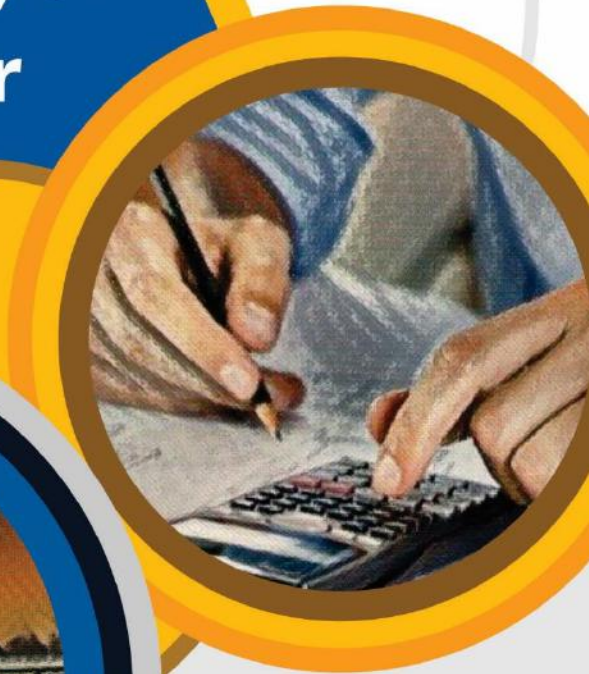
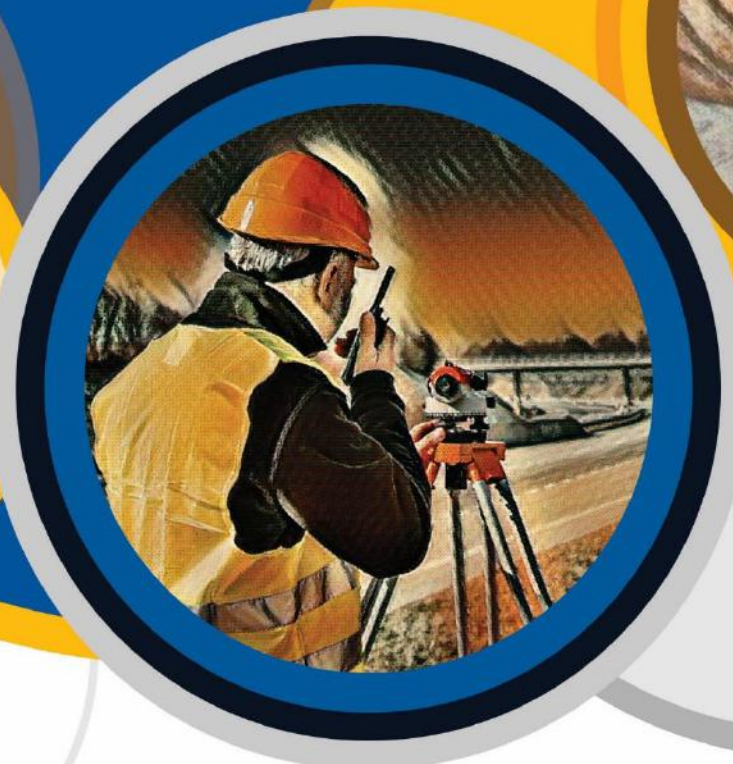


Trainers'  
Manual

# Soft Skills for Trade Group, Surveyor and Safety Inspector



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## Important Information for Trainer

### Introduction and Background

Punjab Skill Development Fund is committed to providing Punjab youth with technical education and skills. In various fields, technical expertise has been provided through many institutions and organizations, which facilitate trained candidates with decent jobs. To improve this effort, research shows that technically skilled students, when aided with soft skills not only increase their employability but can also, in special sectors, provide better services through these skills. For example, better communication, self-confidence, team work or time management not only improve current employment but aid in accelerating career progression.



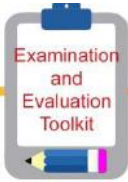
### Departments and Trade Groups

Based on this, a training program of six trade groups for four departments have been set up to enhance soft skills which will be conducted for students who already have technical skills:

Departments	Trade Groups
Services	Cooking and Baking
	Costumer Care Services
Textile	Fashion Designing, Dress Making and Quality Assurance
	Sewing Machine Operator
Light Engineering	Electrician and Technician
Construction	Surveyors and Safety Inspectors

### Introduction to training materials:

In order to teach students these skills, a separate curriculum is designed, through which trained instructors or trainers will be able to teach soft skills. the training materials included in this curriculum is as follows:

<p>Booklet for Students: This booklet has been developed separately for every trade group. Soft skills are taught to the students through various stories, activities and homework exercises in simple language. With its help, students will not only be able to develop these skills, but, will also be able to connect them with their professional and physical lives.</p>	 <p>Booklet for Students</p>
<p>Guidance Booklet for instructor: This booklet (under review) has been developed separately for each trade group. Guidance for instructors has been provided to teach on every topic of soft skills. This booklet is a combination of session plans, which describe each topic as a training on how to teach ideas, and skills taught in the student's booklet on how to perform recommended exercises, roleplay and other activities. The participants are given 22 activities and 11 home works to ensure that the booklet is read.</p>	 <p>Guidance Booklet for instructor</p>
<p>Toolkit for survey: In this toolkit, means will be described that help understand what students learned during training and could evaluate the change in their performance. Besides this, a report card will also be given, with which the relevant employment provider would be able gauge the student's skills.</p>	 <p>Toolkit for survey</p>

### Proposed Schedule:

In order to implement this training course, it is planned to cover a range of training courses that will prove extremely beneficial for the instructors of the technical institutions. The duration of courses are as follows:

Couse Duration	Daily hours	Weekly hours	Total Weeks
Three Months	45minutes Daily	3 hours 45 minutes	Twelve
Six Months	25 minutes daily	2 hours	Twenty four

Classes can be set up according to the duration of course held in every Institution\*

### Topic Arrangement

#	Session	Duration
1	Introduction	1 hour 30 minutes
2	First Session: Attention to Details	3 hours
2.1	Focus on Work	55 minutes
2.2	Improving focus	35 minutes
2.3	Advantages of giving attention to detail	50 minutes
2.4	Advice on how to improve attention to detail	20 minutes
2.5	Work that requires close attention from Surveyor and Safety Inspector	20 minutes
3	Second Session: Communications Skills	3 hours
3.1	Spoken and written communication skills	55 minutes
3.2	How do surveyors and safety inspectors communicate?	50 minutes
3.3	Listening skills for surveyors	50 minutes
3.4	Non-verbal communication	45 minutes
3.5	Written communication	40 minutes
4	Third Session: Teamwork	4 hours 30 minutes
4.1	Advantages of Team Work	70 minutes
4.2	Your Team	75 minutes
4.3	Your Analysis - am I a good team worker?	35 minutes
4.4	Improving teamwork in the development business	
5	Fourth Session: Time Management	3 hours
5.1	Better Time Management offers countless advantages	55 minutes
5.2	What is better time management?	80 minutes
5.3	How to better manage time for safety inspector and surveyors?	45 minutes
6	Fifth Session: Work Ethics	3 hours

#	Session	Duration
6.1	Good work ethic, successful life	60 minutes
6.2	Work Ethic	35 minutes
6.3	Work ethics for your specific job	40 minutes
6.4	5 principle to improve work Ethics	45 minutes
7	Problem Solving	2 hours
7.1	How to solve problems	35 minutes
7.2	Solutions for problems	30 minutes
7.3	How does a surveyor solve problems while working?	55 minutes
7.4	Advantages of better problem solving	
8	Occupational Health and Safety	3 hours
8.1	Professional safety	35 minutes
8.2	Safety guidelines for survey and safety inspector	65 minutes
8.3	Personal safety and security at the workplace	35 minutes
8.4	Emergency planning	45 minutes
9	Eight Session: Job Placement	3 hours
9.1	Finding Vacancies	45 minutes
9.2	Preparing C.V.	45 minutes
9.3	Preparing a cover letter	35 minutes
9.4	Interview	55 minutes
10	Evaluation and Conclusion of Training	40 minutes

# Introduction

## Objectives and Time





1 hr. 30 min





At the end of this sessions all students will be able to:




- Describe the importance of soft skills for professionals.
- Use their soft skills better during employment.
- Implement a list of curriculum modules and sessions related to soft skills.

## Session Plan

#	Instructions	Page No.	Time
1	Students are to be welcomed for the soft skills module. Start the training with recitation of Holy Quran. This course can be taught in a standalone session or continuous to a technical training course. The students should be informed about the importance of soft skills without which, one cannot start a professional life, but it is important to have some skills alongside that can supplement technical skills. Be sure that every student carries the training course of soft skills. Tell them that this book is the basic document, which will work as a textbook, workbook, and a homework sheet. Ensure that they must bring this book with them in each session.		 10 minutes
2	Before starting, students and trainers should get to know each other well. If the students and trainers are meeting for the first time, then they will have to do the introductory session for which the procedure is: Ask the students to stand in a circle and tell their names and their favorite profession, as well as tell something about themselves that would emphasize their soft skills, for example, I can communicate well, I make a friend of friends, I		 30 minutes



#	Instructions	Page No.	Time
	make quick decisions.		
3	<p>Ask students what they know about "soft skills"? Ask participants to pay attention to Page No. 3 of the book and tell them that technical skills are not enough to succeed professionally, but one must also improve behavior, attitudes and habits to be able to mold yourself in your environment, work with other people, perform better, and achieve goals. Tell participants that a lack of soft skills is visible when:</p> <p>An experienced civil surveyor shows lack of confidence! Experienced civil worker does not cooperate with others! Safety officers cannot concentrate on tasks!</p> <p>With the help of page number 4 in the book, describe the soft skills required by employees and their two major types, personal and social behavioural skills. With the help of page number 5, soft skill training activities for Surveyor and safety inspectors should be performed.</p>	<p> Page No 03</p> <p> 04 and 05</p>	<p> 35 minutes</p>
4	<p>Referring to the training booklet, tell the students that:</p> <ul style="list-style-type: none"> <li>• This curriculum is specifically designed for jobs related to the survey and safety.</li> <li>• Each session contains certain special hours.</li> <li>• This training book contains a total of 07 sessions.</li> <li>• Every session has some activities and different home works conducted on various forms, questionnaires, small projects, and various types of discussions with friends or family.</li> </ul>		<p> 5 minutes</p>

#	Instructions	Page No.	Time
5	<p>Knowing the objectives of the session, let students know that at the end of the training of soft skills course you will be able to</p> <ul style="list-style-type: none"> <li>• Recognize your strengths and introduce yourself confidently</li> <li>• Communicate effectively at work</li> <li>• Understand how professionals behave and work as part of a team.</li> <li>• Learn to use time efficiently.</li> </ul> <p>Ask students what they expect from this course? Write the given answers on a flip chart and connect participant expectations to the session's objectives.</p>		 <p>05 minutes</p>
6	<p>Tell students the agenda for the training.</p> <p>By consulting with the students and in accordance with the course agenda according to "Tool No.1" the trainer will prepare a timetable.</p> <p>Explain that soft skills are a combination of psychological skills that enable people to deal effectively with professional challenges. Soft skills focus on work, better use of time, teamwork, and taking care of health and safety at the workplace.</p> <p>Teach students that life skills are important because they enable us to spend a meaningful life.</p>	 <p>Page No 1</p> <p>Tool No 1</p>	 <p>5 minutes</p>

Tool No. 1

## Weekly Time-Table

#	Session	Duration	Date	Time
1	Introduction	1 hour 30 minutes		
2	First Session: Attention to Detail	3 hours		
2.1	Focus on Work	55 minutes		
2.2	Improving focus	35 minutes		
2.3	Advantages of giving attention to detail	50 minutes		
2.4	Advice on how to improve attention to detail	20 minutes		
2.5	Work that requires close attention from Surveyor and Safety Inspector	20 minutes		
3	Second Session: Communications Skills	3 hours		
3.1	Spoken and written communication skills	55 minutes		
3.2	How do surveyors and safety inspectors communicate?	50 minutes		
3.3	Listening skills for surveyors	50 minutes		
3.4	Non-verbal communication	45 minutes		
3.5	Written communication	40 minutes		
4	Third Session: Teamwork	4 hours 30 minutes		
4.1	Advantages of Team Work	70 minutes		
4.2	Your Team	75 minutes		

#	Session	Duration	Date	Time
4.3	Your Analysis – am I a good team worker?	35 minutes		
4.4	Improving teamwork in the development business			
5	<b>Fourth Session: Time Management</b>	3 hours		
5.1	Better Time Management offers countless advantages	55 minutes		
5.2	What is better time management?	80 minutes		
5.3	How to better manage time for safety inspector and surveyors?	45 minutes		
6	<b>Fifth Session: Work Ethics</b>	3 hours		
6.1	Good work ethic, successful life	60 minutes		
6.2	Work Ethics	35 minutes		
6.3	Work ethics for your specific job	40 minutes		
6.4	5 principle to improve work Ethics	45 minutes		
7	<b>Sixth Session: Problem Solving</b>	2 hours		
7.1	How to solve problems	35 minutes		
7.2	Solutions for problems	30 minutes		
7.3	How does a surveyor solve problems while working?	55 minutes		
7.4	Advantages of better problem solving			
8	<b>Seventh Session: Occupational Health and Safety</b>	3 hours		
8.1	Professional safety	35 minutes		
8.2	Safety guidelines for survey and safety inspector	65 minutes		
8.3	Personal safety and security at the	35		

#	Session	Duration	Date	Time
	workplace	minutes		
8.4	Emergency planning	45 minutes		
9	<b>Eight Session: Job Placement</b>	3 hours		
9.1	Finding Vacancies	45 minutes		
9.2	Preparing C.V.	45 minutes		
9.3	Preparing a cover letter	35 minutes		
9.4	Interview	55 minutes		

## Session 1

### Attention to detail

#### Objectives and Time










3 hours






At the end of this sessions all students will be able to:

- Provide attention to the work during survey and safety.
- Improve their skills by implementing important lessons learned during the session
- Improve their quality and speed of task completion.

#### Session Plan



#	Instructions	Page No.	Time
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#	Instructions	Page No.	Time
1	Welcome students to this session and remind them that some skills are very important for surveys and safety, if ignored, we cannot succeed. Even though all these skills are necessary in life, every skill has a special significance and utility. In this session, we will learn about them one by one and understand how to better use them for our professional lives.	 Page No 8	 15 minutes
2	Ask students what they understand by “attention to detail” and doing detailed work? In the light of incoming answers define attention to detail is, using page no. 9, "to complete any work properly". Tell students that work, if done right, is a symbol of success and working with focused attention is the fundamental principle of doing the right work. Then ask students about the importance of paying attention to work. Write the incoming answers on the White Board or Flip chart, and then link all the answers to those given on page 9. It will be better to clarify its importance with the help of given pictures. While explaining the importance, do take student input into account, where applicable.	 Page No 9	 20 minutes
3	When students understand the significance of attention to detail, tell them that everyone wants to improve themselves. Ask them to raise their hand if they want to learn how to better pay attention. Obviously, everyone will raise their hands and want to learn how to pay close attention at work. First ask students on how to improve this skill. Note the responses and turn their attention to page no 10. It will be better if the trainer explains every aspect in detail and take the help of photographs. Provide examples using whatever training aids are available to you.	 Page No 10	 35 minutes
4	Distribute students to 4 groups and ask them, “now you know the importance of paying attention, can you now explain ‘how’ to pay attention?”		 20

#	Instructions	Page No.	Time
	Give 10 minutes to the groups to work on it, then take presentations from each group. Keep an encouraging atmosphere and finally link benefits with page no 11 of the training booklet. Tell participants that the more focused attention to the work, the better they will perform at work and the better their careers will be.		minutes
5	Now that students understand it, ask which of them wants to improve their attention to detail. Of course, all the students will raise their hands. Turn their attention to Page 12 of training and teach "Attention to detail", explain the 9 instructions in detail. Finally, remind the students that mistakes affect reputation and waste company's time and resources.	 Pages No 11 and 12	 30 minutes
6	<p>Once again distribute students in large groups, as follows: No. 1, Civil Surveyor, No. 2, Quantity Surveyor and Group 3 Safety Surveyor, give each group instructions provided on page 13 of book. Focus on the attention-based task for your session. Tell us which task will you be paying closest attention to? What would happen if the job is carried out if nobody pays any attention?</p> <p>Based on the format discussed in the book, teach students about the different aspects of paying attention. What are you paying attention to and what are the risks if you don't pay any?</p> <p>For this exercise, give students 30 minutes. Note any losses sustained due to lack of attention to detail and link them to the nature of work, organizational reputation, financial loss, decrease in employment opportunity, instability and lack of promotion. Tell students that attention to detail and detailed work are very important aspects in every field of life. Ask the students to solve the exercises given on page 18-23 of the book and tell them that</p>	 Pages 13- 17   Pages 18- 23	 35 minutes

#	Instructions	Page No.	Time
	<p>it is important to know your work, and this is the sign of success.</p> <p>This session has covered every aspect of attention to detail especially its advantages, importance and all the ways we can improve ours. We performed some practical exercises to help in professional life and with that the session concludes.</p>		
	<p>Impress upon students the need to improve their ability to pay attention to detail. Now we will conduct an activity called “Bring It to Me”. Divide students into 4 groups and instruct each to bring a tooth brush, a shampoo bottle and a perfume. First to bring all will receive a prize of Rs. 500. Give students 10 minutes for this activity. When all the students bring these items, you will see that every group will have different brands and types of things while some groups might not be able bring all the items.</p> <p>Ask students what they thought about the exercise? Do they feel less tired? Was this fun? Did they face any difficulty while bringing these items? Ask if you asked them to bring the same things?</p> <p>Get responses and tell them you don’t need any of these things. Name a brand that no group has. Tell students that you wanted items of only that brand. If a group objects that you had not communicated that earlier, respond that they had never asked. While summing up tell the students that there are some details regarding any work that are necessary to know. Link it to the activity and explain that had any of them inquired of the brand of Shampoo / Perfume, they would still be entitled to a reward. While working as a surveyor and safety inspector the more attention to detail the better it will be.</p>		



#	Instructions	Page No.	Time
9	Tell students that we have completed this session and now we will work on the homework. Assign specific related parts of page 24 to the experts in the three fields asking them to find answers. For this they can ask their teachers and friends who are affiliated with the same sector, Complete the post-test and then end the session.	 Page No 24	 15 minutes

## Session 2

# Communication Skills

### Objectives and Time











3 hours





At the end of this sessions all students will be able to:



- Improve their communication skills in the survey and safety sector
- perform tasks effectively by improving their Communication Skill
- During the survey, identify methods of communication without using words and writing



### Session Plan



#	Instructions	Page No.	Time
1	Tell the student referring to the last session that each step is important in survey work, as is Communication Skill. In survey work most of the communication is in written format. Welcome students to the session of communication skills and inform them of the objectives of this session. Tell them communication is an art and by using it properly you can convince people. Read to the students the story at the beginning of the session and inform them of the contents of session 2. With the help of page number 26 of the training booklet, read the summary of session while explaining its importance. Ask student to fill the session pre-test and make sure to count while collecting	 Page No 26	 10 minutes
2	Ask students what communication and conversation is? Remember communication is sharing of information, ideas, emotions or behavior with others. With Handout given on page 27 of the training booklet, it can be explained that communication is a two-way process, which	 Page No 27	 15 minutes

#	Instructions	Page No.	Time
	contains a sender and recipient. The medium used to send and receive a message is called 'source'. Explain communication with the help of the model and highlight the sender (any person, group or institution), receiver (any person, group or institution), message (which can be a directive, idea or concept) and source (written, oral or nonverbal). Ask for feedback from students. Using feedback tell them that this process helps the sender know if the message is received by the recipient. Then with the handout, tell them communication can be performed by listening, speaking, through gestures and writing.		
3	<p>Divide students to three groups based on the fields Civil Surveyor, Quality Surveyor and Safety Inspector. Each group should mention how they would communicate in the following scenarios: Speaking, listening and writing non-verbally.</p> <p>Give students 15-minute time for this activity.</p> <p>When all the students complete the activity take a 2-minute presentation from each group. With the help of page 28 of the book, explain the ways of communication for Civil Surveyor, Quantity Surveyor and Safety Inspector and tell them that every field communicates using writing, speaking, hearing, and non-verbal communication. The true goal of communication is to properly convey the message</p>	 Page No 28	 35 minutes
4	<p>Divide students into three groups according to their trades, and ask each group to carefully read the story given on page 29 of the training booklet and tell:</p> <ul style="list-style-type: none"> <li>• Was the attitude of employees fine and the result wrong?</li> <li>• Why is it necessary to listen carefully and understand the matter?</li> <li>• What could have been improved by listening</li> </ul>	 Page No 29	 30 minutes

#	Instructions	Page No.	Time
	<p>carefully?</p> <p>Give students 20 minutes for this activity and ask them to write their answers on a chart where each group describes their work as a presentation. When all students complete this exercise tell them that it is very important to listen at work, because without listening you cannot follow the instructions properly.</p>		
5	<p>Ask students according to them what is effective listening? Listen to student reasons and with the help of page number 30 of the book tell them that listening effectively is the most important way to communicate, to understand the message you should listen properly. For example, if during a survey, lead surveyor instructs you not to move forward, it should be understood that there may be danger. It is important not only to listen, but it is important to hear and give opinion and if necessary, the message should be sent to the relevant person. Explain the benefits of listening effectively and instruct the students on how to improve their listening skills.</p>	 Page No 30	 20 minutes
6	<p>Tell students that during survey they can face issues and hurdles. Ask participants if they had previously encountered such hurdles? If yes, then ask for details. Carefully listen to the students' answers and ask them to fill the activity on Communication skill available on Page 31 of the book. Give student 20 minutes and ask them to tell how they would communicate in such situations. When students complete this activity explain to them every skill of communication. Tell them writing is just as important as speaking and listening, so they will need to work on improving their writing skills.</p>	 Page No 31 and 32	 30 minutes

#	Instructions	Page No.	Time
7	<p>Ask students how would they express their thoughts without speaking? Listen to the answer provided by student and tell them it is not mandatory to express your thoughts by speaking you can communicate even without using words. For example, surveyor can express measurements with the use of fingers like to tell 22 feet he can raise 2 fingers twice. Ask students to view page No 33 of the book and tell them communicating without words is extremely important for daily usage but we usually ignore it.</p>	 Page No 33	 10 minutes
	<p>Tell students that we are about to commence an activity called “non-verbal communication”. Ask students to stand in a row or in a U-Shape. Tell them that you will give them some instructions that they have to listen to and follow carefully. One by one start giving them instruction and start following the instruction</p> <ul style="list-style-type: none"> <li>• Touch your nose with your hands, clap and then sit down</li> <li>• Touch you shoulder then stand up</li> <li>• Raise your arms</li> <li>• Touch your feet, put your hand over your mouth (While saying this instead of touching your mouth touch your nose and you notice that most of the students were mimicking you without listening)</li> </ul> <p>Appreciate the students and ask them how they like the exercise? Do you feel less exhausted? Did you enjoy it? Why few of you did everything fine except the last step? Is body language more prominent as compare to words? Why is physical movement or non-verbal communication important?</p> <p>Make a conclusion that physical movements are more powerful than words. Physical movements are more meaningful. Physical movement represents</p>		

#	Instructions	Page No.	Time
	your aptitude, thinking and intention. With their help you can show anger, love and rage. Intentionally or unintentionally physical movement represents your true self.		
7	Tell student one other common means of communication skill is writing. Writing is as important for safety and survey departments as it is for other departments but in writing alongside words aspects like number, table, direction, drawing and sketches are equally important. Use Page No 34 of the book to show the importance of writing in communication.	 Page No 34	 10 minutes
	Inform student that in communication one small mistake can change the entire meaning of the sentence. To prove that we will work on an activity known as Chinese Whispers. Write any message on a sheet of paper like “candy crunching coconut lover”. Ask students to sit in a circle. Ask one student to learn this message by heart without reading it out loud. Once the student had read the message, he has to whisper it to the student sitting adjacent to him. This process will continue until it reaches the last student. Ask the last student to tell everyone what was whispered in his ear then ask the student to read out loud the message written on the paper. You will notice that the message was changed a lot. Once the activity is finished ask the student to return to their seats. Ask them how was the activity? How much did the message change? Why was the message changed? Whose fault was it? What might be the reason? Could this happen in normal routine? Conclude that communication or sending message is a complicated task and if too many people are included in the chain, the chances of miscommunication are increased. In professional life communication is extremely important		

#	Instructions	Page No.	Time
	especially in the field of surveyor and safety inspector.		
8	Ask student to complete the homework on Page No 35. For this, students need to physically spend some time to write a report on daily activities of a person in the relevant field i.e. Civil Surveyor, Quality Surveyor or Safety Surveyor. Tell students it's not an exam but an exercise on report writing. At the end of session tell student that communication in professional life is just as important as daily activities. Before ending the session ask student to solve the post-test in the allotted time of 15 minutes. Carefully count and collect the test.	 Page No 35	 20 minutes

## Session 3

# Teamwork

### Objectives and Time







04 hrs. 30 min









At the end of this sessions all students will be able to:



- Describe the concept and benefits of Teamwork.
- Understand the types and characteristics of teamwork
- Implement teamwork in their professional work.
- Resolve team disputes







### Session Plan

#	Instructions	Page No.	Time
1	Referring to the previous session, remind students that communication skills are very important for people to communicate with others. Welcome students to the session on teamwork. Tell participants that in this session we will understand the benefits and principles of Teamwork. Inform students of the session's objectives. Distribute the pre-test amongst students. Take <b>30 minutes</b> to complete the pre-test. When all the participants are done, properly count and retrieve the papers. With the help of Page No 38 explain the session summary.	 Page No 38	 <b>20</b> <b>minutes</b>
3	Direct students' attention to Page 39 of the book. Ask them to read the tasks related to surveyor and safety inspector and share which work they perform themselves and what tasks are performed by their team. When all students complete the activity ask them to sit in pairs and look at each other's sheets to count how much is accomplished through teamwork. Tell students how teamwork helps us	 Page No 39	 20 minutes



#	Instructions	Page No.	Time
	win. It saves time, while preserving quality and there is no challenge in completing more work in less time. This session contrasts working alone with working together with a team and how teamwork is significantly better.		
3	Tell the students that since there are so many advantages to teamwork, ask them about how we can benefit from it. Announce a reward for anyone who can list the right benefits. Listen to the answers and encourage them. If no one tells the benefit, use page 40 to specify the general and special benefits of teamwork. It would be better if you link these benefits with professional and personal life, such as the fact that reduces work related stress, which in turn, increases your work quality, which in turn leads to a peaceful life. Remind student that unity is strength.	 Page No 40–42	 35 minutes
4	Direct participants to page 43 and explain civil survey and quality surveyor teams. Tell the participants that their team can be big or small depending on the nature of the job. Tell students that if they work as a team, they will find success, if they work outside of teams, they will end up chasing success.	 Page No 43	 25 minutes
5	Tell participants to sit in pairs and find out who the better team worker is. Direct participants to page number 44 and instruct them to ask each other questions to complete the sheet. Give participants 10 minutes for this task. When all the participants complete this task, ask a handful for explanations. Tell them that the purpose of this sheet is to guide them on how to bring change in themselves.	 Page No 44	 35 minutes
6	Ask students if they have heard the adage “too many cooks spoil the broth”, meaning that too many people working on the same thing can cause harm instead of good. When people work together,	 Page No 45	 20 minutes

#	Instructions	Page No.	Time
	<p>there can be misunderstandings and communication gaps, this happens in teams. Now ask students what the conflict is. Listen to their answers and with the help of page number 45, tell them more about their conflict. Tell them that conflicts occur during work as well as our daily lives. Tell students the importance of solving conflicts. Now tell the students that there are two types of conflicts, positive and negative. Ask students to give examples of positive and negative conflicts that might arise in surveyor and safety inspector work. Considering the answers explain that positive conflicts are ones that do not cause anyone harm, for example, two surveyors compete with each other so that they can improve their work (ask students that have they ever been through such an experience). While negative conflicts are those that occur when two teams belittle each other and make each other's jobs miserable. It is harmful to both the individuals and the workplace (ask students if sometimes they have passed such experiences).</p>		
	<p>Explain the different types of issues and reasons for conflicts in the Page No 46 of booklet. Ask students what type of conflict can arise during Surveyor and Safety Inspector work and what the main reasons might be? Appreciate all incoming answers. To understand conflict and their reasons, start a Role play exercise. Select students for the exercise and inform them of their roles. The character and the entire process is explained with the help of TN-02. Apart from the role-playing team, the rest of the students should remain silent and carefully observe how everyone performs their tasks at work. As soon as the roleplay is over, ask them how it was and how they felt about it? Then ask the students if the</p>	<p style="text-align: center;">             Page No            46             TN-02         </p>	<p style="text-align: center;">             35            Minutes         </p>

#	Instructions	Page No.	Time
	target was achieved. Why, or why not? Connect incoming responses to the behavior and character of the different people in the roleplay team and tell how these behaviors caused conflicts. Ask examples from students for their observations in this matter. Then ask the roleplay team what type of difficulties they faced while working together, and what was the reason for that? Then relink these responses with source of the conflict.		
	Ask the students if they will stop working as part of a team if conflicts arise? In the light of the answers, prove that it is very important to work as a team, but it is also very important to resolve disputes. Give suggestions on how to resolve conflicts in teams with the help of Page No. 47 and get further examples from students. Then distribute the students in 4 groups and ask them to think about any type of conflict that might occur during the work of Surveyor and Safety Inspector (for instance, survey for an unscheduled place was performed) and resolve this conflict as per suggestions. As soon as the group completes their work, ask everyone about the dispute and the solution they reached. Appreciate the group for having a good strategy. Tell students that this method can be used in general everyday life.	 Page No 47	 35 minutes
7	Ask participants what methods they would use to increase teamwork in the construction sector. Encourage participant's responses. Using Page No.48 explain how to improve teamwork in the construction sector. Repeat the key points of the session and administer the post-test. Give participants a 15-minute time for this.	 Page No. 48	 25 minutes
	Give students the home work while referring to page no 49 and tell them to complete this exercise at home. While ending the session, clarifying the	 Page No 49	 20

#	Instructions	Page No.	Time
	student's teamwork is very important for performance. If a team works well, months of work can be concluded in days and days of work in hours. We hope that wherever you go, you will remember this principle of teamwork.		minutes

TN-02

Roleplay- Teamwork and its conflicts

Reason for Roleplay: Explain the role of different people in the team and highlight the causes of dispute.

Team work during Roleplay: Planning a survey.

Characters

- Two stubborn people who have a single way of working, are quick to anger and do not let work proceed.
- An individual who thinks very highly of himself and assumes his intelligence is above all, he is very insulting towards others.
- An individual who is not interested in actually working and does not work well as part of the team.
- An individual who is positive and wants to take everyone's opinion into account.

Role: This team of five people together will prepare a survey.

- Every member of the team will exhibit attitudes according to the given role, for example, the person who knew everything can say that I know all, you guys should sit comfortably and let me do everything. Or the stubborn people can question the necessity of creating these plans and that they can make them later. They do not allow the rest to work and say there is lot of time lets chit chat for now.
- It will continue till 10 minutes as the positive person will also play a role in making plans in some way and they could complete task with teamwork. If needed, increase 5 minutes.

It is possible that some development of the project work could start and it is also possible that the wise person who knew everything can tear the chart and say that you do not have manner for work, the whole plan is wrong.

## Session 4

# Time Management

### Objectives and Time













04 hrs. 30 min









At the end of this sessions all students will be able to:

- Describe the concept and benefits of Teamwork.
- Understand the types and characteristics of teamwork
- Implement teamwork in their professional work.
- Resolve team disputes



### Session Plan

#	Instructions	Page No.	Time
1	Welcome students to the session on Time Management and ask them to read the story given in the beginning. When students complete the story, make the conclusion that time does not value us as long we do not value it. In the department of surveyor and safety inspector, the efficiency of work would improve if time is managed properly. After that read and explain the booklet's summary provided on Page No 51. Give student 15 minutes to complete the pre-test. When all students complete the pre-test, count them while collecting them back.	 Page No 51	 20 minutes
2	Distribute students in three groups for civil service, Quantity Surveyor and Safety Inspector and then make them solve the exercise given on Page No. 52 of the book. Give students 20 minutes for this activity and then ask each group about the benefits of this exercise. Link these benefits to their work and tell them you stand to gain a lot of success in your professional life.	 Page No 52-54	 10 minutes

#	Instructions	Page No.	Time
3	<p>Tell students about the definition of time management with the famous saying “Time is like a pearl in the deep sea, once lost it’s impossible to find again”.</p> <p>After this saying raise the interest of the participants by talking about the importance of time. The value of time can be explained with analogies like pure power and extraordinary wealth. Some people call it priceless treasure and a priceless artifact that once gone will never return. Tell participants that time is not like a picture taken from camera that you can save. Focus on explaining the importance of time described on the page until all 9 points are clear. If student still feel unfamiliar about any point, go over it again.</p>	 Page No 55	 20 minutes
4	<p>Ask students what are the activities in your domain that waste time? Listen to their answers and ask students to bring their attentions to page 56 and explain the 9 points that hinder and explain, with the help of pictures. Remember time is of the essence, when you have to distribute work during a survey, remember to supervise work as the work distribution should already clearly be listed. Pay special attention to it and by conducting these exercises you can avoid obstacles.</p>	 Page No 56	 25 minutes
5	<p>Distribute students among three groups and create 7 cards on how time management can be made possible. The steps of time management are provided on page No 57.</p> <p>Create 3 set of cards and distribute them among groups. Ask all groups to arrange them in the right order. Give a prize to the group that accurately arranges the cards the quickest. Have a detail discussion after each step and try to answer participant questions.</p>	 Page No 57	 25 minutes

#	Instructions	Page No.	Time
6	Ask students to try another exercise. Tell them that we are going to survey a university and monitor the work accomplished there. Finally ask the student to look at page number 58 as your format. Give feedback on how beneficial the procedure was and how effective the use of time has been to you?	 Page No 58	 30 minutes
	Ask students if they have decided on their daily tasks. If they have, ask how, if not, ask why not. With the help of Page 59 explain the technique of setting layout and prioritizing daily tasks. Tell students that prioritizing daily tasks is of the utmost importance and that tasks that can be done immediately should be done before moving on to longer tasks. Tell them that during the work of Surveyor and Security Inspector, if work is distributed into small manageable tasks the work become easy and efficient.	 Page No 59	 10 minutes
	Ask students to individually solve the activity provided on page number 60. Instruct them to first check their respective department and then mark themselves on the 'received' boxes. Tell students that by this activity you will be able to review how you prioritize your work every day. Tell students about the marking criteria. Give 10 minutes to students for this activity. Encourage the highest scorer and ask the rest to focus on these tasks on daily basis to improve work quality.	 Page No 60	 10 minutes
	Tell students that we will now conduct an activity aimed at techniques on prioritizing work. Distribute students in 4 groups and ask them to solve the activity given on Page 61. To explain it to students read each technique and ask them to write in the empty box how this technique helps them, give students 15-minutes and ask for a presentation. When all groups complete their presentations tell them that by adopting all these techniques, you will	 Page No 61	 10 minutes



#	Instructions	Page No.	Time
	be able to do your jobs better.		
7	Tell students that we will now discuss homework. Ask student to view the format available on page No 62–64. It will be similar to format number 2. To complete this homework, Civil Surveyor, Quantity Surveyor and Safety Inspector should attempt it in reference to their departments. If student have any unsolved questions, then answer them. Before the end of session ask students to complete the pre/post-test.	 Page No 62–64	 20 minutes

## Session 5

# Work Ethics

### Objectives and Time











3 hours





At the end of this sessions all students will be able to:

- Understand and implement work ethics in Surveyor and Safety Inspector department.
- Analyze and improve work ethics of surveyors and safety inspector.
- Suggest how to improve the work ethics of surveyor and safety inspectors.

### Session Plan

#	Instructions	Page No.	Time
1	Welcome the students to the session and read out the story given to them. State the moral of the story, which is “if we let go of work ethics, we will be like kites without string i.e. directionless and without any methodology or rules.” Similarly, no success can be found in survey and safety inspection without work ethics. A surveyor or safety inspector without work ethics is like a severed kite. To learn work ethics, explain the session objectives to the students. Ask the students to read the session summary on page 66 to create awareness of what they are supposed to learn. Now conduct their pre-test and count them after recollecting.	 66	 20 min
2	Now tell the students that they will have to answer some riddles now. Ask them to read the questions on pages 67 and 68 and answer what is right. For example, Waqas is a civil surveyor and he believes that he does not need to visit the site for every survey. Do you think he is correct? Mark it true or false. Give the students 20 minutes to finish this	 67 to 68	 35 min

#	Instructions	Page No.	Time
	exercise. When all the students have their exercises ask them their opinion that if taking care of these things is a part of work ethics or not? Tell the students that just as ethics are important in our normal lives, they play an important part for our success in professional life.		
3	Ask the participants what they think work ethics are? Listen to the incoming answers and tell them that work ethics means basic guidelines that need to be followed by employees during work. It includes attitude, character, nature and communication skills of a person and how he/she works as part of a team. Work ethics represent the personality of the worker. Hence not only are technical skills important but implementing work ethic is equally important. With the help of page 69 of the book explain common work ethics. Tell the participants that they act on of these guidelines every day. With the help of pages 70 to 72 explain the specific work ethics and ask if the students act upon those as well? If yes, then what are their merits? If not, then how are they at a disadvantage? Listen to the answers and tell the students the importance of respect in work ethics.	 69   70 to 72	 30 min
	Tell the students that now we will conduct a role play exercise to learn more about work ethics. Select a few students for the role play and inform them about their characters.		
	The explanation of characters and the whole act has been done with the help of TN-03. Ask the students apart from roleplaying team to remain quiet and focus on the role play. As soon as the role play ends ask them about their reaction? How do they feel? Then ask the students why do they think Waleed was fired? Should they have fired him? Listen to the answers of the students and then	TN-03	 40 min

#	Instructions	Page No.	Time
	explain to them that are work ethics decide whether we are let go or kept on our jobs. Correlate the role play to the guidelines provided in the booklet and encourage the students.		
4	Divide the students into three groups and ask them to write any ten examples of good work ethics. Give students 20 minutes for this exercise. Once all students have done this activity ask them to present in groups and then with the help of page 73 explain the five rules needed to improve on work ethics.	 73	 35 min
5	Tell the students to complete pages 74 and 75 as homework and ask them to follow the instructions. While concluding the session tell the students that not implementing work ethics in life effects our performance. Before ending the session ask the students to finish the post-test in 15 minutes. Once the students are done, collect and count the tests. Finally give the students the example through this verse 'Respect is the first rule, In all the rules of love' Or tell them Mannerly is fortunate and ill-mannered unfortunate.	 74 to 75	 20 min

TN-03

## Role play- Why am I fired

Objectives of the role play: Explaining work ethics in the field of surveyor and safety inspector.

Characters:

- Waheed: A civil surveyor
- Sajid: A teacher in another city

**Situation:** Sajid has come home after 6 months, on a vacation and he meets his friend Waheed.

- Waheed is sitting silently and looks troubled.
- Sajid: Brother, why are you so worried? What happened?
- Waheed: I have been let go from my job. I don't understand why I was fired.
- Sajid (surprised): You were fired? Why?
- Waheed: Nothing big, I used to go to work late sometimes.
- Sajid (With a small smile): Such a small thing.
- Waheed (making a face): Sometimes I couldn't understand some things during the survey but I would make do.
- Sajid (smirking): This doesn't seem like a big thing, any other problems?
- Waheed: Small disagreements do occur at workplace.
- Sajid (sarcastically): oh sure, they do. And then?
- Waheed: My officer would tell me to wear the uniform which included a helmet, but it made me very hot.
- Sajid (laughing): And you still haven't figured out why they fired you?
- Waheed starts beating him up and he runs away from there.

## Session 6

# Problem Solving

### Objectives and Time













2 hours







At the end of this sessions all students will be able to:

- Identify problems in Survey and Safety work.
- Find possible solutions to the problems faced in survey and safety work.
- Implement the solutions to increase their work performance.

### Session Plan

#	Instructions	Page No.	Time
1	Welcome the students to the session and refer to the previous session in which they learned about better utilization of time. Inform the students that if time is not utilized better, the department of survey and safety can face a lot of problems. In this session we will learn about problems and their solutions. Read out the story given in the session to the students and explain to them the moral that problem identification and finding solutions is extremely important. Correlate problem solving to the objectives and then explain the main points of the session, session duration and session summary with the help of page 78. Ask the students to complete this session's pre-test and recollect the paper after counting them properly.	 78	 15 min
2	Tell students that now we will do an interesting exercise through which you will gain awareness of the problems your department faces.	 79	 20 min
	Divide the students into three groups according to their departments. Tell all students to read the		

#	Instructions	Page No.	Time
	<p>story on page 79 and ask them to tell:</p> <ul style="list-style-type: none"> <li>• The reason behind each problem?</li> <li>• The solution you would recommend for it?</li> </ul> <p>Give the students 15 minutes to finish this exercise. After they are done ask each group to give a presentation and tell them that like every other part of life, survey and safety work has its own set of problems to face however there is no need to worry as good planning can find the best solutions to the problems.</p>		
3	<p>Refer pages 80 and 81 to the participants and tell them that problem solving is an act through which we resolve work related problems better and quicker. After explaining the problems faced during survey ask the participants of the kind of problems they usually face. With the help of book describe and explain the common problems faced by a surveyor and their effects on the work. Ask the students how they think a surveyor solves problems faced during work? Explain the problems faced by a surveyor and methods of problem solving with the help of page 82 of the book. Tell them that it is important to identify and understand the problem before finding possible solutions. For solutions observation and decision making is quite important.</p>	 80 to 81   82	 10 min
4	<p>Divide the students into three groups according to their trade and guide them to complete the exercise provided on page 83. Ask the students to identify a single problem from their department and write its details. Give students 25 minutes for this activity. After every student has finished conduct presentations. Listen to the students' answers and guide wherever needed.</p>	 83	 20 min
	<p>Ask the students which team faces what problems in the work of a surveyor and safety inspector. What</p>	TN-04	

#	Instructions	Page No.	Time
	can be the solutions to these problems? Appreciate the incoming answers. To further explain problem solving begin their role play. Select a few students for the role play and inform them about their characters. The explanation of characters and the whole act has been done with the help of TN-04. Ask the students apart from roleplaying team to remain quiet and focus on the role play. As soon as the role play ends ask them about their reaction? How do they feel? Then ask the students what issues did Shoaib face? Correlate the answers with the role play and explain every act of problem solving. Ask the students for examples of problem solving from their experiences.		10 min
6	Inform the students that they have learned how to solve problems in a better way. Ask the students the advantages of problem solving, listen to their answers and explain the advantages of problem solving with the help of page 84. Tell them that focusing on the importance of the solution is more important than just problem solving as it improves our work and performance.	 84	 10 min
7	Divide the students, according to their departments, into three groups and then ask them to find and resolve the problems with the help of page 85, keeping their departments in mind. Give the students 25 minutes to complete this activity and ask them what problems can occur. Focus on the problems and their solutions keeping student skill sets in mind.	 85 to 87	 20 min
8	Tell students that now they will be given homework, tell them to find out about the personal and professional problems faced by the surveyor, with the help of page 88 and complete the activity from home. Remember that every aspect of life faces problems, instead of stressing because of them it is	 88	 15 min



#	Instructions	Page No.	Time
	better to find better solutions to the problems and we are sure that post this session you will be able to find better solutions to your problems.		
	Inform the students of the basic points of the session and answer any questions they might have. Before ending the session give the students a post-test to finish in 15 minutes. After the students are done, collect and count the tests properly.		

## Role play– Act of problem Solving

Objectives of the role play: Explaining the act of problem solving

Characters:

- Shoaib: An assistant surveyor in a company
- Nasir: Senior Surveyor in the same company
- Zohaib: Intelligent friend of Shoaib who works in the same office.

### Conversation: First Act

(Shoaib comes back from a survey and gives the information gathered at the survey to Nasir)

- Nasir: Where is its complete format?
- Shoaib: Sir, I will finish and give it to you in some time.
- Nasir (in a loud voice): This work is supposed to be done during the survey. If you will do this now when will you complete the rest of your work?
- Shoaib: Sir, I will complete it in a moment.
- Nasir (goes to Shoaib after a short time): Where are all the formats of the survey?
- Shoaib: Sir, I am finishing them, I will hand them over in a bit.
- Nasir (shouting angrily): You have been back for the last 20 minutes and you still haven't finished them. Hurry up, I have been waiting for a while now.
- Shoaib: (After sometime goes to handover the completed work to Nasir) Sir, the formats.
- Nasir: (making the face on seeing the format) What is this? The entire work is wrong. The client will be livid. Don't come from tomorrow onwards if this is the kind of work you can produce.

## Second Act:

(Shoaib comes back in the room with a long face)

- Zohaib: What happened to you? Why was Sir getting angry at you?
- Shoaib: I did all the work correctly; he was just angry so he took it out on me. I think I will quit from tomorrow.
- Zohaib: Who quits at such a small thing, you should find another solution to this problem.
- Shoaib: I don't think this problem will be solved. What do you suggest?
- Zohaib: I have two solutions to this problem. One that you go to Mr. Nasir and tell him that if your work is wrong you are willing to correct it but there is no need to talk to you with anger. Or secondly go to the lead surveyor and tell him about the whole situation, it is better if you do it in front of Mr. Nasir so he is present during the entire conversation.
- Shoaib: I think it's better to talk to the lead surveyor.
- Zohaib: Wise decision and make sure that you talk with patience so that a solution comes out of problem and it doesn't repeat.
- Shoaib: I will do exactly that. Mr. Nasir has a knack of speaking loud, anyways.  
(Both laugh)

## Session 7

# Occupational Health and Safety

### Objectives and Time













3 hours




At the end of this sessions all students will be able to:


- Implement the guidelines of health and hygiene during survey and safety.
- Promote safe methods of working.
- Give instructions about personal health and safety during survey and safety.

### Session Plan

#	Instructions	Page No.	Time
1	Welcome the Students into the session and refer to the previous session in which they learned about problem solving. Inform the students that as this department is related to construction, work employees here face a lot of hazards. Read out the important points of the session to the students and read the story out loud to start the session. Explain the reason behind the story and correlate it with problem solving. Alongside explain the important points of the session, time duration of the session and session summary on the page 84 of the book to the students. Ask the students to complete this session's pre-test and recollect the paper after counting them properly.	 90	 20 min
	Divide the students in three groups and tell each group to read the scenarios provided on page 85 and answer the following:		
	<ul style="list-style-type: none"> <li>• Why did the problems of health and safety occur in each scenario?</li> <li>• What steps will you take in such situations?</li> </ul>	 91	 30 min

#	Instructions	Page No.	Time
	<ul style="list-style-type: none"> <li>According to you what can be done to avoid hazards during work?</li> </ul> <p>Give 20 minutes to the students for this exercise. Ask them to give a 5 minute presentation in group form.</p>		
2	<p>Ask students what is meant by occupational health and safety, use all responses to define it and all contents of page 92. Ask students about the kind of health and safety hazards that can occur during a survey? Describe the two types of hazards and explain the human and environmental hazards. Which rules should be followed? Connect the responses to the guideline provided on page 93 and explain every rule and tell them that if not followed various problems can occur.</p>	 92 to 93	 10 min
3	<p>Divide the students according to their number in three groups and ask every group to write any five rules of usual safety for their work in survey and safety department. Give students 15 minutes for this activity and when they complete it ask them to present the topic. Tell them about the safety rules for the surveyor and safety inspector with the help of pages 94 to 96 of the book. Ask the students to analyze their work as civil surveyor, quantity surveyor and safety inspector and tell which things do they require during their work? Elaborate where necessary. With the help of pages 97 and 98 talk about the arrangements needed in case of an accident.</p>	 94-97	 20 min
4	<p>Ask the students to tell about safety equipment and material they use during work, when to use them and the advantages of using them. Recourse students' attention to page 99 and give them 15 minutes to complete the given activity. Ask some students about what they have written. Explain further wherever needed.</p>	 99	 30 min

#	Instructions	Page No.	Time
	Tell the students that now we will act a role play. Select a few students for the role play and inform them about their characters. The explanation of characters and the whole act has been done with the help of TN-05. Ask the students apart from roleplaying team to remain quiet and focus on the role play. As soon as the role play ends ask them about their reaction?	TN-05	 40 min
	How do they feel? Then ask the students all the cleanliness and hygiene issues they observed. What situation was everybody facing? Correlate the answers with the role play and tell them to always follow health and safety guidelines. Tell them that various organizations train their employees regularly so that accidents can be dealt with on time.		
5	Lastly give the participants homework in which they have to identify safety and health at various stages, making note of all the possible hazards at the workplace according to the rules provided in the previous pages of the book. It has three phases, Tell the students that for the first phase they have to visit workplace to notice hazards posed to safety and health. In the second phase, identify anyone who will be affected by these hazards, them, their colleagues or the people in the surroundings. What are they doing to avoid these hazards and what else needs to be done? So it is better if you ask the students about the safety risks at the workplace, e.g. something may catch fire, fall from a height or someone may get injured, etc. All these can be examples of hazards. Keeping these hazards in mind read the page 100. Give students 15 minutes to fill the format. After this, ask the students for presentations. Explain wherever needed.	 100	 15 min

#	Instructions	Page No.	Time
6	Inform the students of the important points of the session and if they have any questions, answer them. Before ending the session give students the post-test and ask them to complete it in 15 minutes. After the students have finished their test collect and count them properly.		 15 min

TN-05

## Role play– Rules of Cleanliness and Hygiene

Objectives of the role play: Explaining the rules of cleanliness and hygiene and explaining their importance

Characters:

- 3 laborers
- Surveyor
- Engineer
- Safety Inspector
- Lead Surveyor

### First Act

There is construction work going on at a place and the safety inspector has come to visit the site to see how far along the work is coming. The safety inspector is getting information from the surveyor and engineer when a pillar falls down and many people are trampled under it. Now the situation is:

1 laborer had a part of pillar fell on him and he is lying injured. The other two laborers escaped

The safety inspector was the first to escape to the nearest road.

The surveyor and engineer saw the safety inspector run so they too ran away.

The lead surveyor ran to the safety inspector and is looking at him surprised.

As soon as the safety inspector saw the lead surveyor he started giving him instructions from the road in a loud voice. Do this, do that, etc.



## Session 8

# Job Placement

### Objectives and Time













3 hours









At the end of this sessions all students will be able to:



- Tell the importance of finding the suitable jobs.
- Make a list of various means of job hunting.
- Make a list of the important parts of the resume and cover letter.
- Make their own resumes.

### Session Plan

#	Instructions	Page No.	Time
1	Welcome all students to the eighth session of the training and ask any volunteer to read the story given at the start of the session. At the end of the story conclude that if we or are our documents are not prepared it will be impossible to procure jobs. Circumstances similar to the ill prepared young man can be faced by us, hence, we don't speak, our preparation and documentation speak for us. After this, explain the components of the session and read the session summary from page 102. Clarify to the students that we need soft and technical skills to be worthy of a job and we express these skills through our C.V and cover letter. The next step to job procurement is interview. You can get the job if you are able to make a good impression however preparation is important.	 102	 15 min
2	Ask any volunteer from the students to read the first story given on page 103. At the end of the story ask the students the reasons Yaqoob could not get a job. Note the reasons provided by the	 103	 10 min

#	Instructions	Page No.	Time
	students and then ask someone else to read the other story. At the end of the story ask the students why Shakeel was successful in acquiring that job. Note students' answers. Tell them that it is integral for us to know which department to apply for a job in and to prepare accordingly. C.V. and cover letter is needed even in the department of survey and safety for ease in getting a job		
3	Ask the students that where and at which designations to they want to find work. Listen to their answers and refer them to the sheet provided on page 104. Tell them that now you will do an activity which will clarify where you want to get jobs and which modes should be used to look for jobs. Give students 10 minutes to complete their sheets. Once finished used a few as example.	 104	 35 min
4	Ask students what they will do once they find the job advertisement? The answer is that you will have to submit an application, which requires the following things: <ol style="list-style-type: none"> <li>1. C.V. or biodata which has details of your education and profession experience so that the employer can evaluate them.</li> <li>2. A single paged cover letter in which you show interest in a specific job vacancy and tell why you find yourself appropriate for the job?</li> </ol> Ask student to open page 105. Tell them about the definition and components of the C.V. Refer to the C.V. specimen provided on page 106.	 105 to 106	 35 min
5	Now tell students that we will discuss "What to keep in mind when preparing a C.V." Distribute two cards (one red and one green) among the students and ask them to write one answer on each card, the important information to write on the C.V. and which to skip.	 107	 10 min
	A green card is for things that should be included		

#	Instructions	Page No.	Time
	and red for those to be avoided. A volunteer will stick all cards on different flip charts and then correlate the answers to the points provided on page no 107. Tell students that unnecessary information wastes employer's time which puts your job acquisition in jeopardy. Try to only include necessary information in a better way on your C.V.		
6	Refer the students to the page 108 of the book and tell them the basic rules of a cover letter/application. Show the students the specimen cover letter given on page 109 and explain the importance of an ideal cover letter that can be used to impress your possible employer into taking your C.V. seriously.	 108 to 109	 15 min
7	Now ask the students to create their own C.V.s. Instruct the students to imagine a vacancy opening in the organization they want to work in and develop a C.V. for that vacancy. Explain the format for the C.V. provided on the page 110 again and tell them to fill in their information in that format. Give the students 15 minutes to finish this activity. When all students have completed the task, randomly use some as examples and correct them in case of any mistakes. Tell them to digitize their C.V.s from home.	 110	 15 min
8	Ask students if they have ever given anyone an interview? If not, then do they know what an interview is? In light of their answers explain it to them with the help of page no 111 that what is interview and what is observed during an interview.	 111	 10 min
9	Tell the students that now they will observe a role play. For the role play select a few students beforehand and inform them about their roles. The details of the characters and the whole act have been done with the help of TN-06. Apart from the students in the role play team ask all other to	TN-06   112 to	 35 min

#	Instructions	Page No.	Time
	silently observe the role play. After the role play ask everyone what they think about the role play. What are they feeling? Now ask the students the reason behind Asghar's worry. What suggestions did his father give him? Correlate the answers to the role play activity and tell them that there are various important points to consider before, during and after the interview.	114	
	All these have a great impact on our interviews. These aspects help the employer assess your benefits to the organization. Now with the help of pages 112 to 114 give instructions for before, during and after the interview and correlate them to the role play.		
10	Lastly give the students the homework and read out the instructions. Conduct the session's post-test and tell them that this session deals with all things necessary to help you find a job.	 115 to 116	 5 min

## Role Play– Interview

Objectives of the Role play: Things needed to be done before, during and after the interview

Characters:

- Asghar: A young man who has completed the Civil Surveyor course and is looking for a job these days.
- Asghar’s Father: A retired teacher.

**First Act:**

(Asghar receives an interview call from a restaurant and he is stressed about what will happen tomorrow. Meanwhile his father comes home after praying and asks him)

- Father: Son why are you so stressed?
- Asghar: Father I just got an interview call.
- Father: That’s a good thing. Make sure you’re tidy and well–prepared for the interview tomorrow.
- Asghar: Father I will go after showering and getting ready but I am tense about what they might ask me.
- Father: Son they will ask you about what you know and what you want to do. Apart from that maybe they might ask you about some questions about measurements and nature of land.
- Asghar: I can answer those questions but I fear I might end up being shy or appear scared.
- Father: Okay, so why don’t you practice in front of the mirror first? You’ll give a good interview tomorrow, you’ll see.
- Asghar: Wow father! That is a really good advice. Tell me more.
- Father: Keep all your documents in a file and talk confidently.
- Asghar: Father what should I do when they are conducting my interview? What should I tell them?
- Father: Son remember to ignore your smallest flaws and focus on your best qualities.
- Asghar: Okay Father, I will do exactly that.

- (Next day Asghar comes home from the interview. He is very happy as his interview went well. He immediately tells his father)
- Asghar: Father, my interview went well. I did exactly as you said. The company said they will give me an appointment letter soon.
- Father: Congratulations son. Do remember to call them yourself in a day or two if they don't call you.
- Asghar (getting happy): Yes, father, I will do exactly that.
- Father: Now quickly go and get some sweets. (Both smile)

## Evaluation and Conclusion of the Training

### Objectives and Time






40 Mins

At the end of this sessions all students will be able to:

- Present the analysis of the objectives learned during the training.
- Give feedback about the training.
- Conclude the training.

### Session Plan

#	Instructions	Page No.	Time
1	As the training is coming to its end, invite the students to give their feedback. Note it all down. Tell the students that now we will see how much we learned during this training. If the participants have any questions, answer them.		 5 min
2	Conduct a written examination of the participants which they have been told about beforehand. Then distribute analysis forms amongst them to get written feedback. Give them 10 minutes to fill the forms. Clarify to the participant that these forms can be submitted anonymously. Collect and count the forms after the time ends so that no participant is left out of expressing their opinion.	Analysis Form	 15 min
3	Announce that this is the conclusion of the workshop (if a representative of any organization is present invite them to say conclusive words). Give certificates and close the workshop after thanking the participants		 20 min