SESSION 1: STRENGTH AND WEAKNESS ANALYSIS

Have you ever wondered why you get good marks in one subject and not such good marks in another? Knowing what you do well or not so well, will help you in converting your weakness into strength and strength into an exceptional talent. A strength and weakness analysis helps you in this process. Strength and weakness analysis begins by knowing and understanding one’s self first. Let us first understand some terms which can help you in doing the same.

Definitions of Some Important Terms

Beliefs
Belief is a feeling of certainty that something exists and is true, especially one without proof. For example, one’s belief in a friendship or superstition.

Values
Values are principles or standards of behaviour; one’s judgement of what is important in life. They have a major influence on a person’s behaviour and attitude.
and serve as broad guidelines in all situations. Some common good values are honesty, equality, community involvement, etc.

**Like**

It simply means things you enjoy or love doing. For example, solving mathematical problems or playing a sport.

**Dislike**

It is the opposite of like; you disapprove it or do not enjoy doing it.

For example, dislike towards someone who doesn’t treat people equally.

**Opinion**

It means a view or judgment formed about something, not necessarily based on fact. For example, an opinion about someone’s career choice.

**Background**

It refers to a person’s experiences, training and education. Background may emerge from type of childhood, education or type or family, etc.

**Identity**

Identity is a set of behavioural or personal characteristics by which an individual is recognisable as a member of a group. Identity may emerge from the citizenship, religion or caste of a person. Your identity is the sum of your opinions, beliefs, values, likes, dislikes, religion, etc. It is important to know who you are, because only then can you measure your strengths and weaknesses.

**Knowing Yourself**

Knowing ‘yourself’ means understanding who you are, what you like, what you dislike, what are your beliefs, what are your opinions, what is your background, what you do well and what you do not do well? It is important to know who you are, because only then can you measure your strengths and weaknesses (see Figure 2.1).
Strength and Weakness Analysis

Being ‘self-aware’ or understanding ‘Who am I?’ means looking outside the usual characteristics, such as name, qualifications, the relationship one has with others. It actually means knowing our inner strengths, hidden talents, skills and even weaknesses. Let us look at what are one’s strengths and weaknesses (Figure 2.2).

**Strengths or Abilities**
are what one does well and is good at. Everybody has some strengths. For example, a person is good at solving math problems or plays cricket well, etc.

**Weaknesses**, also known as ‘areas of improvement’ are what one does not do well and is not good at. Everybody has some weaknesses too. For example, a person cannot wake up on time or is not able to cope up with pressure, etc.

**Techniques for Identifying Your Strengths and Weaknesses**

To identify the strengths and weaknesses think about the activities that you enjoy doing and those that you do not like to do (Figure 2.3).

**Finding your Strengths**
- Take time off to think about what you do well
- Think of anything that you are always good at
- Think of what others appreciate about you

**Finding your Weaknesses**
- Point out the areas where you struggle and what you find difficult to do
- Look at the feedback you receive about yourself from others
- Be open to feedback and accept your weaknesses without feeling bad about it. Look at it as an area of improvement.

*Self-management Skills*
Here are few questions that can help you find your strengths and weaknesses (Figure 2.4).

- How am I different from others?
- What do I do better than others?
- What do other people admire in me?
- What makes me stand out?
- Where do I worry and struggle?
- Where, how and why do others perform better than me?
- What advice for improvement do I often receive from others?

**Figure 2.4 Questions for Finding Strength and Weakness**

**Difference between Interests and Abilities**

Interests are the things that we enjoy doing. Interests can be
- activities you like to do in your free time that makes you happy.
- activities you are curious about or would do even if no one asked you to do it.
- activities you want to learn or would like to do in the future.

Sometimes interests may not match abilities. In those cases, you can either improve your abilities or follow some other path. For example, you may like cricket (interest), but you may not be good at playing the game. In that case, just play for fun but do not aim for a career in cricket!

**Practical Exercises**

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

**Initial thinking activity**

After watching the initial video ‘Finding the right job’ in the e-learning lesson, write down the points that you will use from the video to understand your own strengths and weaknesses.

**Activity 1**

Pair-work — Aim in Life

**Material required**

Pen/pencil, notepad or sheets of paper
Procedure

1. Form pairs of students.
2. Make a list of tasks or activities you all can do well. Write your aim in life. Share your notes with your partner and discuss your personal characteristics.
3. One volunteer comes and reads in front of the class.

Here is the format for you to fill in:
- List what you believe you are as a person by starting the sentences with ‘I am’ (for example, I am a sensitive person.)
- Next list all you can do well by starting the sentences with ‘I can’ (for example, I can identify safety networks and seek support when witnessing or experiencing violence and abuse.)
- List what you plan to do by starting the sentences with ‘I will’ (for example, I will train myself in yoga).  
- Finally, state your aim in life. Start the sentence with ‘My aim is’ (for example, My aim is to become an accomplished sports-person.)
- Making a list will help you become self-aware.

Activity 2

Assignment — Preparing the interests and abilities worksheet

Material required
Student textbooks, pen

Procedure

1. Each student has to complete two worksheets, each containing a list of statements. First worksheet is for interests and the second is for abilities.
2. Each student has to be real and honest when marking the statements in the two worksheets as it is for their own understanding of themselves. If they are not real and honest, they will get incorrect results about their own interests and abilities.
3. Based on your interests, think of a career you would like to have. Now see if you have the ability to follow this career. This will help you identify what career is best for you.

Worksheet 1: What are my Interests?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group 1: Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I enjoy working with a group of people.</td>
</tr>
<tr>
<td>2.</td>
<td>I love to make new friends.</td>
</tr>
<tr>
<td>3.</td>
<td>I feel comfortable around new people.</td>
</tr>
</tbody>
</table>
**Employability Skills – Class XI**

### Group 2: Interests

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
<td></td>
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<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- I like working with tools.
- I enjoy making things with my own hands.
- I like to move around a lot.
- I like to use gestures and non-verbal cues when I communicate.
- I like to learn by doing.
- I like playing sports everyday.
- I like assembling parts of instruments or machine using instructions.

### Group 3: Interests

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>4.</td>
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<td>6.</td>
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<td></td>
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<tr>
<td>7.</td>
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</tr>
</tbody>
</table>

- I enjoy learning about numbers.
- I like to do experiments at home.
- I like my things to be organised.
- I like to see a pattern or logic in things that happen around me.
- I like to save out of my pocket money.
- I enjoy collecting coins or stamps.
- I like to make and follow a plan.
### Group 4: Interests

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I like giving directions to people.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I want to learn new concepts and express my ideas visually.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I enjoy creating new product designs.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I prefer pictures over text in a magazine.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I enjoy drawing.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I like solving jigsaw or visual puzzles.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I like redecorating the room for fun.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I enjoy working with different colours.</td>
<td></td>
</tr>
</tbody>
</table>

### Worksheet 2: What are my abilities?

#### Group 1: Abilities

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I can resolve problems between friends.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>People seek my advice.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I am good at organising events.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>People call me a good listener.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I make new friends easily.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I can work with a group of people.</td>
<td></td>
</tr>
</tbody>
</table>

#### Group 2: Abilities

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I am good at athletics or sports.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I am physically active.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I learn better by doing.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I have a sense of balance and coordination.</td>
<td></td>
</tr>
</tbody>
</table>

### Self-management Skills
### Group 3: Abilities

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
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<td>4.</td>
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<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. I plan my activities for the day.
2. I keep my things in order.
3. I see logic in things that happen around me.
4. I save some percentage of my pocket money.
5. I conduct a variety of experiments at home.
6. I can quickly calculate the total of a list.

### Group 4: Abilities

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<tr>
<td>7.</td>
<td></td>
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</tr>
</tbody>
</table>

1. I am good at solving jigsaw puzzles.
2. I can give clear and precise directions.
3. I draw well.
4. I look at pictures in the magazine than reading the text.
5. I learn concepts and express my ideas visually.
6. I can play football well.
7. I can make models.
Check Your Progress

1. Fill in the table given below which can help you to prepare an action plan to overcome your weakness. Identify and list the activities that you would like to undertake to improve upon your weaknesses and also continue to build your strengths.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Action plan to overcome your weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: I can speak many languages.</td>
<td>Example: I do not understand computers.</td>
<td>Improve on computer skills by extra classes after school.</td>
</tr>
</tbody>
</table>

What Have You Learnt?

After completing this session, you will be able to

- list your own strengths and weaknesses.
- list your interests and map them to your strengths and weaknesses.

Session 2: Grooming

Dressing refers to clothes you wear. Grooming is the process of making yourself look neat, tidy and clean (Figure 2.5). The way you dress, and groom can send a message that you are confident and smart. Grooming is important because it helps us to

- look neat and clean.
- feel confident about ourselves.
- make a good impression of ourselves on others including customers.

Guidelines for Dressing and Grooming

There are certain general norms and guidelines for dressing and grooming, which varies with every profession or occupation. For example, if you are a sales person, you will be formally dressed without accessories or make up but if you are a beautician, you may have to dress up fashionably and wear make up.
Let us look at some broad guidelines for good grooming (Figure 2.6).

**Clothes**
- Wear clean, neat and ironed clothes
- Keep shoes clean and polished
- Change socks everyday and always wear clean socks
- Keep accessories like belts, jewellery, etc., simple and not flashy
- Avoid showing body tattoos and piercing(s)

**Hair**
- Comb hair neatly
- Wash hair regularly to keep it clean
- Get a haircut regularly
- Wear simple hairstyles

**Face**
- Wash face at regular intervals and wipe to keep it non-oily
- Brush regularly to keep teeth clean, without any stains and no food stuck in them
- Do not chew paan or gum
- Boys should be clean-shaven or with neatly trimmed beard or moustache
- Girls to wear no or simple make up

**Clothes**

**Hair**

**Face**

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**Practical Exercises**

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

**Initial thinking activity**

After watching the initial video ‘A dressing disaster’ in the e-Learning lesson for this topic, write down what went wrong according to the video.

**Activity 1**

Role-play — Using Dressing and Grooming Standards

**Material required**
Pen or pencil, notepad or sheets of paper

**Procedure**

1. Form groups with three students in each group.
2. Every group prepares a role-play on any one of the following situations. Within each group, two members
act out the situation and the third member observes and makes notes on what went well, what could be better and what are the standards of dressing and grooming displayed in the role-play.

**Situations**

(a) You must participate in an interschool debate competition. Discuss with your friend about what all you will do to create a good first impression.

(b) You have noticed that your classmate does not wear appropriate clothes to school. You must educate them about dressing and grooming standards.

**Activity 2**

Self Reflection on Dressing and Grooming

**Material required**

Pen or pencil

**Procedure**

1. Answer the statements with a ‘Yes’ or a ‘No’. If your answer is ‘Yes’, you are already following the desired norms of grooming. If your answer is ‘No’, then you have to start working on the various aspects of personal grooming.

2. Write your plan to improve for the ‘No’ answers in the space provided.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Yes/No</th>
<th>My plan for improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wear clothes that fit you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make sure your clothes are neat and ironed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hair is clean and always combed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teeth are always clean and brushed everyday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wear shoes that are clean and polished</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Check Your Progress**

A. **Multiple choice questions**

Select all choices that are correct.

1. Which of the following images show the appropriate dressing when going to office or workplace?

   - (a)
   - (b)
   - (c)
   - (d)
2. Which of the following is a good choice of clothes when you go out to meet friends socially?
   (a) School uniform
   (b) Formal shirt and pants
   (c) Casual shirt and jeans
   (d) Salwar kameez

3. Dressing and grooming does not affect your overall impression on others.
   (a) True
   (b) False

What Have You Learnt?

**After completing this session, you will be able to**
- list the benefits of grooming well.
- follow the guidelines for grooming.

**SESSION 3: PERSONAL HYGIENE**

Personal hygiene is the habit or practice of keeping ourselves clean. Cleanliness helps us to maintain our health and well-being. Being healthy allows you to be regular at school, college or work (Figure 2.7).

Rashmi is a beautician and takes special care that she does not have a bad breath, because she works closely with customers.

Prashant is a receptionist in a four-star hotel. He makes sure his clothes are always clean with no sweat or food stains.

*Figure 2.7 Examples of Personal hygiene*
Importance of Personal Hygiene

Personal hygiene is important because it
- helps us stay healthy.
- creates a good image of ourselves.
- helps us avoid feeling ashamed in public due to our bad breath, body odour, etc.

Three Steps to Personal Hygiene

<table>
<thead>
<tr>
<th>CARE</th>
<th>WASH</th>
<th>AVOID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grooming</td>
<td>Stay Clean</td>
<td>Keep Healthy</td>
</tr>
</tbody>
</table>

• Keep your hair free of dandruff
• Apply oil or cream on your skin as needed
• Brush your teeth daily
• Change your toothbrush when it is worn out
• Keep your nails trim — cut your nails regularly

• Wash your hands as many times as needed — before and after eating, when dirty, etc.
• Take a bath every day
• Wash your clothes regularly
• Wash your hair at least once every second day
• Wash your feet often
• Take bath in the morning and evening (if you are sweaty or dirty)

• Avoid unhygienic food
• Blow your nose or cough into a handkerchief to avoid spreading germs
• Wash your handkerchief after use
• Keep your feet dry and change your socks every day
Essential Steps of Hand Washing

Follow the steps shown in the sequence below to clean your hands thoroughly.

![7 Steps to Handwashing Diagram]

### Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via [http://www.psscive.ac.in/ Employability_Skills.html](http://www.psscive.ac.in/Employability_Skills.html). The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

**Initial thinking activity**

After watching the initial video ‘Importance of Personal Hygiene’ in the e-learning lesson, write down your advice to the restaurant staff on CARE, WASH and AVOID.

**Activity 1**

Role-play — Following Personal Hygiene Steps

**Material required**

Pen or pencil, notepad or sheets of paper

**Procedure**

1. Form groups of at least three students each.
2. Each group prepares a role-play on any one of the following situations given.
3. Within each group, two or more members act out the situation and the other members observe and make notes on what went well, what could have been better and what parts of CARE, WASH and AVOID were displayed in the role-play?

4. A volunteer group presents this in front of the class and they give feedback.

Situations
- Imagine that one of your classmates often gets left out from activities and games in school. He or she has body odour (bad smell) issues so, other classmates avoid including him or her in classroom activities and games. You have decided to help by talking to him or her about personal hygiene and grooming.
- You have recently gone through the lesson on personal hygiene and sanitation and have understood its importance. You have a neighbour who often throws garbage in public areas and you decide to explain to them about the importance of health, hygiene and sanitation.
- You are the class monitor. One of your classmates often has a cold and sometimes ends up spreading the germs in the class. You have to talk to your classmate about his or her personal hygiene and cleanliness practices.

Activity 2
Assignment — Personal Hygiene Practices

Material required
Pen or pencil

Procedure
Answer the statements (honestly) with a ‘Yes’ or a ‘No’. If your answer is ‘Yes’, you are already following good personal hygiene standards. If your answer is ‘No’, then you have to start following the personal hygiene standard immediately. Write your plan to improve for all the ‘No’ answers in the space provided.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Yes/No</th>
<th>My plan for improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wash my hands with soap every time I use the toilet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not bite my nails. They are always clean and clipped.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I cover my mouth every time I cough or sneeze in public places.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I regularly bathe to avoid body odour.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not have dandruff in my hair.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I never wear dirty clothes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My feet are smooth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My hair is clean, non-greasy or non oily and smells fresh all the time.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Check Your Progress

A. Multiple choice questions

1. You have just finished attending a class in a biology lab. You have to go back to your classroom for other classes. After the lab, should you wash your hands?
   (a) Not really, you did not use the washroom as such.
   (b) You can just clean your hands under running water.
   (c) You should follow your hand-wash routine — wash, rinse and dry.

2. Do you think people living in hill stations can skip taking bath for many days?
   (a) No, irrespective of the climate, one should take a bath regularly.
   (b) Not taking bath for many days is acceptable for people staying in cold climate.
   (c) If you wipe yourself with a wet cloth, that is enough.

3. Radha wants to grow her hair and she applies a lot of hair oil. She does not wash her hair for days and sometimes it smells bad too. What would be your suggestion to her?
   (a) She can leave the oil in her hair, after all it helps her hair to grow.
   (b) She can leave it on at night and wash her hair every day before leaving home.
   (c) She should not apply oil at all.
   (d) She can apply the oil and pour a little water on her hair before leaving home to reduce the smell.

B. Subjective question

1. List three things you will do in each — CARE, WASH and AVOID — to keep clean.

What Have You Learnt?

After completing this session, you will be able to

- list the benefits of maintaining personal hygiene.
- list the habits you need to avoid to maintain a good hygiene.
- demonstrate the technique to wash your hands.
SESSION 4: TEAM WORK

Just imagine that there is a function in your house. All the family members come together, divide work amongst themselves and work in small groups to make sure the function is a success. The success or failure of any activity depends on the way the team coordinates and works.

Observe the picture here. We see four ants working together to roll a grain of rice. Do you think it would be possible if they were not working in a team? It demonstrates that when we combine individuals’ strength, we can accomplish bigger tasks easily.

T - Together
E - Everyone
A - Achieve
M - More

A team is a group of people working together towards achieving a common goal. Every team has a set of goals to achieve. The process of working together in a group is TEAM WORK. Let’s look at another example of team work.

A football team is formed with 11 team members (Figure 2.12). The captain alone or the best forward or the best goalkeeper alone cannot win the game. Each player has a role to play and all of them, together, contribute to the team’s success.

Every individual in a team plays an important role. Each individual in the team is called a team member. Every team member needs to understand his or her role in the team.
For example, read the text below the images and think who is a good team player, Jai or Ashok.

Jai
- Jai loves being a part of the team and helps his team members in improving their skills.
- He volunteers to keep his neighbourhood clean by participating in community cleaning drive.

Ashok
- Ashok likes to score goals.
- He is the highest goal scorer and is proud of it.
- He does not pass the ball even at the cost of his team losing the game.
- If anyone else scores the goal, he is jealous.

Benefits of Teamwork
- Everyone has a role to play in a team, so the pressure to succeed is not on one individual
- It helps you to have a support system, as all team members help to fix any mistake made by one team member
- You feel good when the team achieves success and it builds your confidence
- The work gets done faster

How to Behave in a Team?
- Understand your role in the team clearly
- Always think — what is best for the team’s success?
- Take responsibility for your mistakes
- Talk with your teammates openly
- Share issues with the team
- Be respectful towards your team members
- Work hard and encourage others to do the same
- Cheer for your teammate’s success
- Celebrate success as a team

Figure 2.13 Tips for Working in a Team
The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

**Initial thinking activity**
After watching the video in the e-learning lesson, what aspects do you think are important for a team to achieve its goal.

**Activity 1**
Assignment — Working in a Team

**Material required**
Pen or pencil, notepad or sheets of paper, chart paper

**Procedure**
1. Work in groups. Using a chart paper, each group will create a poster that has information about any one of the following topics:
   - (a) Planting saplings to save the environment
   - (b) Sharing responsibility at home
   - (c) Playing a game
   - (d) Disaster management
   - (e) Children standing around a ring and holding it with finger.

**Activity 2**
Self Reflection

**Material required**
Pen or Pencil

**Procedure**
You are part of a team which has to represent your school in a sports competition. How will you ensure that you are doing what is required from a good team player?

1. Complete the table below by writing against each point mentioned on the left-hand side of the table.

<table>
<thead>
<tr>
<th>How to behave in a team?</th>
<th>How will I show?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand your role in the team clearly</td>
<td></td>
</tr>
<tr>
<td>Always think what is best for the team's success</td>
<td></td>
</tr>
<tr>
<td>Take responsibility for your mistakes</td>
<td></td>
</tr>
<tr>
<td>Talk with your teammates openly</td>
<td></td>
</tr>
<tr>
<td>Share issues with the team</td>
<td></td>
</tr>
</tbody>
</table>

**SELF-MANAGEMENT SKILLS**
Check Your Progress

A. Subjective questions

1. What is teamwork?
2. Describe your biggest achievement when you worked in a team.
3. What are the benefits of working in a team?
4. What qualities should a good leader possess?

What Have You Learnt?

After completing this session, you will be able to
• explain the meaning of ‘team.’
• describe the benefits of working in a team.
• describe the importance of achieving the team’s goals.

Session 5: Networking Skills

How important is it to get to know new people? You may be very comfortable in your circle of friends, but, to grow in your personal and work life, it is necessary to get to know more people. That is what networking is all about.

Networking is getting to know people, staying in touch with them over time and using their knowledge or skill in a way that it helps both parties.

Networking skills involve two very important skills — listening sincerely and asking thoughtful questions.
Listening with attention shows that you respect and value what the other person is saying. Asking thoughtful questions shows that you are interested in the opinion of the other person and it helps to build trust in a relationship.

To maintain a good relationship (personal or business) both parties must gain. Let us look at an example of people having and not having networking skills.

**People having Networking Skills:** Karthik moved to a new neighbourhood. He meets new kids every day, gives them a friendly smile and speaks with them after school hours. The other kids help him find the closest grocery store, playground, swimming pool, etc. He often invites his friends home for snacks.

**People not having Networking Skills:** Lucky is a very quiet boy. He does not mingle much with people. Even in class, he sits alone and does not speak with anyone. He also eats lunch alone. He often struggles at school during group activities and sports. This causes him stress and he does not like to go to school.

**Benefits of Networking Skills**

Networking helps you to make dependable and trusted friends with whom you can

- share expertise and skills — for example, you can ask your friend or neighbour employed in a company to help you prepare for an interview.
- seek and provide support in difficult times — for example, you can ask your friends to help you out if you are going to get late to school or in completing a school project.
- inform and be informed about new opportunities — for example, you can ask your parents’ friends to help you get a part time summer job in their place of work.
How to Build Networking Skills?

Here are six steps to help you build your networking skills. We call this the CONECT model (Figure 2.14).

**Converse**
Have a pleasant appearance. For example, smile and look at the person with confidence. Start off with a question. For example, how is the traffic in your city?

**Open up**
Show interest in getting to know them. For example, asking them about what they do in their free time. Listen to them patiently and take the conversation ahead. For example, if they mention they need someone to organise a party, offer to share contact of a known person with them.

**Network smartly**
Talk to them about things that are common between the two. For example, a similar interest in food or any common hobbies. Share your experience with them. For example, you can talk about your recent vacation.

**Engage**
Share useful information. For example, do not appear to be superficial.

**Communicate regularly**
Stay in touch. For example, speak to your group of people regularly. Invite them for parties and get togethers.

**Tell**
Share information on events or activities that you know of. For example, tell others about a fun fair in your locality.

*Figure 2.14 Steps for building networking skills using the CONECT model*

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**Practical Exercises**

The teacher will facilitate these activities by showing you the e-learning module for this lesson via [http://www.psscive.ac.in/Employability_Skills.html](http://www.psscive.ac.in/Employability_Skills.html). The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

**Initial thinking activity**
After watching the initial video in the e-learning lesson for this topic, discuss the role of various characters in the film on their role in attaining employability and networking skills.

**Activity 1**
Group Exercise — Networking in Action

**Material required**
Pen or pencil, notepad or sheets of paper
Procedure

1. Form groups of three students.
2. Choose any one of the following situations and write down the steps you would take to network using the CONECT (Converse, Open Up, Network Smartly, Engage, Communicate, Tell) model.
3. Choose from one of the situations.
   - You have joined a new school. How will you make new friends? What points learnt from the CONECT (Converse, Open Up, Network Smartly, Engage, Communicate, Tell) model will you use?
   - Your brother has a bakery shop. His bakery is not doing too well. Suggest a few networking tips to improve the sales in his bakery.
4. Discuss in your group. Listen carefully and give feedback on what else could have been done.

Activity 2

Assignment — Networking Skills

Material required
Pen or pencil

Procedure

1. Complete the table below by writing what you will do to display networking skills against each point mentioned on the left-hand side of the table.

<table>
<thead>
<tr>
<th>Steps for Networking Skills</th>
<th>How will I do this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start a meaningful conversation</td>
<td></td>
</tr>
<tr>
<td>Open up to people with honesty</td>
<td></td>
</tr>
<tr>
<td>Network smartly</td>
<td></td>
</tr>
<tr>
<td>Engage in friendly relations</td>
<td></td>
</tr>
<tr>
<td>Communicate regularly</td>
<td></td>
</tr>
<tr>
<td>Tell people about opportunities and other information</td>
<td></td>
</tr>
</tbody>
</table>

Check Your Progress

A. Multiple choice questions

1. Your family has moved to a new home. Your next-door neighbour pays a visit. What should you do?
   (a) Tell them you are in the middle of shifting and cannot speak right now.
   (b) Get irritated and tell them that they have dropped in without informing.
   (c) Give them an insincere smile and ask them to leave.
   (d) Welcome them, introduce your family and thank them for coming.
After completing this session, you will be able to

• demonstrate the knowledge of building warm, friendly relations with other people.
• identify opportunities to start conversation for interacting and socialising with others.
• list ways to build a network of people around you.

What Have You Learnt?

Self-motivation helps us to
• build strength to complete any task or work.
• not to give up on our dreams even during difficult times.
• stay focussed and committed to fulfill our dreams or complete tasks or work.

Session 6: Self-motivation

Have you heard of the story of the hare and tortoise? Who won that race despite being slow? The tortoise! Did you think why?

The tortoise never thought less of itself and stayed motivated even though it was lagging.

Self-motivation is simply the force within you that drives you to do things. Self-motivation is what pushes us to achieve our goals, feel happy and improve our quality of life. In other words, it is our ability to do the things that need to be done without someone or something influencing us. Let us look at some examples of self-motivation (Figure 2.15).

2. Kavita is collecting donations in her neighbourhood to help an old age home fix their water issues. What should she do while asking strangers to donate money?
(a) Narrate the whole story of old age home
(b) Directly ask for the donation money
(c) Start a small conversation and then talk about the project which needs donation
(d) All of the above

What Have You Learnt?

After completing this session, you will be able to

Self-motivation helps us to
• build strength to complete any task or work.
• not to give up on our dreams even during difficult times.
• stay focussed and committed to fulfill our dreams or complete tasks or work.
Different people are motivated by different things and at different times in their lives.

**Types of Motivation**

**External Motivation: REWARD**
We do things because it gives us respect, recognition, opportunities to grow further, money or power.
Example — Suresh goes to the gym daily for 4 hours and does weightlifting as he wants to win the body-building competition.

**Internal Motivation: LOVE**
We do things because they make us happy, healthy and feel good.
Example — Rajesh goes to the gym and does weightlifting to stay healthy and fit.

![Figure 2.16 Types of Self-motivation](image)

**Qualities of Self-motivated People**
There are some qualities that can be seen in self-motivated people. These are

- know what they want from life
- are focussed
- know what is important
- are dedicated to fulfill their dreams

**How to Build Self-motivation?**
Four steps to building self-motivation

1. Identify your likes and dislikes. Understand what makes you happy.
   Example — I love cooking.

2. Define the goals you want to achieve and focus all your energy on achieving your goal.
   Example — I want to become a chef.
The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.pssewe.ac.in/ Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity
After watching the initial video in the e-learning lesson for this topic, what do you think are general reasons due to which students are not able to complete their work.

Activity 1
Group Exercise — Staying motivated

Material required
Pen or pencil, notepad or sheets of paper, chart paper

Procedure
1. Form groups of at least three students.
2. Choose any one of the following situations and discuss amongst yourselves what each one would do to motivate oneself.
   Choose from one of the below situations.
   • Your teacher gives you feedback on your rude behaviour with your classmates who are of different gender. There are a lot of areas where you can improve. What will you do to motivate yourself to improve your behaviour?
   • Your father has given you the responsibility of arranging material for a health camp in a nearby government school. You do not want to do this task. How will you motivate yourself to do the work?
3. One person can take down all the points made by members of the group and present it to the entire class.

Plan and set timelines to achieve your goals. Plan a list of activities that you will do to achieve each goal.
Example — After completing Class XII you can join a Hotel Management course and then later take additional courses to become a chef.

Work towards achieving your goal, even when you face a difficult time.
Example — Even though I did not clear the Hotel Management entrance exam, I will find out other ways to become a Chef.
Activity 2

Assignment — Motivation

Material required
Pen/Pencil

Procedure

1. Make a list of reasons that stop you from being motivated.
2. Write down ways by which you will motivate yourself to overcome them.

<table>
<thead>
<tr>
<th>Reasons for not being motivated</th>
<th>Ways to overcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: People make fun of the way I speak English.</td>
<td>Example: I will learn to speak English correctly by attending classes after school.</td>
</tr>
<tr>
<td>Example: My parents do not share their feelings with me.</td>
<td>Example: I will make sure that I spend time talking with my parents and ask them how do they feel?</td>
</tr>
</tbody>
</table>

Check Your Progress

A. Multiple choice questions

1. What makes you complete your work or studies without others cheering you?
   (a) Self-confidence
   (b) Communication
   (c) Self-motivation
   (d) Self-esteem

2. Which of the following are types of motivation?
   (Can select more than one option)
   (a) Internal
   (b) Intermediate
   (c) External
   (d) Both (a) and (c)

3. Ravi works hard to get the best student award at the end of the year. What type of motivation is this?
   (a) Internal
   (b) External
   (c) Both internal and external
   (d) Not any specific type of motivation

What Have You Learnt?

After completing this session, you will be able to
  • explain the meaning of self-motivation.
  • identify types of motivation.
  • list the qualities of self-motivated people.
  • list the steps to build self-motivation.
SESSION 7: GOAL SETTING

A man was travelling and stopped at an intersection. He asked an elderly man, “Where does this road take me?” The elderly man asked, “Where do you want to go?” The man replied, “I don’t know.” The elderly man said, “Then take any road. What difference does it make?” How true is that? When we do not know where we are going, any road will take us there. So in life, we need to have a clear vision of what we will do and where we want to go.

Goal setting is a very essential factor in your personal as well as professional life. The process of goal setting in your life helps you decide on how to live your life, where you want to be, and how you want to be in the future (Figure 2.17).

Let us consider these examples.

![Figure 2.17 Importance of Goal Setting](image)

**Amit**
- Amit has just passed Class X this year.
- Amit wants to do a course in hospitality and work in the hotel industry.
- By doing this job, Amit wants to support his family.

**Rahman**
- Rahman is 43 years old. He works at a newspaper agency and earns well.
- He wants to learn French language in the next three months.

![Figure 2.18 Examples of Goals](image)

Is there a difference in their goal? Yes, there is a difference. Amit’s goal is a long-term goal and Rahman’s goal is a short-term goal.

**Employability Skills – Class XI**
Goals can be related to anything like, money, health, family, education, career, etc. Goals keep changing. We achieve old goals and then make a new set of goals to achieve.

**Goals** are a set of dreams with a deadline to achieve them. For example, creating a group of volunteers from the community in next three months who will take up a cleaning drive every 15 days in the locality.

**Goal setting** is all about finding and listing your goals and then planning on how to complete them.

Goals help you to separate what is important from what is not. It helps you to focus on the result instead of less important work. This will make you successful in your career and personal life.

**How to Set Goals?**

We can use the SMART model to set goals. SMART stands for

- **S** - Specific
- **M** - Measurable
- **A** - Achievable
- **R** - Realistic
- **T** - Timebound

**Specific** means something straight forward and clear

**Measurable** means something that can be measured

**Achievable** means something that can be completed

**Realistic** means something that is real and is applicable in our lives

**Time bound** means the goal has to be completed within a certain fixed time

*Figure 2.19 SMART Goals*

**Self-management Skills**
How to Make Goals SMART?

**Specific** — A specific and clear goal answers six questions. Who is involved in the goal? What do I want to do? Where do I start? When do I start and finish? Which means do I use? Why am I doing this?

Non-example: “I would learn to speak English”

Example: “I would learn to speak English fluently by joining coaching classes after my school every day, and in six months I will take part in the inter-school debate competition.”

**Measurable** — A measurable goal answers the questions “How much?”, “How many?” and “How do I know that I have achieved results?”

Non-example: “I want to increase my stamina.”

Example: “I want to reduce my weight by 5 kg and develop stamina to be able to run 10 km in 45 minutes in next six months.”

**Achievable** — Breaking down big goals into smaller parts will make the goal achievable. For example,

*Bigger Goal:* “I want to become a teacher in a school.”

Breaking it into smaller goals:
1. Complete higher secondary
2. Complete graduation
3. Complete B.Ed.
4. Apply for jobs in the teaching field

**Realistic** — A realistic goal would be something that we want and can work towards for achieving the goal.

Non-example: “I will read my entire year’s syllabus in one day and get good marks.”

Example: “I spend 3 hours every day of the year after school to revise my subjects to get good marks in the exams.”

**Time bound** — A SMART goal should have a timeframe, i.e., by when the goal needs to be achieved. This encourages us to take actions to completely fulfill the goals.
The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

**Initial thinking activity**

After watching the initial video 'Introduction' in the e-learning lesson, what do you think are the reasons which influence the preparedness of a person for the successful career.

After watching the video 'Setting SMART (Specific, Measurable, Achievable, Realistic, Time bound) Goals' in the e-learning lesson, discuss what you have learnt from the video.

**Activity 1**

Assignment — SMART Goal or Not

**Material required**

Pen or pencil, notepad or sheets of paper

**Procedure**

1. See whether the below mentioned goals fulfill the objective of being SMART (Specific, Measurable, Achievable, Realistic, Timebound) or not. Tick mark against each aspect of SMART.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Specific (Y/N)</th>
<th>Measurable (Y/N)</th>
<th>Achievable (Y/N)</th>
<th>Realistic (Y/N)</th>
<th>Timebound (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to earn INR 01 crore in my first job.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I want to become a teacher after finishing post-graduation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I want to travel to many places.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Activity 2**

Long-term Goals and Short-term Goals (Peer Feedback)

**Material required**

Pen or pencil, notepad or sheets of paper
**NOTES**

**Procedure**
1. Form groups of four members.
2. Work individually in your group and complete the table given below.
3. Once completed, share with your group and seek feedback on your goals.
4. Give feedback when other members of your group are presenting their goals.

<table>
<thead>
<tr>
<th>Short-term Goals (What are your goals in the next fifteen days?)</th>
<th>Long-term Goals (What are your goals in the next six months or one year?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

**Activity 3**

Assignment — My Goal

**Material required**
Pen or Pencil

**Procedure**
1. Complete the table given below by writing the goals you set for yourself using the abbreviation SMART.

<table>
<thead>
<tr>
<th>SMART Goals</th>
<th>Example</th>
<th>My Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific</td>
<td>Right Example: I will study ten chapters of science subject by revising class topics again at home for two hours daily in the next five weeks to score above 90% in my mid-term exams.</td>
<td>Non-example: I will get 85 out of 100 marks in science exam.</td>
</tr>
<tr>
<td>Measurable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Realistic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time bound</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Check Your Progress

A. Subjective questions

1. What is goal setting?
2. In SMART goals, what does ‘S, M, A, R and T’ stand for?
3. What is the best way to work on long-term goals?

What Have You Learnt?

After completing this session, you will be able to

• explain the meaning of “goal setting”.
• list the benefits of setting goals for yourself.
• create short- and long-term goals using the SMART method.

SESSION 8: TIME MANAGEMENT

Sameer was a very lazy boy and always postponed things. His father tried to make him understand the value of time. Sameer promised his father that he would never postpone his tasks. One day, he won the first prize in a singing competition. He was asked to collect the prize on the same day. He did not care and went to collect the prize the next day. But the prize was now useless for him, as it was a ticket to a circus show for the previous day. That day Sameer learnt an important lesson — the importance of doing things on time.

Time management is the ability to plan and control how you spend the hours of your day well and do all that you want to do (Figure 2.20). An example of good time management skills would be when you decide to finish your homework immediately after school so you have time to watch TV later in the evening.

Figure 2.20 Time Management
Time management is the thinking skill that helps you to
• complete tasks on time.
• make a daily timetable.
• make a good guess at how long it will take you to
do something.
• submit homework and assignments before or on time.
• not waste time during the day.

Four Steps for Effective Time Management

Tips for practicing the four steps for effective time management are as follows:
• Avoid delay or postponing any planned activity
• Organise your room and school desk
• Develop a ‘NO DISTURBANCE ZONE’ where you can sit and complete important tasks
• Use waiting time productively
• Prepare a ‘to-do’ list
• Prioritise
• Replace useless activities with productive activities
**Self-management Skills**

**Organise**
- We plan our day-to-day activities
- We make a timetable that we follow
- We keep our surroundings and study table clean and mess free
- We put things back where they belong
- It helps us save time!

**Prioritise**
- We make a to-do-list that has all our activities and we rank them in the order of importance. For example, you may rank doing homework as the most important task.
- It helps us to get the most important task done first and also to track what is pending.

**Control**
- We have a control over our activities and time.
- We avoid time wasters like chatting on the phone, surfing gossip sites, etc. and focus on more important things.

**Track**
- We identify and note where we have spent our time.
- This will help us analyse if we have used our time effectively or not.
- It also helps us to identify time-wasting activities.

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**Practical Exercises**

The teacher will facilitate these activities by showing you the e-learning module for this lesson via [http://www.psscive.ac.in/Employability_Skills.html](http://www.psscive.ac.in/Employability_Skills.html). The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

**Initial thinking activity**
After watching the video ‘Time Management’ in the e-learning lesson, discuss — What did you learn after watching the video?

**Activity 1**
Pair-work — Making a List of Activities

**Material required**
Pen or pencil, notepad or sheets of paper

**Procedure**
1. Form pairs of students.
2. Complete the given table with a list of activities that you do on a daily basis. Remember to include in the list, every small activity that you do. The next step would be
to group them into three types ‘Must Do’, ‘Should Do’ and ‘Nice to Do’. Use a tick mark to indicate the group. An example is given below.

<table>
<thead>
<tr>
<th>List of Activities</th>
<th>Must Do (Urgent and Important Tasks)</th>
<th>Should Do (Important Tasks)</th>
<th>Nice to Do (Not Urgent and Not Important)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete homework</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chat with friends</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Book movie tickets for tomorrow</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Once completed the list share with your partner and discuss.

**Activity 2**

Assignment — Making a To-Do-List

**Material required**

Pen or Pencil

**Procedure**

Arrange the activities listed in Activity 1 as all your ‘Must Do’ and ‘Should Do’ in the table given below. This will be your ‘To-Do-List’.

**To-Do List**

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
Check Your Progress

A. Multiple choice questions

1. Which of the following can help you manage time better?
   (a) Talking to friends
   (b) Making a to-do-list
   (c) Making sure we don’t miss our play time
   (d) Watching favourite movie

2. How tracking your time helps you?
   (a) We can stay focussed.
   (b) We can show everyone how hard we are working.
   (c) We can understand where we are spending our time and manage our time better if needed.
   (d) None of the above

B. Subjective questions

1. What is time management and how can you manage your time?

What Have You Learnt?

After completing this session, you will be able to

- describe the importance of time management.
- list the steps for managing time effectively.
- create a to-do list of various activities that you need to do in a day (in the order of priority).