes to complete it, and then collect and count the sheets.</p>	 Page 72	 35 min
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Conflict Management

Objectives and Duration











2 hours

At the end of this session the students will be able to:

- Identify possible problems in the occupational life of electrician and technician.
- Find possible solutions to these problems as electrician and technician.
- Understand important principles for conflict management.
- Use suggested solutions to increase their performance.

Session Plan

#	Instructions	Page no.	Duration
1	<p>Welcome the students in new session “Conflict management” and recap the discussion of previous one (Mental Stress). In this session, we will learn to find better solutions of the problems.</p> <p>Distribute pre-test of session 8, collect it back after 15 minutes, count the forms and tally it with the total number of students. Check and give marks according to the answer sheet provided in examination and evaluation toolkit.</p> <p>Narrate the story in a gentle, but enthusiast, way to move the students. When the story is finished, tell that a minor carelessness or miscomprehension may cause big problems. So, remember that thorough understanding of this aspect is very important for occupational life and success. In this session, we will discuss this topic. Explain the topics of this session and read out the summary session on page 74.</p>	 Page 74	 10 min
2	<p>What Would You Do?</p> <p>Divide the students in 3 groups and ask each of them to read a story and follow the instructions. Provide marker and flipchart, and allow 7 minutes for this activity and 3 minutes for presentation. Ask students to tell you, why these conflicts arise, and what they would do in such a situation. When students have</p>		 10 min

#	Instructions	Page no.	Duration
	completed this exercise, ask them to give presentation. Explain that conflicts are unavoidable, and it is necessary to solve them properly.		
3	In the light of their answers, define the conflict, and tell about the conflicts and problems face by electrician and technician during work. Put question, and in the light of answers, describe four main causes of conflicts (by referring to handbook).	 Page 76	 15 min
	Divide the students in 4 groups and ask each one to write down the basic reasons of conflict according to their topic. Allow 10 minutes for this purpose. When they have completed their tasks, refer to page 77 and tell that they would have identified many reasons already. Elaborate that if we know the reason, it is easier to solve the conflicts.	 Page 77	
4	<p>Tell the students that an activity will be done, which each of them will do individually. Refer to the tool on page 78-80 and explain the instructions given. Guide and help (if needed) them during the activity.</p> <p>Instructor should give one or two examples to elaborate properly. Allow 20 minutes for this purpose, and them to complete any missing part. In the end, tell them that the conflict has been identified. If it really is a conflict, what is its solution?</p> <p>Describe and explain some golden principles to solve the problem during work as electrician and technician.</p>	 Page 78 to 80	 25 min



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Occupational Health and Safety

Objectives and Duration

















02 hours


At the end of this session the students will be able to:

- Adopt health and safety principles as electrician and technician.
- Take personal health and safety measures.
- Give instructions for personal health and safety during work as electrician and technician.

Session Plan

#	Instructions	Page no.	Duration
1	<p>Recap the previous session about conflict management, and then welcome the students in new session about health and safety measures. Tell them that there are many possible hazards while doing electric work. Read out the story given in the beginning of this session and describe the moral of the story. Conclude that, if the safety measures are not adopted, it affects their safety badly. Describe its objectives by linking it with important points of this session. Also, explain the summary of the session by referring to page 86. Distribute pre-test and count the sheet when they are collected back.</p>	 Page 86	 15 min
	<p>Divide the students in 3 groups and assign one situation to each group given on page 87. Allow them 5 minutes and ask: "What will you do in such a situation?" Write two or three options.</p> <ul style="list-style-type: none"> ▪ Why do health and safety issues occur in these examples? ▪ What you would do in such a situation? ▪ In your opinion, what measures should we take to avoid hazards? <p>Allow them 5 minutes and ask to give a presentation (5 minutes for each group).</p>	 Page 87	 20 min

#	Instructions	Page no.	Duration
2	Ask the students: "What is meant by occupational health and safety?" Define this concept in the light of their answers and with the help of page 88. Ask: what kind of health and safety issues may occur during work? Describe two types of hazards: environmental and human; and what measures are necessary to avoid them. Link their answers with the principles given on page 89 and explain the principles one by one. Tell the students that in case of non-compliance many problems may arise.	 Page 88 to 89	 10 min
3	Divide the students in three or four groups (according to their total numbers) and ask each group to write any five principles of general safety in the field of electrician and technician. Allow 15 minutes for this exercise and ask them to give a presentation. Describe safety principle for surveyor and safety inspector by referring to page 90-91. Ask the students to evaluate the tasks as civil surveyor, quantity surveyor and safety inspector, and tell about which equipment they required during work. Elaborate where needed. Discuss safety arrangements by referring to page 92	 Page 90 to 91	 15 min
4	Ask the students if they use safety equipment during work, and what its advantages are. Refer to page 92. Allow them 15 minutes to complete this activity. Ask some of the students to tell about what they wrote. Elaborate where need be.	 Page 92	 20 min
	Tell the students that now we will do a roleplay. Select the students beforehand and inform them about their roles. TN-04 describes the process of roleplay in detail. Ask the students to keep quiet and observe the roleplay. When the roleplay is finished, ask them to give their opinion and to express how they are feeling. Ask them what problems they observed regarding health and safety? What was the situation faced by different characters? Tell the students that in many institutions/companies specific training is provided to workers and staff to manage the emergencies.	 TN-02	 20 min
5	Assign homework to students and ask them to identify hazards while working in the kitchen (in the light of the principles given on page 93). Tell that there are three steps. What will they do in first step? They will survey the workplace to evaluate the possible hazards to health and safety. In the second step, note down the possible hazards	 Page 93	 10 min

#	Instructions	Page no.	Duration
	for you or your colleagues. What are you doing to avoid and deal with dangers, and what you require? It is better to ask the students about what kind of dangers are involved in their work. For example: fire, falling from height, etc. Keeping these dangers in view, ask them to fill the format given on page 93. Allow 15 minutes to complete this work. Then ask them to give a presentation.		
6	Inform them about important points of this session and answer any question. Before ending the session, distribute post-test, allow them 15 minutes to complete it, and then collect and count the sheets.		 10 min

TN-04

Roleplay – Health and Safety

Purpose of roleplay: To explain the principles and importance of cleanliness and hygiene.

Roles:

- *3 laborers*
- *Technician*
- *Engineer*
- *Safety inspector*
- *Electrician*

Scene 1

Electric cables are being installed and safety inspector has come to survey the work in progress. He is getting work report from manager and engineer. Meanwhile, a man falls down from an electric pole. Now situation is:

An electrician and laborer received a powerful shock of electricity and fell away.

Safety inspector runs away towards road.

Manager and engineer also follow the safety inspector.

Other electricians are also standing near safety inspector and watching him with astonishment.

On seeing the manager, safety inspector starts giving instructions in loud voice.



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Job Placement

Objectives and Duration

















02 hours








At the end of this session the students will be able to:

- Describe the significance of appropriate job search.
- List down the possible methods to search a job.
- List down the important features of resume and cover letter.
- Preparing a resume.

Session Plan

#	Instructions	Page #	Duration
1	Welcome the students in 9 th session of training course. Ask one volunteer to read out the story given in the start of session. Conclude that without proper preparation of documents, we cannot get a job. We may face the similar situation. Our documents should speak for us. Explain the topics of this session and give a summary by referring to page 96. Elaborate that technical skills as well as some professional skills are also necessary to get a job, which are demonstrated by your CV and cover letter. Next stage is interview. If you are successfully impressive, you can get the job. However, thorough preparation is necessary to do this.	 Page 96	 10 min
2	Ask one volunteer to read out the first story given on page 97. Then ask the students: "Why did Yaqub fail to get a job?" Note their answers and then ask another volunteer to read out second story. Ask the students: "Why was Shakil successful in getting a job?" Note their answers and tell that we should know about what department we want to work in? We should be properly prepared. For getting a job in the electrician and technician trade group, you need a CV and cover letter.	 Page 97	 10 min
3	Ask the students: "Where do you want to apply for a job and for which post?" Listen to their answers and refer to the sheet given on page 98. Tell them that now we will	 Page 98	

#	Instructions	Page #	Duration
	do an activity to elaborate the target jobs and means to get it. Allow 10 minutes to fill the sheet. When all have done their work, ask some of them to give examples.		20 min
4	<p>Ask the students: "If you find an advertisement of a job, what will you do?" The answer is: You will furnish an application.</p> <p>The job application requires following things:</p> <ol style="list-style-type: none"> 1. CV or Bio-data, which show important details about your education and professional experience, so that employer may evaluate it. 2. One-page cover letter, which expresses the interest for certain vacancy and your eligibility. <p>Ask the students to open page 99. Explain the definition of CV and its features. Refer to the sample of CV on page 100.</p>	 Page 99 and 100	 20 min
5	<p>Then inform the students that now we will talk about the important things to remember while preparing a CV. Distribute two cards (one red and one green) each for all students. Ask them to write one answer on each card for the following questions: 'What kind of information should be included in your CV?', and 'What kind of information is unnecessary?'</p> <p>Use the green card for the former and the red for the later. Ask one volunteer to collect all the cards and stick them on two separate flipcharts. After reading the cards, link them with points given on page 101. Tell the students that unnecessary information spoils the employer's time and chances of getting the job diminishes. So try to include necessary information in your CV.</p>	 Page 101	 10 min
6	Refer to page 102 and describe the basic principles for a cover letter/application. Show the sample cover letter on page 103. Elaborate the importance of properly typed cover letter, which induces the employer to read it seriously.	 Page 102 to 103	 10 min
7	Tell the students that now we will prepare our CV. Instruct the students to think about a vacancy available in the place they want to work, and they are preparing their CV to apply for that vacancy. Once again, elaborate the format of CV by referring to page 104. Ask them to	 Page 104	 10 min

#	Instructions	Page #	Duration
	write their information in this format. Allow 15 minutes for this task. When all have completed this task, ask a few of them to give examples. Rectify any errors and ask them to prepare a proper CV on computer as homework.		
8	Ask the students: "Have you ever appeared in an interview? If no, do you know what an interview is?" In the light of their answers and by referring to page 105, elaborate what is an interview, and what they evaluate during an interview.	 Page 105	 10 min
9	Tell the students that now we will enact a roleplay. Select the students beforehand and inform them about their roles. TN-05 describes the process of roleplay in detail. Ask the students to keep quiet and observe the roleplay. When the roleplay is finished, ask them to give their opinion. How are they feeling? Then ask the students: "Why was Asghar worried? What did his father suggested to him?" Listen to their answers and link them with roleplay. Tell the students that there are some important points to ponder upon before, during and after the interview. These things impress the employer and he can evaluate your eligibility. Refer to page 106-108 and elaborate the things to note before, during and after the interview. Link this information with the roleplay.	 TN-03  Page 106 to 108	 20 min
10	Conclude the session by assigning homework to students. Read out the instructions, distribute post-test, allow them 15 minutes to complete it, and then collect and count the sheets.	 Page 109 to 110	 5 min

Roleplay -- Interview

Purpose of roleplay: Important thing to do before, during and after the interview.

Roles:

- *Asghar is an electrician who is searching for a job.*
- *Asghar's father, who is a retired teacher.*

Scene 1

(Asghar received an interview call from a restaurant. Tomorrow is his interview, he is anxious about the things to come. Meanwhile, his father comes in after saying his prayers. He asks him)

Father: Son, why do you seem worried?

Asghar: Father, I have to appear for an interview tomorrow.

Father: Great news. Prepare yourself to appear for the interview in good shape.

Asghar: I will be ready. But I feel uneasy about what they will ask me.

Father: Certainly, they will ask you about your abilities and what you want to do. Moreover, what dishes you can prepare, etc.

Asghar: I will surely answer these questions, but I am afraid of my shyness and embarrassment.

Father: Stand in front of a mirror and practice well. You will see, your interview will be wonderful.

Asghar: That is really a wonderful advice. Tell me more.

Father: Organize your documents and talk to them with confidence.

Asghar: What things I should keep in mind during the interview? And what information should be given to them?

Father: Forget your minor shortcomings and emphasize your positive qualities.

Asghar: Fine. I will do accordingly.

(Next day when Asghar came back home, he was very happy because his interview turned out very successful. He says to his father)

Asghar: My interview was superb. I followed your advice. The interviewers told me that they would send me appointment letter very soon.

Father: That is wonderful. Congratulations. Remember to ask them if they do not call you in two days.

Asghar: (Happily) Definitely, I will.

Father: Now go and bring some sweets. (Both are smiling)



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Conclusion and Evaluation

Objective and Duration






40 minutes

At the end of this session the students will be able to:

- Review the things learned during training.
- Give their feedback about training.
- Conclude the training.

Session Plan

#	Instructions	Page no.	Duration
1	Tell the students that the training is about to end. Invite them to express their views and feedback. Note the main points from their feedback and then say: "Let us review the things we learned" If they have any questions, give satisfying answers.		 5 min
2	At the end of course, take a written test of students about which they are already informed. Its total duration is 10 minutes. Collect back and count the answer sheets when the time is over. Then ask them to give a presentation as a final part of the exam.	Final test	 15 min
3	Announce the conclusion of workshop. If a representative of an institution is also present, ask him to give some concluding remarks. Distribute the certificates and end the workshop by thanking the students.		 20 min