



SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

INSTITUTE VISION AND MISSION

VISION:

To emerge as a Center of Excellence for Learning and Research in the domains of engineering, computing and management.

MISSION:

IM1: Provide congenial academic ambience with state-of-art resources for learning and research.

IM2: Ignite the students to acquire self-reliance in the latest technologies.

IM3: Unleash and encourage the innate potential and creativity of students.

IM4: Inculcate confidence to face and experience new challenges.

IM5: Foster enterprising spirit among students.

IM6: Work collaboratively with Technical Institutes / Universities / Industries of National, International repute.

DEPARTMENT OF MANAGEMENT STUDIES VISION AND MISSION

VISION

Become Center of Excellence for Educating Management Students as Leaders of Tomorrow.

MISSION

- Provide congenial academic ambience with necessary infrastructure and learning resources.
- Inculcate confidence to face and experience new challenges from industry and society.
- Ignite the students to acquire self-reliance in State-of-the-Art Technologies.
- Foster Enterprising spirit among students.



SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

Program Educational Objectives (PEOs)

PEO1: Have in-depth knowledge through life-long learning to conceptualize, critically analyze and add value in the areas of business management.

PEO2: Have lateral thinking enabling simple solutions for complex managerial problems.

PEO3: Ignite the passion for entrepreneurship.

PEO4: Inculcate a spirit of ethical and social commitment in the personal and professional life and to add value to the society.

Program Outcomes (POs)

POs	Statements
PO1	Apply knowledge of management theories and practices to solve business problems
PO2	Foster analytical and critical thinking abilities for data - based decision making
PO3	Ability to develop value based leadership ability
PO4	Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business
PO5	Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment
PO6	Apply specialized tools and techniques of human resource management in real life business practices.
PO7	Apply the ever evolving marketing techniques to encounter the challenges and leverage opportunities.
PO8	Apply sophisticated financial tools and techniques for smooth management of organization.

Program Specific Outcomes (PSOs)

PSOs	Statements
PSO1	Apply core and functionary management skills for professional growth and business evaluation
PSO2	Adapt to dynamic changes in an environment relevant to professional managerial practice and entrepreneurship as emerging leaders



SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

Learning Modules

Module 1 - Just-a-Minute

Module 2 - Team building

Module 3- Time Management

Module 4- Creativity

Module 5 - Seminars with PPTs

Module 6- Role Play

Module 7 - Debates

Module 8 - Employment Communication

Module 9 - Group Discussion

Module 10 - Mock Interviews

Module 11- Managing Stress

Course Outcomes

On successful completion of the course the student will be able to

Course Outcomes		POs & PSOs related to COs
CO1	Assemble the knowledge and ideas for effective oral presentations.	PO4 & PSO2
CO2	Exhibit effective team skills through participation in group activities	PO5 & PSO2
CO3	Apply the necessary skills and win job interviews	PO2 & PSO1
CO4	Derive the required professional and career competence skills	PO1 & PSO1
CO5	Develop their Personality over the lifelong learning environment	PO3 & PSO2



SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

RUBRICS FOR SOFT SKILLS LAB

	Excellent(3)	Good(2)	Fair(1)
Assemble (CO1)	Student successfully completes the activity, gathers appropriate data about the topic and gives effective oral presentations.	Student successfully completes the activity, gathers data about the topic and gives effective oral presentations.	Student successfully completes the activity, gathers data about the topic and gives oral presentations moderately.
Exhibit (CO2)	Learns and exhibits effective teambuilding skills through participation in group activities	Learns and exhibits reasonable teambuilding skills through participation in group activities	Learns and exhibits poor teambuilding skills through participation in group activities
Apply (CO3)	Student gains excellent knowledge in winning job interviews	Student gains moderate knowledge in winning job interviews	Student gains little knowledge in winning job interviews
Develop (CO4)	Student gains excellent knowledge in learning new concepts	Student gains moderate knowledge in learning new concepts	Student gains poor knowledge in learning new concepts
Derive (CO5)	Student develops outstanding professional and career competence skills	Student develops reasonable professional and career competence skills	Student develops deprived professional and career competence skills



SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

NAME OF THE COURSE WITH CODE: EMPLOYABILITY SKILLS LAB

(22MBA127)

CLASS & SEMESTER/ ACADEMIC YEAR: I MBA– II SEM

NAME OF THE STUDENT:

REG NO:

Day- to – Day Evaluation Student Wise CO Attainment

S.NO	ACTIVITY	CO1	CO2	CO3	CO4	CO5
		ASSEMBLE	EXHIBIT	APPLY	DEVELOP	DERIVE
1	Just-a-Minute					
2	Team building					
3	Time Management					
4	Creativity					
5	Seminars with PPTs					
6	Role Play					
7	Debates					
8	Employment Communication					
9	Group Discussion					
10	Mock Interviews					
11	Managing Stress					
Total Attainment						

COURSE COORDINATOR



SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

NAME OF THE COURSE WITH CODE: EMPLOYABILITY SKILLS LAB

(22MBA127)

CLASS & SEMESTER/ ACADEMIC YEAR: I MBA– II SEM

NAME OF THE STUDENT:

REG NO:

Day- to – Day Evaluation (MARKS)

S.NO	ACTIVITY	CO1	CO2	CO3	CO4	CO5	AVERAGE
		ASSEMBLE	EXHIBIT	APPLY	DEVELOP	DERIVE	
1	Just-a-Minute						
2	Team building						
3	Time Management						
4	Creativity						
5	Seminars with PPTs						
6	Role Play						
7	Debates						
8	Employment Communication						
9	Group Discussion						
10	Mock Interviews						
11	Managing Stress						
Total Attainment							
Record (10M)							



SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

COURSE COORDINATOR

INTERNAL LAB EVALUATION SHEET

NAME OF THE COURSE WITH CODE: EMPLOYABILITY SKILLS LAB (22MBA127)

CLASS & SEMESTER/ ACADEMIC YEAR: I MBA– II SEM

NAME OF THE STUDENT:

REG NO:

S.NO	ACTIVITY	Knowledge Demonstrated	Analysis and use in real time applications	Ability to do experiment and following ethical principles	Results & Conclusion	Viva Voce	Total	Signature of the Faculty
		4	4	4	4	4	20	
1	Just-a-Minute							
2	Team building							
3	Time Management							
4	Creativity							
5	Seminars with PPTs							
6	Role Play							
7	Debates							
8	Employment Communication							
9	Group Discussion							
10	Mock Interviews							
11	Managing Stress							

COURSE COORDINATOR



SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

MODULE 1 JUST A MINUTE

ABSTRACT:

Just a minute is an activity that uses extempore speaking. Speaking skills forms the base for selection in interviews and career development. Extempore speaking is possible with good communication skill and knowledge in the specific content. The flow of speech is enabled through fearless and clear presentation.

AIM: To develop quick thinking, together with good speaking, good grammar, appropriate use of words, using the right words.

MATERIALS: Stopwatch, Work Sheet

PROCEDURE:

Step 1 : A list of topics for the speech is prepared.

Step 2: The chosen speaker is asked to pick a number and the topic is allotted randomly.

Step 3: The chosen speaker is given one minute to talk on a topic chosen by the instructor/moderator.

Step 4: The speech is presented and the duration is measured using a stop watch.

Step 5 : The speech is evaluated on the following basis

- Content: The speech should be relevant to the topic and appropriate contents has to be presented.
- Repetition: The content of the speech should not be repeated more than one time.
- Hesitation: The speech should be presented without any hesitation. A pause for more than 2 seconds is considered as a sign of hesitation.

Assessment Criteria:

- Fluency
- Content clarity
- Confidence
- Body language



SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

Learning Experience:

- a. My topic for the Just a Minute was _____
- b. I spoke for _____ seconds
- c. I learnt
- i.
 - ii
 - iii.

WORK SHEET

List of topics:

1. Global Warming
2. Favourite colour
3. Impact of social Network
4. Team work
5. Corruption in India
6. Customer service
7. Importance of communication skills
8. Self confidence
9. Education system in India
10. Traffic
11. Child labour
12. My role model
13. Women empowerment



SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

14. Green revolution
15. Mobile
16. The most happiest moment
17. Family
18. Trees
19. Hobby
20. Politics
21. Exam Stress
22. Global Positioning System
23. Education for poor
24. Television
25. Recent news



MODULE 2

TEAM BUILDING

ABSTRACT: Team building is a collective term for various types of activities used to enhance social relations and define roles within the team. It involves collaborative tasks. Team building exercises expose and address the importance of interpersonal relationship.

AIM: The purpose of the team building exercise is to enhance collaboration and group coordination. To learn the method of achieving the group goals as a team, building effective interpersonal relationship, reducing team conflict and finding solutions to team problems.

MATERIALS: Newspapers

PROCEDURE:

Step 1: The participants are divided into teams that consists of 6-8 members

Step 2: The participants are given instructions on building the tallest tower only with the limited resource of newspaper within the given time. The rule is that the tower should stand on the ground at least for 5 seconds at the end of the activity.

Step 3: The team starts building the tower, modifications are allowed

Step 4: The final tower built is displayed to the instructor and the other participants.

Step 5: The team that has built the tallest tower that stands for 5 seconds on ground is declared as the winning team.

Step 6 : The team concepts are discussed based on the real time experience.

Suggested Activities:

- Tower Building Challenge
- Survival Situation Case
- Business Simulation Game

Evaluation:



SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

- Participation
- Leadership
- Conflict resolution
- Team contribution

Learning Experience:

- a. I had _____ team members
- b. We built the tower in _____ minutes
- c. We made _____ number of modifications.
- d. We were placed _____
- e. I learnt the following team skill
 - i.
 - ii.



MODULE 3 TIME MANAGEMENT

Abstract:

Time management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity. How you use the time depends on skills learned through self-analysis, planning, evaluation, and self control. Time is both valuable and limited; it must be protected, used wisely, and budgeted.

Aim:

Time management helps the students to improve prioritization and productivity and to learn about how to complete a given task in a specific time frame and tight schedules.

Introduction:

It's all organizing, planning how we need to divide our task. A Person who does good time management will be in lower stress and greater career ahead.

Some of the most important skills related to successful time management include:

- Organisation
- Prioritisation
- Goal setting
- Communication
- Planning
- Delegation
- Stress management
- Flexibility

Activity :

How Long Is One Minute

This is one of the simplest time management training activities, yet a very effective one. It is particularly good for starting a training session and getting participants thinking about time.

Materials



SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

For this activity, you will just need a timekeeping device, so you know when one minute has passed.

Procedure

1. Ask participants to stand up and close their eyes.
2. Then ask them to sit down quietly (so that the other participants cannot hear them) when they think that one minute has gone.
3. Once everybody has sat down, you start the discussion.

What will happen is that participants will sit down at different times. So, you can point out to them that time depends heavily on perception.

By asking participants when time goes faster for them and when, instead, time never seems to pass, you can introduce to them the idea that passion, time, and productivity are connected.

Topics:

- Goal setting
- SMART goals

Learning Experience:

The students develop the skills to complete the task in the given time period effectively.



MODULE 4 CREATIVITY

ABSTRACT: Creativity is the use of imagination or original ideas to create something. It is the process of thinking out of the box. Creativity exercises and activities improve the creative skills which are required for career development. It brings about innovation.

AIM: The purpose of the activity is to develop innovative thinking & to make the participants come up with the new ideas when trying to develop or improve a product or service.

Procedure:

1. Give each team a simple product (e.g., water bottle, pen, notebook).
2. Teams create a compelling brand story.
3. Include:
 - Brand name
 - Tagline
 - Emotional appeal
4. Perform a 3-minute storytelling pitch.

🕒 Duration:

40–50 minutes

Evaluation:

- Emotional connection
- Originality
- Clarity of message

Activities:

- Brainstorming session
- Mind mapping
- Product innovation challenge

Evaluation:

- Originality
- Feasibility
- Presentation clarity



SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

Learning Experience:

- a. I had _____ team members
- b. We discussed on innovation in _____
- c. We gave the following ideas of innovation.
 - i.
 - ii.
 - iii.

WORKSHEET

LIST OF PRODUCTS

Television

Mobile Phone

Mobile Application

Household appliances

Fan

Furniture



SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

MODULE 5 SEMNAR WITH PPTS

ABSTRACT : A seminar may be defined as a gathering of people for the purpose of discussing a stated topic. It is an interactive session where the presenter answers the questions of the audience and the instructor.

AIM : The purpose of the seminar is to improve research and presentation skills & to present the contents on a specific topic effectively using the technology.

MATERIALS : PPTs, Worksheets

PROCEDURE:

- Topic allotment.
- PPT preparation (10–12 slides).
- 10-minute presentation.
- Q&A session.

Step 1: The topics are allotted for the participants randomly.

Step 2: The instructions are given on preparation of Power Point Presentation. The PPT need to contain 5 slides, prepared originally with graphics and illustrations.

Step 3 : The Seminar presentations are prepared by the participant and suitable recommendations are made by the instructor.

Step 4: The participant presents the seminar with the PPT.

Step 5: Questions are posed by the audience and instruction at the end of presentation.

Step 6: The instructor evaluates the presentation and provides feedback.

Evaluation Rubric:

- Content quality
- Presentation skills



SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

- Visual design
- Handling questions

Learning Experience:

- a. My topic for seminar was _____
- b. I learnt the following by presenting the seminar
 - i.
 - ii.
 - iii.

WORKSHEET

1. Verbal Communication
2. Body language
3. Visual Communication
4. Public Speaking
5. Team Building
6. Conflict Management
7. Feedback
8. Decision Making
9. Talent Management
10. Crisis Management
11. Negotiating
12. Persuasion
13. Personal Branding
14. Interpersonal Relationship



SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

15. Emotional Intelligence
16. Self Awareness
17. Stress Management
18. Change Management
19. Self Confidence
20. Assertiveness
21. Leadership
22. Work Life Balance
23. Empathy
24. Critical Thinking
25. Innovation
26. Creativity
27. Time Management
28. Business Etiquette
29. Knowledge Management
30. Entrepreneurship
31. Motivation
32. Counselling
33. Johari Window
34. 9*9 Leadership style-Managerial Grid
35. Hardskills and Softskills
36. Interview Preparation
37. Group Discussion
38. Just A Minute
39. Memory Management
40. Career Competence Skills
41. Positive Attitude
42. Work Ethics
43. Initiative



MODULE 6 ROLE PLAYS

ABSTRACT : **Role-play** is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. Depending on the intention of the activity, participants might be playing a role similar to their own (or their likely one in the future) or could play the opposite part of the conversation or interaction.

AIM: To simulate workplace scenarios.

MATERIALS: Worksheet

PROCEDURE

Step 1: Divide the participants into teams.

Step 2: Each team is given particular roles to play in a conversation or other interaction.

Step 3: Instructions are given on how to act and what to say.

Step 4: The team members plan for the scenario by assigning roles, writing dialogues and practicing

Step 4: The participants will then act out the scenario

Step 5: The instructor provides the feedback on the role play

Scenarios:

Restaurant Scenario

Shopping Scenario

Conducting an Interview

Strike among the employee

Customer complaint handling

Seeking Permission

Counseling a depressed friend



SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

Assessment:

- Communication clarity
- Emotional intelligence
- Practical response

Learning Experience:

- a. The topic of our team for role play was _____
- b. My role was _____
- c. I learnt
 - i.
 - li
 - iii.



SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

MODULE 7 DEBATES

ABSTRACT: The process of debate allows participants to analyze the similarities and differences between differing viewpoints, so that the audience can understand where opinions diverge and why. Debate is also an excellent way to model the analytical and communicative processes and will provide a forum for them to develop the arts of expression that allow them to communicate their ideas.

AIM: The purpose of the debate is to enhance logical reasoning and argument skills & to help the participants to grasp essential critical thinking and presentation skills.

It fosters abstract thinking, public speaking, research, teamwork and cooperation.

MATERIALS: Worksheet

PROCEDURE

Step 1: The participants are divided into teams.

Step 2: The topic is assigned to team on random basis

Step 3: The team members decide and discuss on who will speak positive and negative.

Step 4: The relevant points are decided by each team members based on their own knowledge and discussion.

Step 5: The team presents the debate. Three members talking positively and three member talking affirmative on the topic. The team leader acts as a moderator.

Step 6: The instructor gives the feedback on the performance of the team.

a. The debate topic for our team was _____

b. I spoke in _____

c. I learnt i.

li

iii.



SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

WORKSHEET

Advertisement is necessary or not necessary?

Men or women, Who are better achievers?

Technology kills youth/Builds youth?

Attendance should be compulsory/Voluntary?

News channels are a boon/ban to the society

Social media curbs/develops intelligence



MODULE 8 EMPLOYMENT COMMUNICATION

ABSTRACT : Resume is used to apply for job interviews based on which call letters are sent to the candidates. The resume should convince employer to interview for a particular position by demonstrating the relevant qualification. It describes the qualification for the particular position in easily readable format.

AIM: The purpose of the resume preparation is to prepare job-ready communication & to create impressive resume for a fresher applying for a particular position.

MATERIALS: A4 sheet

Activities:

- Resume drafting
- Cover letter writing
- Professional email writing

PROCEDURE:

STEP 1: The participants are presented with different formats of resume.

Step 2: The participants should analyse the skills, knowledge and accomplishments by making a list of the project experience, qualification and activities.

STEP 3 : The participants should prepare a career goal statement.

STEP 3: Prepare a Draft of the Resume Consider the following headings: Objective - This is a brief statement of the type of position.

Education - List the colleges you attended and degrees you received/pursued.

Skills - Include information related to your strongest skill sets or those most pertinent to the job you are seeking. Popular skills to include are Computer, Leadership, Design, and Languages.

Other Information - There is no limit to the number of sections you may include on your resume, but keep your resume to one page.



SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

Include additional section headings, such as Activities, Leadership, Presentations, Interests, Hobbies, Honors, Awards, and Community.

Step 5: The instructor gives the feedback.

Step 6: The resume is improved further and completed.

Learning Experience:

- a. My resume consists of following details
- b. I learnt
 - i.
 - ii.
 - iii.



MODULE 9 GROUP DISCUSSION

ABSTRACT : Group discussions are a creative and dynamic activity which stimulates reflective thinking among the members.

Group discussions may be defined as an activity in which a small number of persons meet face to face and exchange and share ideas freely or attempt to reach a decision on a common issue.

AIM: To prepare for campus recruitment GDs.

Group Discussion (GD) is an important part of MBA selection process. GD Topics for MBA including topics on Current Affairs, Business & Economy and even Abstract topics to check the creativity of college students.

MATERIALS: Worksheet

PROCEDURE:

Step 1: The participants are divided into groups

Step 2: The topics are assigned to each group.

Step 3: A preparation time of 3 to 5 minutes is allowed to participants.

Step 4: The groups has to commence the discussion

Step 5: The instructor observes and evaluates the performance of the participants.

Step 6: Feedback is provided by the instructor.

Evaluation:

- Initiation
- Content
- Listening skills
- Leadership
- Conclusion



SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

Learning Experience:

- a. The topic assigned to our group was _____
- b. I spoke about
- c. I learnt
- i.
 - ii
 - iii.

WORKSHEET

Evaluation criteria:

A) Content:

B) Analytical skills:

C) Reasoning skills:

D) Organisation skills:

E) Communication skills:

F) Creativity:

G) Group behaviour

H) Listening skill:

I) Leadership quality:

J) Body language:

Topics for group discussion:

Business & Economy: Group Discussion Topics

- Is FDI Good for Indian Economy?
- Universal Basic Income: Is this a good idea for India?
- Poverty in India: Facts, Causes, Effects, Solution



SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

- Indian Economy in 2018-19: Performance & Policies of Modi Regime
- Agriculture Role in India and Subsidies: Problems & Challenges

Social Issues: Group Discussion Topics

- Plastic Ban: Economy Vs Environment
- Women Empowerment & Gender Justice
- Swachh Bharat Mission: Success is still at Large
- GD topic: Retirement Homes
- Social Media: A boon or a bane for society and individuals

Do's and Don'ts of a GD:

- Maintain an accurate posture. Sit straight and confidently.
- Be natural. Be yourself.
- Gather your thoughts, evaluate the pros and cons of the given subject/ topic and then speak.
- The candidate who initiates the conversation, mostly, leaves a good impression on the examiner.
- Learn to choose the words, wisely
- Eye contact is a must.
- Also, when the other participants speak, keep nodding your head, it shows receptivity.
- Let others speak too. Remember, it is a group. Listen to what others have to say, let them contribute to the discussion as well.
- In order to express a thought, use real life examples, experiences, quotes, facts etc.
- Be an active participant. Do not keep quiet, learn to make a move.



MODULE 10 MOCK INTERVIEWS

Abstract : A Mock Interview is one of the very best ways to prepare for an actual employment interview. The Mock Interview focuses on how well the candidates knows about the industry, company and how well can convey that information about self. The Mock Interview is a safe place to practice your interview skills and gain feedback. Many of the questions you will be asked are interview questions from actual employers or professional programs.

AIM: To simulate real interview process.

The purpose of the mock interview is to prepare for the interview and to improve upon the skills required to win over the interview. It helps to reduce the stress of attending interview, boosts confidence and provides constructive feedback. It also provides a framework to prepare for behavioral based interview questions.

MATERIALS: Worksheet

PROCEDURE

Step 1: The instructor gives tips on how to attend the interview effectively.

Step 2: The participants prepares for the mock interview with a pre plan of resume, dressing attire, communication and body language.

Step 3: Mock interview is conducted by the instructor/resource person for the specific post.

Step 4: Immediate feedback and points to improve is provided to the participant by the interviewer.

Rounds:

- HR Round
- Technical Round
- Feedback Session

Evaluation:

- Confidence



SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

- Clarity
- Body language
- Professionalism

Learning Experience:

- a. I was interviewed for the post of _____
- b. I learnt
 - i.
 - ii.
 - iii.

WORKSHEET

Instructions and Evaluation Criteria:

Preparation:

- Prepare for the session by researching your company/industry of interest
- Investigate and identify the most common industry traits sought (analytical skills, communication skills, business knowledge and problem solving) and the skill/abilities asked for in the job description
- Outline answers to demonstrate the skills
- Be prepared to answer behavioral questions, such as "Tell me about a time when" and "Can you give me an example of a time..."

The Session

- Appropriate dress/attire will be discussed but is optional for the mock interview
- Greet the interviewer with an enthusiastic handshake and smile
- Listen to the question--make sure you know what the interviewer wants to know and ask for clarification if the question is not clear
- Keep your answers concise and to the point--two to three minutes long



SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

- Make sure you are selling the product: You!
- Have questions prepared to ask at the end of the mock interview, questions you would ask the employer/school

Evaluation:

The participant will be evaluated on the following:

Appearance: Dress appropriately for the interview Greeting/Introduction:

Body Language: Good eye contact with the interviewer, smile, and being professional . During the interview be aware of eye contact, subtle use of hands while speaking, good posture, etc.

Attitude: The attitude toward work and working with others is crucial in the hiring process. Be sure to convey an attitude that is enthusiastic, sincere, and genuine.

Responses to the Interview Questions: Know the goals and be able to express them to the interviewer Oral Communication:

Speak clearly and concisely: Try to think out your response before answering a question

Preparation: Prepare questions for your interviewer.



MODULE 11 MANAGING STRESS

Abstract:

Stress is a natural part of every young person's life. Stress is any change, internal or external, positive or negative, to which a young person must adapt; simply, "stress is anything that causes physical and/or mental wear and tear on the body and mind"

Aim: To develop emotional stability.

To help young people, like adults, to get benefit from learning and practicing stress management skills. To enable students to develop stress reduction skills about how to feel and cope better without hurting themselves or others.

Introduction:

Students' stress is usually related to everyday experiences, worries and challenges at school, home, in the community and within their peer group. For example, young people may experience stress resulting from bullying, name calling, social isolation, not getting what they want, body image, academic difficulties, and unsafe neighborhoods. While each student will respond to and resolve stress differently, the impact of ongoing and/or unresolved stress can lead to feelings of anxiety, depression, irritability, poor concentration, aggression, physical illness, fatigue, sleep disturbance and poor coping skills such as tobacco, drug and/or alcohol use.

When introducing the concept of stress management to students, it is useful to review the following general behaviors and techniques that will help students manage stress (as part of the discussion, have students brainstorm other ideas and strategies that work for them):

- Eat healthy meals with plenty of fruits and vegetables
- Exercise regularly & Get good amounts of rest and sleep
- Avoid caffeine (can increase feelings of anxiety and agitation)
- Do things you enjoy (for example: art, listening to music, being outdoors, dancing etc.)
- Avoid alcohol, tobacco and drugs
- State feelings in a clear way (for example: "I feel angry when you yell at me.")
- Decrease negative self talk & be with friends who help you cope in a positive way



SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

- Learn relaxation techniques (such as: deep breathing, muscle relaxation, meditation)
- Talk to caring adults & Humor/laughter

Activities that Reduce Stress:

1. Consider the Consequences
 2. Stress Interview
 3. Start Talking
 4. Peer Sharing
 5. Help From Colleagues
- Stress identification questionnaire
 - Breathing exercises
 - Work-life balance planning

For our Classroom activity, we have done “**Consider the Consequences**”

Target: MBA Students

Purpose: Students have the opportunity to share thoughts and feelings within a safe and structured activity. Listening skills are taught and practiced.

Materials: No materials are needed for this activity

Steps:

1. Ask participants to think about something that gives them stress.
2. Ask them to think about various consequences and reactions that might take place.
3. They keep thinking about the same for approximately 5 minutes.
4. Instructor may give them directions to intensify the thought.
5. All of a sudden SAY – Stop thinking.
6. Ask students how they feel.

Extension:

Teacher may follow-up by having students practice the same at other times. Encourage students to practice this method on their own amongst themselves for mutual support.

Learning Experience:

The students can able to manage their emotions, increase their academic performance, and improve their physical health.