Facilitator’s Guide

Bare Foot Technician Training Programme

Mahatma Gandhi National Rural Employment Guarantee Act
Soft Skills
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Day 3
Say: Before we go ahead let me ask you all a question. 
Do you think Communication is important and Why? 
Expected Answers: Yes it is important for us to share thoughts ideas etc. 
Wait for the responses from the audience. Make a note if all the response on the flipchart 

Say: Let’s do a quick activity to understand communication better 

**Module 1: Communication- All You Describe**
Duration: 15 Mins

Objectives:
By the end of this session, participants will be able to understand:
• What is communication and its importance

Aids required:
• Different clip arts.
• Take the printout of the following slides for this activity
• Ask for a volunteer from the participants.
• The Trainer to take the volunteer out of the training room and handover one of the clip art to explain it to other participants.
• The volunteer has to give guidelines with the help of geometrical figures like draw a triangle, draw a rectangle etc.

Rules for the Volunteer -
• The volunteer should not be facing the participants.
• The volunteer can not tell the name of the object like it is a house or a kite. All he has to do is to give instructions, which others participants can follow to draw the object.
• He has to give instructions to other participants so that they can draw the object.
• He has to keep giving instructions without waiting for other participants. There is no cross questioning between the volunteer and other participants.
• He has 3 min describe the image,

Rule for Audience -
• They cannot ask questions to the volunteer.
• No Whispering and Signs to be used.
• Have to draw whatever they understand from the description.
• Post 3 minutes randomly pick up people from the audience and ask them to show what they have drawn.
• Disclose the original picture and move to the next slide

Debrief:
Communication is a two way process which involves exchange of ideas, thoughts and expressions
e.g. The way I am sharing my thoughts/ views with you right now

Ask: The participants who were drawing about their experience
Were they frustrated when they were not able to understand and were not able to ask questions also?

Ask about their challenges.

Ask: The participants who were telling to draw about their experience.

Derive that communication is not a one way process...it’s a two way procedure. Build a base for explaining the communication model

Say: Communication is to share

- Your Thoughts
- Your Opinions
- Your Ideas
- Your Feedback

The Word communication was generated from a Latin word” Communicare” which means “to share”.

In common grounds it means a process of exchanging facts, ideas and opinions. It helps us to do a lot of important things like: to grow, to learn, to be aware of ourselves and around, to adjust to our environment and to know others.

Communication is a process which involves organizing, selecting and transmitting symbols in an appropriate way.

What is common is shared by all. What do we share? INFORMATION!!! Common here means a common platform/level of understanding as sharing is always two ways.

Information is something to tell, in whatever way we like, or, as the situation demands.

Note for the trainer: Discussion Based learning have higher rate of grasping.. Encourage the audience to discuss

Say; Communication is

- The ability of one person to pass on his thoughts to other
- It is a process of exchange of information and feedback
• Getting your message across clearly and unambiguously

Remember the Motive of communication is to ensure understanding in the same sense as interpreted by both the sender and receiver. To ensure common understanding, there must be a continuous sharing of feedback between the sender and the receiver.

Note for the trainer: During every interaction throughout the session, you must emphasize trainees about the motive of communication

**Communication Process**

Say: In a typical communication process the elements are:

- Sender
- Message
- Channel
- Receiver
- Feedback/ Reply
Sender:- The person who starts the communication.

Encode:- It means sender shares a message

Channel:- The medium through which sender shares the message like telephone, e-mail, face to face etc.

Decode:- The person who receives the message understands it.

Receiver:- The person with whom communication is being done.

Feedback:- In feedback the role of sender and receiver is reversed. Here feedback means asking questions/responding to clear understanding

Let us understand this with the help of an example:- Raju called his father to tell him that he will be late to reach home as he is going to his friend’s home. His father replied ok, but please come back by 10 PM.

Ask: Can you identify the elements of communication in this example.

Expected Reponse:

Raju: Sender
Father: Receiver
Message: Raju will be late to reach home as he is going to his friend’s home
Feedback: ok, but please come back by 10 PM.
Medium: Phone

Communication for Result:

Ask the audience, during the activity was the scenario was everybody had a different picture in mind. That one person was explaining the object and everyone has different idea in their mind

Expected answers: Yes

Tell

The girl in the slide is talking about a flower in a manner which is interpreted differently by various people. Is the purpose of communication fulfilled here? No!

Relate the slide with the activity that you conducted (All You Describe). In this slide, the girl is talking about a flower and the audience seem to be on a different platform altogether where they are understanding different things. It is the responsibility of the communicator to communicate for results which means that the communication should happen in a manner understood by all recipients in the same way as it is being communicated. Therefore, it is important to understand the concept and meaning of communication. There is a purpose to communication and we should understand and convey the same purpose to all concerned parties.
Communication is effective when it leads to result

**Lets Do an Activity**

**Module: Communication - My Whole Day**

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<th>Objectives: By the end of this session, participants will be able to understand:</th>
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<tr>
<td></td>
<td>• Importance of Communication</td>
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<table>
<thead>
<tr>
<th>Aids required:</th>
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<tbody>
<tr>
<td>• Flipchart</td>
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<td>• Markers</td>
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**Instructions to Participants**
Ask all the participants to jot down all the activities that they do during the day which involve either reading, writing, saying or listening.

Note for trainer: Help participants in jotting down all the activities by probing activities like reading newspaper, asking for a glass of water, asking for food, communicating over phone, etc.
Debrief:
We use almost 70% of our time in communication specially talking
So communication plays an important role in all the aspects of our life and our success in
our personal and professional life depends on effective communication with the people around us.

Say: Communication helps us:-

- To express, explain or collect ideas or information
- To influence or control other’s attitude or behavior
- To build relationships
- To give and receive feedback

Say: Remember we learnt, the Word communication means “to share”.
In common grounds it means a process of exchanging facts, ideas and opinions. It helps us
do a lot of important things like: to grow, to learn, to be aware of ourselves and around,
to adjust to our environment and to know others.

Communication is a process which involves organizing, selecting and transmitting symbols in
an appropriate way.

In today’s world everyone does talk about communication, however it is important to
understand the importance of communication and why it required is.

What happens if I do not communicate, hold my thoughts? It is important to understand, for
any communication to happen the expression of thought, ideas or message needs to take
place. In other words there has to be a sender or initiator.

So Communication helps us to:

- Grow
- Learn
- Explore
- Be aware of ourselves and around
- Adjust to our environment
Know others

Improve relationships

**Say:** We effectively communicate to any body and everybody in this world in one way or other. It is a core to live and survive in this world.

It could be our

- Family
- Friends
- Colleagues at work
- Supervisors
- Beneficiaries
- Everybody !!!!!

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<th>Role Play- Elements Of Communication</th>
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| **Prequisities** | Ask for a volunteer to be BFT and about 2-3 other volunteers to be the team
  - Ask the audience to observe the entire role play and relate it to the process of communication. Make notes in workbook |
| **Notes** | |

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### Summary

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<td><strong>Summary</strong></td>
<td>Give your own observation and say that lets relate the scenario with the elements of communication process, who was the sender here – the BFT, who was the receiver her - the Team members and what was the medium here- Face to face</td>
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**Food For Thought:**

If you tell 100 people something without repetition:

- After 24 hours, 25% have forgotten it
- After 48 hours, 50% have forgotten it
- After 72 hours, 75% have forgotten it
- After one week, 96% have forgotten it
Day 4

Communication and Its Barriers

Session 1

: 60 Mins
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**Lets do an Activity**

Module : Barriers to Communication- All You Describe
## Duration: 10 Mins

### Objectives:
By the end of this session, participants will be able to understand:
- Importance of Communication

### Aids required:
- Flipchart
- Markers

### Instructions
Say: Do you remember that activity which we did while learning about communication...
Now we need to do All You Describe activity once again. Select a Volunteer and give him a picture (other than the earlier one) to describe it to other participants.

- The difference is this time the volunteer will be facing the other participants and then he has to give instructions to participants so that they can draw the picture. Volunteer can tell about the picture to the participants (i.e. it is a face/house/kite) but can not show the picture to the participants and participants have the right to ask the questions from the volunteer. They have five minutes to draw the picture.
- Once they have completed drawing the picture ask them to compare it with the activity they did earlier.
- Ask them: Is this time they could draw better than the first time
  - Expected Answer: Yes
- Ask Them: Why they could not draw the picture properly first time
  - Expected Answer:
- As their understanding was different from the speaker.
- They could not ask question
- They did not know what they are drawing so they could not understand what they are doing.
- Explain them: The challenges you all faced in the first time are called barriers to communication. We could not check our understanding and so could not communicate effectively
- Remember! Communication is a two way process with feedback (recap of communication process)
Barriers to Communication:

- Culture, Family Background etc
- Environmental
- Noise
- Ourselves
- Message
- Perception
- Assumption
- Stress

Say

Let's discuss the nine barriers to effective communication. Anything that prevents understanding of the message is a barrier to communication. Many physical and psychological barriers exist.

- Culture, background, and bias - We allow our past experiences to change the meaning of the message. Our culture, background, and bias can be good as they allow us to use our past experiences to understand something new, it is when they change the meaning of the message then they interfere with the communication process. For e.g. farmers in Punjab are generally considered hard working. (Discuss more examples)

- Environmental - Bright lights, Noise, unusual sights, or any other stimulus/environmental distraction provides a potential distraction.
• Noise – Do our minds often wonder somewhere while we are interacting with people? Sometime excessive noise makes it difficult to hear for other person, for example when we are talking over phone while riding a bike, while travelling in bus/train.

• Ourselves - Focusing on ourselves, rather than the other person can lead to confusion and conflict. Sometime we think if something is easy for us, it will be easier for the other person as well. For example if I communicate to somebody working in my team to take some measurements, then it may be very easy for me as I have done it several times but may be he has not done it before and he finds it difficult.

• Message – Sometimes what we are communicating is so technical that we need to simplify it for the benefit of our listeners

• Perception - If we feel the person is talking too fast, not fluently, does not articulate clearly, etc., we may dismiss the person. Also our preconceived attitudes affect our ability to listen. We listen carefully to our seniors, but while listening to our juniors we sometimes do not pay that much attention.

• Assumptions – When people make guesses, they end up understanding the message wrongly. Just like a person who comes late to office sometimes, we may assume he is not serious in his work. We might not be sure till the time we figure out the root cause

• Stress - People do not see things the same way when under stress. What we see and believe at a given moment is influenced by our psychological frames of references - our beliefs, values, knowledge, experiences, and goals.

Summarize & Tell

These barriers can be thought of as filters, that is, the message leaves the sender, goes through the above filters, and is then heard by the receiver. These filters muffle the message. And the way to overcome filters is through active listening and feedback.

EXAMPLE:

A huge loss to people’s life due to miscommunication (cross-cultural scenario):

So Ram said his sister is unwell so he has to leave for home early. But his friends assumed that his sister fell in to the well hence he had to leave early.

Say :Remember we went through the communication process in the earlier module
Communication Process

Say: Filtration of messages happen at the sending and receiving stage. We might not perceive or receive the right message because of the barriers discussed during the filtration process.

We can overcome these barriers through few simple steps.
Discuss the points and ask the audience to share example for each point.

- Pay attention to the message and not the person
- Ask questions for better understanding
- Give reply/feedback as to explain what you have understood
- Give short and simple commands
- Do not make assumptions before completely understanding the situation

Its Story Time

Story: Blind Folded

Play-out Time:< 10 Mins>
Narration:
Once upon a time four blind folded young children who had never seen an elephant before were made to touch an elephant without telling them that it was an elephant and asked to share their experiences. One touched the tail, the second one touched the stomach of the elephant, the third one touched the legs and the fourth and the last one touched the teeth of the elephant.
Now they started their experience with each other:-
One touched the tail said: It looks like a flexible rope
The other said:- No no, it is something really sharp like sword
The one who touched the stomach said: You fool, its like a plain wall.
The fourth who touched the leg said:- No No, its like a pillar.
The all four started arguing with each other,
After some time their blind folds were opened and they were made to see the animal i.e the Elephant and then they came to know that they all were correct in sharing their experiences but they all had a different point of view as they had touched a different part of the elephant.

Trainer Discussion: (Question to be asked by the Trainer to derive learning)

- After the story ask:- Who all were right in their explanation
- Expected Answers:- All of them
- Ask:- Then why they all were having arguments.
- Expected Answer:- As they all had touched the different part of the elephant.
- Why their arguments met down once their blind folds were opened.
- Expected Answer:- Because they could see what others have experienced.

Summarization of the Learning's derived from the discussion:
As in the story, in real world we also see a situation differently and this creates a difference in our understanding. However, the problem was all four of them were adamant that they are right and were not ready to agree to each other.
To be able to communicate effectively, it is important to focus on every person. It is really important for us to understand as we would have different team members/beneficiaries who would have different understanding. To be able to communicate effectively it would be necessary to focus on each of them and bring all of them on same page.

Key Take Away: (Recap of key learning's)
If they not just have focused on themselves but on the view points of others as well
Effective Communication

Effective communication is when both sender and receiver has same understanding.

Communication is effective when all the people who are involved in the communication process have the same level of understanding about the message that has been communicated. The various barriers of communication stops us from having the same level of understanding.

The main difference in our understanding arises due to difference in our perception. We can make several meanings out of the same situation.

Perception

Perception means viewpoint

Show the picture of the glass to the participants and ask:

What could be the possible explanation of the picture?

Expected Answer: Glass is half empty, Glass is half full.

Ask:- Can there be any other explanation than this:-

Explain:- Glass can also be said full, half with water and half with air.

So we can easily understand our habit of interpreting different meaning in the same situation results in difference in our thinking which gets reflected in our communication.

This is perception which again acts as a barrier to communication.
We Perceive Negatively ...

• Assumptions: Sometime we assume in advance about the occurring of an event and make our decisions as per assumptions like

• Not investing time: We do not invest much time in understanding the situation and take decision in a hurry

• Lack of Focus: We are not focusing on the situation and are thinking of something else which results in not able to make right perception as we do not give much attention to details.

• Not willing to listen: We are not willing to pay attention to what others have to say.

• Know it all attitude: We believe that we know everything and donot want to learn more

Ask the participants to come up with their life experiences on the same….Encourage discussions.

Have you ever though how we can improve our perception?
Make a note of all the responses on a flipchart.

Say: The following things stops us from making accurate perception:-

• Analyse your perception: Take time to analyse your perception and to find if it is based on all the available information.

• Listen to others: - We must pay attention to what others have to say.

• Give time to understand the details: - We must spend sufficient time to understand all the details of the situation before making any judgement.

Quick Activity

Module : Barriers

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<td>By the end of this session, participants will be able to understand :</td>
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<td>• Understand the barrier to communication and possible solution to it</td>
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Aids required:
• Flipchart
• Markers
Instructions
- Ask the participants to list all the probable challenges in communication they think they can come across in field
- Post the same, ask them to find solutions as a team.

Debrief:
Barriers of communication are just like speed breakers on the road that reduces the free flow of communication which reduces the understanding of the message and the overall result is a wrong picture. But we can overcome them by making few conscious efforts.
Day 5

Active Listening

Session 1

: 45 Mins
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**Video Description:**
Importance of Active Listening

**Play-out Time:**< 3.39 Mins>

**Play Out Instructions:**
- Play the complete video

**Trainer Discussion:** (Question to be asked by the Trainer to derive learning)
- What did you observe?
- Do you realise if you do not hear there could be a lot of space for perceptions and other barriers

**Summarization of the Learning’s derived from the discussion**
To be able to communicate listening is the first step and most important in the communication process

**Key Take Away:** (Recap of key learning’s)

God has told us that Listening is more important that speaking by making us the way we are. We have two ears and only one mouth. Listening always comes first:
When we come to this world the first skill that we learn is listening. First we learn to listen what others are saying and then we learn to speak. As we grow old we learn to read and write. So once again listening becomes the foremost thing.

Say: Remember we did an activity that we spend almost 70% of our waking time on communication.

Expected Answer: Yes

Let me now tell you that during communication listening is what we do most in our day. During the day we spend around 40% of our time on listening followed by speaking, reading and writing.

So we can say listening is very important and we do listening the most. So we all understand the importance of listening.

Expected Answer: Yes

Then why we are talking about listening here, because this is the area we fail the most.

As we spend most of our time on hearing and not listening.

Hearing is any voice that falls in our ears. For example you were going from the market and you heard the music on the way.

On the other hand listening is paying attention to what is being said in order to understand the message and after understanding the message responding to that message with a suitable response.

Let us play a game to understand this point better

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<td><strong>Objectives:</strong> By the end of this session, participants will be able to:</td>
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<tr>
<td>• the importance of Listening</td>
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<tr>
<td><strong>Aids required:</strong></td>
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<tr>
<td>• Paper</td>
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<td>• Pen</td>
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</table>
Method:
- Tell the participants that it is a game of calculation and they need to use addition and subtraction. They cannot use paper or pen or their fingers for calculation.
- Game starts:-
- A bus is standing at a bus depot and there are 5 people in the bus. Bus starts moving and arrives on a bus stand, 3 people get in and 2 people get down. Bus starts moving and on the next stop no one gets down but 2 people get in, again bus moves and at the next stop 3 people get down and 2 people get in. Again bus moves and at the next station 4 people get in and 1 gets down..... Keep doing like this for few more stops and then at the end Bus reaches its destination.
- Now you have to tell on how many stops bus stopped.
- Every one would be calculating the number of people in the bus and not the number of stops.

Conclude:- As I started the game everyone assumed that I will ask about the number of passengers in the end so no one paid attention to the game but started the calculation and this also happens in our life also. Whenever we listen to someone we already start preparing the answer in our mind and do not give attention to what is being said. So we hear a lot in our daily life but we do not listen much. And Listening is important not the hearing.

**Listening Speed**

The listening speed of a human being is more than the speaking speed of a human being. Listening speed is 1000 wpm and speaking speed is 150 wpm. Because the listening speed is much faster than the speaking speed so it gives us a lot of extra time.

Ask So what we do in this extra time?

Expected Answer: We start thinking some other stuff.

We start thinking what will be our answer

We get distracted and lose focus.

Explain: So as we have seen that we spend lot of our time on listening, we need to master this skill for success.

But to master this skill we must know where we lack.

So lets do an exercise to understand our listening habits.
Module: Listening Skills – Listening Bad Habits

**Duration:** 10 Mins

**Objectives:**
By the end of this session, participants will be able to:
- Practice Active Listening

**Aids required:**
- Paper
- Pen

**Method:**
- Take the print out of the following slide to give it to the participants.
- Ask them to tick mark all the sentences that apply to them.
- Explain the sentences to participants with an example so that they can complete the activity effectively.
- After the activity encourage participants to share their experiences in which they have acted as a bad listener. Tell them sharing their experience here will help them become a better listener.
- Ask the participants to tick all the pointers which they think are road blocks to their listening skills
- Ask them to be honest as it has nothing to do with their certification
- As a group, discuss how these could be handled.

### My Listening Road Blocks

- I often interrupt others while they are speaking
- I mostly offer advice to others, even if not requested
- I make up my mind before the conversation has completed
- I try to complete the sentences of others
- I do not give any response afterwards
- I get lost in my own dreams during conversation.
- During conversation I start thinking of my own response.
- I get impatient if the other one is speaking for quite long.
- I lose temper if hearing things that I do not agree.
How to become a Better Listener

Following are few simple techniques that will help us in becoming a better listener.

- Concentrate on what is being said:-
- Listen to the speaker carefully and do not intrust in between.
- Nod you head time to time to express that you are listening.
- Write down the important point if it helps.
- Pay attention on the facial expressions and body language.
- Pay attention to the tone of the speaker

Probe/ Ask Question:-

Ask questions to clarify the points for better understanding.

Summarize:-

Summarize what has been said by the speaker in your own words to check you have understood correctly.

Say: So we know our short comings now as a listener. So let us now work on becoming a good listener. But before we proceed to become a good listener lets us first understand what are the benefits of becoming one.

Listening provides following benefits to us (explain with the help of an example)

- Improves relationships
- Improves our knowledge and understanding
- Saves time and energy
- Leads to better results
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| **Prequisities** | • Ask for a volunteer to give a presentation on the topic.  
• Trainer to support the volunteers by asking questions related to the topic to the audience to identify if they are actively listening |
| **Notes** |  |
| **Summary** | • Active listening helps you to gain knowledge, understand others view points |
Day 8

Importance of Probing

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<td>2</td>
<td>Questioning Skills-Video</td>
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<td>3</td>
<td>Question Skills</td>
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<td>4</td>
<td>Role Play</td>
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<tr>
<td>5</td>
<td>WIIFM</td>
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<td>7</td>
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</tbody>
</table>

**Say:** Probing means To investigate or to look for more.
In communication probing means to seek more information in order to understand the message better

**Probing is done in all walks of life**

We use probing in all the areas of life, like ...

- Your supervisor asking for more information
- A doctor asks questions for more information
- A mother asks for more information

**Video Description:**

Question Skills “https://www.youtube.com/watch?v=d2rwsvlRGA”

**Play-out Time:** < 21.19 Mins>

**Play Out Instructions:**
- Pause after every scenario
- Ask the observations
- Re-iterate the importance of asking right question

**Trainer Discussion:** (Question to be asked by the Trainer to derive learning)

Note:- The trainer must watch the movie clip before the training to completely understand what is going in the movie.

Say:- Its movie time, let us watch a movie clip in silent mode, and let us try to understand what is happening in the clip.

After the participants have watched the clip:-

Ask:- What is happening in the clip.

Expected Answer:- Boy is continuously speaking and asking random questions

Ask : Is the communication effective ?

So, asking questions is an art and is done in a flow to arrive to an understanding.

For this one needs to be clear in mind what exactly you want to achieve by asking the questions ...

**Summarization of the Learning’s derived from the discussion**

Asking questions is an art and is done in a flow to arrive to an understanding.

For this one needs to be clear in mind what exactly you want to achieve by asking the questions ...

**Key Take Away:** (Recap of key learning’s)

**Probing is done by asking questions**
Say: We do probing with the help of questions. Questions are of two types.

- Open ended questions
- Close ended questions

Open ended questions are those questions that give the liberty to choose the answer. For example: Where are you coming from?

Close ended questions are those questions that can be answered either in yes or no. For example are you coming from the market?

**Open Ended Questions**

Open ended questions help us to gather more information.

Open questions are the questions that start from

- What: What are we going to do today?
- Where: Where is Shyam?
- Why: Why you are late today?
- When: When the digging will get completed?
- Who: Who will share the report?
- How: How you will complete this task?

Close ended questions can be replied in simple yes or no. For example, do you want us to dig here?

- Do you want this wall to be painted?
- Close ended questions help us in reaching an agreement or decision
- For example: Will you like to pay in cash or by cheque?

**Benefits of Asking Questions**

- Helps in getting more information
- Helps in seeking clarification
- Helps in avoiding misunderstanding
- Helps in reaching to a decision.

**Things to remember**

- Use simple language while asking question
- Analyse with the tone, facial expressions of the listener if he is able to understand your question
- Check for his/her understanding
- Rephrase if needed

**Objective: <Key Aspects>**
List all the frequently asked questions which you might need to ask the beneficiary while on field.

**Training aids:** (If any)
White Board
Marker

**Pre-requisites:**

**Training Methodology:**

**Instructions for the Trainer:**
- Make a note of all the possible question in your field

**Take Away:**

<table>
<thead>
<tr>
<th>Role Play- Probing Skills</th>
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</thead>
<tbody>
<tr>
<td><strong>Duration</strong></td>
</tr>
<tr>
<td><strong>Scenario</strong></td>
</tr>
</tbody>
</table>
| Prequisities | • Divide the participants in a group of two each.  
• Pick up the role play scenarios from the questions discussed earlier in the session.  
• Ask the rest of the group to list their observations in the workbook & what are the probable answers. |
| Notes |  |
| Summary | • Questions Skills plays a very important role in communication |

**Role Play- Probing Skills**

<p>| Duration | 10 mins |</p>
<table>
<thead>
<tr>
<th>Scenario</th>
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<tbody>
<tr>
<td>Prequisities</td>
<td></td>
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<tr>
<td>Notes</td>
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</table>

| Summary |  |
Day 9

Speaking English

Session 1

: 60 Mins
## Session Plan

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<tr>
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<td>Vocabulary</td>
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<td>3</td>
<td>Sentence Structure</td>
<td>20</td>
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</tr>
<tr>
<td>4</td>
<td>Principles of Language Skills</td>
<td>30</td>
<td>40</td>
</tr>
</tbody>
</table>

### Ask:
When you meet someone, what is the first thing that you do?

**Expected Answer:** Greet

We always start with a greeting when we meet someone or get introduced to someone.

**Greet:**

- **Hello…**
- **Hi…**
- **How are you??**
  - I am Fine... Thank you or very good... Thanks and You?

**Say:** Hello Hi is like Namasate...Ram Ram

You always meet 2 kind of people

- One with whom you are formal
- Other with whom you are informal

Our greeting also change with the people we meet

**Greeting could be formal or informal**

- **Formal**
  - Good Afternoon Sir
  - Good Evening Uncle
  - Good to see you

- **Informal**
  - Hi Mom
  - Hello Sita
  - How are you doing?

**Greeting according to time**

Time also is a big factor while greeting... If you wish with a Hi or Hello it goes not matter... But if it is a good morning or good afternoon it does.

Let's understand...
Before 12 noon we always say…." Good Morning"

After 12 noon we always say…." Good Afternoon"

After 4 pm we always say…." Good Evening"

When leave after 8pm we say ....” Good Night”

Lets do quick reading session to understand Vocabulary

Hello..... Hi... Hey..... I....You.... Fine.... Good.... Very Good... How are you?   I am fine.... Thank you...  Thanks.... Name.... My.....  Your.... What.... Nice.... Too....

What is you name?

My Name is................

Its nice to meet you

**Note for the trainer:** Translate these words in regional language for the audience to connect better.

**Senstence Structure:**

I am , You are....

I am a boy

I am Ram
I am 20yrs old
You are Rachna
You are looking so beautiful
You are my best friend

**Am I.... Are you?**

Am I a big boy?
Am I Ram?
Am I 20 yrs old?
Are you Rachna?
Are you beautiful?
Are you my friend?

**Yes/No**

- Are you Natasha?
- No I am Rachna
- Are you Rachna
- Yes I am Rachna
- Do you go to School
- Yes I go to school

**I am ... I am not**

- Rachna: Are you Ram?
- Deepak: No I Am Deepak
- Rachna: Are you going?
- Deepak: Yes I am going

Remember The language Skills when you are listening and reading and it comes to productivity when you speak and write.
<table>
<thead>
<tr>
<th>Receptive</th>
<th>Productive</th>
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</thead>
<tbody>
<tr>
<td>Oral</td>
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<td>Written</td>
<td>Reading</td>
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<tr>
<td></td>
<td>Writing</td>
</tr>
</tbody>
</table>

**Say:** So watch English channel on TV, try reading English newspaper, encourage others to speak to you in English if comfortable. Keep practicing by speaking and writing.

**Principles for Learning English**

- Reading, writing, speaking, listening and thinking develop simultaneously as learners grow into literacy.
- Individuals learn to read and write by reading, writing and responding to their reading.
- Prior knowledge and background are major elements in one’s ability to construct meaning.
- Comprehension is the process of constructing meaning by relating ideas from text to one’s prior knowledge and background.

**Learning to Learn English**

1. **Don’t be afraid**

   Sometimes we are afraid to speak a foreign language because we think we are going to make terrible mistakes and people will laugh at us. Well, the best learners of foreign languages try not to be afraid. They make game of learning. They are not anxious about making mistakes. And they sometimes share their fears with friends. You can do that too, and you will then feel better about yourself.

2. **Dive in!**

   Try to speak out! Try to say things in English! The best way to learn English is to speak it yourself. Don’t worry about perfect pronunciation or grammar; other people usually will not criticize you.
3. Believe in yourself

You have lots of strengths. You have already learned some English. You must believe that you can do it! Compliment your fellow learners on their efforts. Then maybe they will return the favor.

4. Develop motivation

Why are you learning English? Make a list of your reasons for studying English. Those reasons can be your individual goals for this course. If you have your own reason for learning English, you will have better success.

5. Cooperate with your colleagues

You are learning language in order to communicate with other people. So, practice with other people and you will be more successful. Create your own conversation group. Try out new ways to communicate in that group. And, in class, remember your colleagues are your “team” members, not your opponents.

6. Get the “big” picture!

Sometimes learners look too closely at all the details of language (words, pronunciation, grammar, usage). It’s OK to pay attention to those details, but it is also important to understand general meanings (the “big” picture). Maybe you don’t know the right words or grammar, but you can say things anyway. See movies in English. Read books and magazines for pleasure.

7. Don’t worry if you are confused

Learning English is a big task! Sometimes you will feel confused about all the things you have to learn in a foreign language. Try not to worry about everything all at once. Don’t try to learn all the rules right now. Ask your mentor questions about English. And try to learn a little every day.

8. Make your mistakes work FOR you

A mistake is not always “bad”. We all make mistakes learning anything new. Successful learners don’t worry about mistakes, they learn from them. They take note of their errors and try to correct them the next time. Some things you can do:

- Make a list of your mistakes
- Select grammar points to watch for
- Tape-record yourself and listen for errors
9. Set your own goals

Other people have usually so far set goals (assignments, homework, class work) for you. But you need to set your own goals, too. You can do that by doing the following:

- Set aside a certain number of hours a week for extra study
- Learn a certain number of words a day/week
- Read a certain number of extra pages a day/week

Note for the trainer: For Terminologies refer to the Textbook.
Day 10,11

Verbal and Non-Verbal Communication

Session 1

120 Mins
## Session Plan

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</table>

### Video Description:
Types of Communication

Play-out Time:< 01.07 Mins>

### Play Out Instructions:
- **Say:** let us watch a movie clip in silent mode, and let us try to understand what is happening in the clip.

### Trainer Discussion: (Question to be asked by the Trainer to derive learning)
- After the participants have watched the clip:-
- **Ask:** What is happening in the clip.
- **Expected Answer:** Sales man is selling sarees to the women
- **Ask:** How is he communicating to her and how is the other person standing at widow.

### Summarization of the Learning’s derived from the discussion
Verbal & Non Verbal Communication

### Key Take Away: (Recap of key learning’s)

**Ask:** What is communication?
Reiterate that commincation is a process of exchanging thought and ideas. Relate it to the earlier learnings.

**Say:** Primarily, there are two types of communication. Verbal communication is transfer of messages through words – spoken or written.
Non-verbal communication refers to all external stimuli other than spoken or written words and that includes body motion, characteristics of voice, appearance and space distance

**Directions of Communication**

- Vertical (upward and downward)
- Horizontal / Lateral
- Diagonal / Crosswise

Say

Explain the directions of communication in an organization. Give them the example of communication that happens in a family.

Explain:- Vertical communication happens between a senior and subordinate. It is of two types:-

Upward:- Upward vertical communication mostly includes information sharing with respect to the status of work. Its purpose is to let the bosses know what is happening at the lower levels. Eg: requests, reports, proposals and feedbacks in the form of suggestions/recommendations.

Downward:- Downward vertical communication includes sharing of instructions and directions with respect to work. Its is to tell the subordinates that this is what they should be doing. Eg: Feedback on past performance, memorandums, policy statements and procedures.
Say: Explain the directions of communication in an organization. Give them the example of communication that happens in a family.

HORIZONTAL Communication:

- When communication takes place between the members of the same work group, among members of the work groups at the same level, among managers at the same level or among laterally equivalent personnel.

- Communication of this type is characterized by the efforts to coordinate or attempts to work together. Eg: Manager, Marketing must coordinate with Manager, Finance to ensure the marketing department works within the determined budget line.

Say: Explain the dimensions of communication in an organization. Give them the example of communication that happens in a family.

DIAGONAL Communication:

- Communication also flows between persons who belong to different levels of hierarchy and who have no direct reporting relationship. This is used to quicken the information flow, improve understanding and coordinate efforts for achievement of organizational objectives.
### Objective: <Key Aspects>
To understand different types of communication

### Training aids: (If any)

### Pre-requisites:
- Notepads
- Pens

### Training Methodology:
- Discussion Based

### Instructions for the Trainer:
- Make small group and ask them to make a note of different dimensions of communication

### Exercise:
- List all the people under various dimensions of communication who would fall under these dimensions from work perspective

---

**Verbal Communication – Spoken**
**Say:** Discuss the types of verbal communication and examples.

Verbal communication is transfer of message and meanings through words. Out of total communication, only 7% happens through words. Whether spoken or written, verbal communication is about words/vocabulary.

Describe the various forms of spoken verbal Communication with examples.

- Face to face
- Conversation
- Telephone talk
- Interviews
- Group discussions
- Presentations
- Speeches
- Meetings

**Verbal Communication – Importance of Tone**

Tell them in Verbal communication how you communicate is really important, i.e How you say is more important than What you say. You can modulate your voice tone to give stress on a particular point. Give them some examples of movie dialogues to explain the point.

We can say the same words in a friendly and unfriendly manner just changing the tone of voice keeping the words same.

Ask the participants:- Please share some examples of your favorite movie dialogues. Encourage them to share how the use of tone has helped in conveying the message better.
Note:- Share the dialogue as shared in the movie to generate interest among the participants and to convey the message clearly.

Ask the participants to say Good Morning/Namaskar in following voice tones (select different participants for each tone):

- Happy
- Angry
- Sad
- Romantic

## Role Play - Probing Skills

<table>
<thead>
<tr>
<th>Duration</th>
<th>10 mins</th>
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<tbody>
<tr>
<td>Scenario</td>
<td>Demonstrate the communication styles while you communicate to your team in worksite</td>
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## Prequisities

## Notes

## Summary
Day 21

Planning and Organizing → Session 1

: 75 Mins
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<td>Time Management</td>
<td>25</td>
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<td>3</td>
<td>SMART GOALS</td>
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<tr>
<td>4</td>
<td>Role Plays</td>
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</table>

Module: Ribbon Cutting

**Duration:** 10 Mins

**Objectives:**
By the end of this session, participants will be able to:
- Understand how to manage time and work

**Activity 1**
Get 1 meter ribbon and a scissor.

**Aids required:**
- Paper
- Pen

**Method:**
- Say: Let us assume that the length of the ribbon represents our total life span.
- Trainer Q1. What is the total life span of a person in India?
- (Note: No scientific data is required)
- Write the responses on the flipchart.
- Participants would come up with various answers e.g. 60, 62, 65, 70, 75 years etc.
- Say: With all the development that India had made in medical sciences let us stick to 75 years as the probable life span. So this ribbon represents 75 years of our lives. Beginning from birth till death.
- Q2. What is the age of the participants in this room?
- Ask the participants between 20 and 22 to raise their hands, write the number of people in this age group on the flip chart.
- Similarly ask the people between 23 and 25, 25 and 28, 30 and 32... above 35... till everyone has raised their hand. According to the numbers take the example of the age of the largest number of participants in the class. E.g. 30 years
- Say: Of the 75 years as we just saw we have already spent 1/3rd of our lives, so let us reduce that amount from our life that is the ribbon.
- Cut a little over 1/3rd of the ribbon from the lose end and keep it aside.
- We are left with 45 years to plan.
- Q2. What is the retirement age in India?
  - Response: 58 years, 60 years
- Say- Let us take the example of 60 years. We would not be working till we are 75 years of age, so the amount of planning required is also less. We need to reduce another 15 years from our work life for planning. Cut the ribbon for 15 years, now we are left with 30 years to plan.
- Q3. Do we all take holidays / leaves from work?
  - Expected response: Yes
- Q4. For how many days in a year do we take a leave?
  - Responses: Some would say 2, 3, 4, 5.....
  - Say: Let us take 15 leaves in a year as the standard. 15 days in 30 years would make it how much?
  - Responses: 450 days. That is again over 1.25 year.
- Cut the ribbon for a little over a year.
- Now we are left with 29 years of our lives to plan.
- Again since we do not work on the weekends let us calculate the number of days that we do not work for in 29 years , each year has 52 weekends which makes it 104 off days in a year and which makes it 3016 off days in 29 years. Approximately a little more than eight years. So let us reduce 8 years from our lives that we do not need to plan work and for which we do not need to manage time.
- Cut out the ribbon and keep it aside. Now we are left with 21 years to plan work.
- Q5. How long do each of us sleep in a day?
  - Participants would have various answers, make a note of them. Take 7 hours as standard as it is prescribed for good health.
  - Say 21 years have 7665 days
  - Each day has 24 hours so 7665 days have 183960 hours
  - We need to sleep for minimum 7 hours in a day so we need to sleep for 53655 hours in 21 years. When these hours are converted to days each of us would sleep for approx 2236 days (53655/24 = 2236 days approx)
  - Considering that 1 year has 365 days, we would sleep for almost .... 2236/365 = 6.12 years!!
  - So let us reduce another 6 years from our lives that we actually spend sleeping and do not plan for.
  - Cut the ribbon for 6 years and keep it aside.
  - Now we are left with 15 years.
  - We are left a little over 1/5th of our lives to plan.
  - Say: With the 15 years that we are left with there are a lot of other things that we do which can be avoided. Please list a few for me.
  - Expected responses: Watch movie
  - Talk over telephone
  - Attend parties / get together etc.
  - Suggest a time that we would spend doing these days in the rest of the 15 years that we have.
  - If it is only 2 hours daily then also we have spent 56 hours in a year. So imagine in 15 years how many hours and days would we have spent. 840 hours that is 35 days. This
reduces another month from our lives.

So here we are, we need to plan for less than 15 years.

Conclude the activity by saying:

- 21 years have 7665 days
- Each day has 24 hours so 7665 days have 183960 hours
- We need to sleep for minimum 7 hours in a day so we need to sleep for 53655 hours in 21 years. When these hours are converted to days each of us would sleep for approx. 2236 days (53655/24 = 2236 days approx.)
- Considering that 1 year has 365 days, we would sleep for almost .... 2236/365 = 6.12 years!!

We are left with only 15 years to Plan our Lives !!!!!

One thing you can’t recycle is “Wasted Time”

Why time management

- Higher productivity and satisfaction
- More creative way of working
- More time available for important things
- Gives a feeling of confidence
- Conservation of more energy as things get more organised
- Achievement of lower stress, higher poise and greater well-being

Say: If you want to make good use of your time,
you’ve got to know what’s most important and then give it all you’ve got

Lee Iacocca
Video Description:
Understanding the Importance time

Play-out Time:< 5.31 Mins>

Play Out Instructions:
- Watch a movie clip in silent mode, and let us try to understand what is happening in the clip.
- Ask questions pertaining to the concept
- Re-iterate important points mentioned

Trainer Discussion: (Question to be asked by the Trainer to derive learning)
- Ask:- What is happening in the clip.
- Expected Answer:- ant is preparing herself for winter

Summarization of the Learning’s derived from the discussion
To be able to achieve any goal we need to plan ourselves accordingly. Here the grasshopper did not plan and so was a failure. Similarly we also need to plan our work and self to achieve our goals.

Key Take Away: (Recap of key learning’s)

---

**How do we achieve our SMART Goals?**

**Self Management & Planning is the Key!!!**

**Self Management**
- Discipline: Always report at time. Do not take leaves without informing the supervisor
- Personal Hygiene: Keep yourself neat & tidy. Do not eat anything without washing hands as this might lead to infections
- Grooming: Do not wear the same clothes again once already worn at work as that would have dirt & sweat
- Health: Do not skip meals. Sip a lot of water to avoid dehydration at work
- Safety: Ensure you follow all the safety guidelines

**How do we plan the Time**
- Create a To Do List
  - List all the things which you need to do in the day/week or month
  - Identify the most important or high priority items from the list
  - List the items in an order - High priority to Low Priority

Objective: <Key Aspects>
Make SMART GOALS

- Put a timeline for all the activities
- Execute the tasks basis the priority
- Keep striking off the tasks already completed.
- Keep adding more items as per the situation

Follow the priority list !!!!

Say: Can you eat this big apple in one bite?
No, you would slice it to eat it
Similarly to be able to do a big task you need to break it/slice it into smaller task

One needs to prioritize and schedule work in parallel. While scheduling i.e. calendar zing any task it needs to be broken keeping in mind the scope and needs to be placed in the list or calendar accordingly

Prioritizing & Scheduling

- Align the priority of the tasks with the goal
- Break the larger tasks to small chunks
- Tackle the most important jobs first followed by others
- Leave enough time for routine jobs like filling up reports etc
- Preserve contingency time to handle “the unexpected”
- Match your Task to your energy level. Complete the high energy required tasks in the beginning of the day
- Evaluate your day before you retire to bed

Do not Postpone Decisions

Group Discussion

Duration: 10 Mins
### Training aids: (If any)

<table>
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<th>Training aids: (If any)</th>
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### Pre-requisites:

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### Training Methodology:

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<th>Training Methodology:</th>
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<tbody>
<tr>
<td>Discussion Based</td>
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</table>

### Instructions for the Trainer:

- List the larger tasks/Goals.
- Break them into smaller tasks.
- Create a priority list with timeline for the tasks.

### Summarize:

<table>
<thead>
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<th>Summarize:</th>
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<tbody>
<tr>
<td>Every goal can be meet, we need prioritize the task and time</td>
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</table>
## Session Plan

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<tr>
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<td>Who is a customer</td>
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<td>Role Plays</td>
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</table>

Session 1: 150 Mins
Video Description:
Customer Centricity is very important aspect in any field and mapping customer expectation with what we are providing

Play-out Time:< 3.42 Mins>

Play Out Instructions:
- Play the complete video

Trainer Discussion: (Question to be asked by the Trainer to derive learning)

Ask:- What is happening in the clip. Who are the customers here ?
Expected Answer:- people living in that area
Ask: What is this man trying to explain
Expected Answer: He was mapping the customer expectation Viz a Viz the product provided

Summarization of the Learning’s derived from the discussion
This man is trying to explain about the expectations of their customers. Sometimes we do not think through what our customers expect and start serving them the way they do not require. To be able to give best to a customer, it important to understand the needs of a customer and first for most “Who is our Customer

Key Take Away: (Recap of key learning’s)

Customer
- Someone whom we serve or offer product.
- Customer could be internal or external

Ask: So whom do you think are our customers whom we are directly serving ?
- Internal customers are within the organization/project or area of operations
- External customers are end users with whom you might not be dealing with directly.

Say : Our customers are our beneficiaries. They are the ones whom we serve and work for.
- They are our internal customers and end users of our services

Customer Centricity
Operating from a customers’ point of view. In our context customer centricity means operating keeping in mind the needs and expectations of the beneficiaries.

**Objective: <Key Aspects>**
Listing the beneficiaries and mapping the expectation of the internal customer
### Training aids: (If any)

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### Pre-requisites:

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### Training Methodology:

**Group Discussion**

### Instructions for the Trainer:

- Divide the class in groups of four and give each team to list as many needs/expectations they can think of.
- List all expectations/needs of beneficiaries in the below areas:
  - Work
  - Wages
  - Health & Safety
  - Overall development/mentoring
- Ask each team to present one by one.
- Encourage to add more beyond the four topics.

---

**Group Discussion**

**Duration 10 Mins**

**Conclude by saying**

**Work**

- Tell them clearly what needs to be done !!!
- Use simple instructions
- Use simple demarcations
- Check their understanding before initiating any job

**Wages**

- Ensure their wages are calculated as per work
- Ensure the report of their work is shared as per timelines so that they get wages on time

**Health & Safety**
- Ensure First Aid is available at the site
- Ensure that you proactively inform them to be careful while doing any critical job
- Ensure they get requisite breaks
- Encourage them to take meals on time
- Encourage them to stay hydrated
- Ensure their family has a safe place/shelter around the field (if needed)
- Check if Aganwaadi workers could be involved in managing the children

**Personal Development**

- Ensure timely on job trainings
- Ensure on field mentoring & support
- Keep motivating for better results

**Others**

- Attend to the beneficiaries with special needs/differently abled
- Be sensitive towards culture, religion, gender, financial conditions etc. of the beneficiaries

**What Should You Do ?**

- Take Full Responsibility
- Do what is required
- Think about solutions
- Do not be fearful of - New Situations
- Ask help from your supervisors when needed

**Say :** We should do our best to bring happiness on the faces of our beneficiaries

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Scenario</td>
<td>Beneficiaries need to understand their entitlements under the MGNREGS..How would a BFT handle</td>
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<tr>
<td>Prequisities</td>
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<td>Notes</td>
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| Summary |
Day 38

Customer Observation

Session Plan

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<tbody>
<tr>
<td>1</td>
<td>Customer Observations</td>
<td>30</td>
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</table>
Video Description:
Check your Observation

Play-out Time:< 4.43 Mins>

Play Out Instructions:
- Play the entire video
  Keep translating the conversation in Hindi or regional language

Trainer Discussion: (Question to be asked by the Trainer to derive learning)

- What did you observe
- How many cards did you find
- Did you observe other changes

Summarization of the Learning’s derived from the discussion
In our work profile, attention to detail is a most important requirement. Sometimes we just focus on only one aspect however there could be other aspects also which might be critical and relevant

Key Take Away: (Recap of key learning’s)
Day 55, 56

Session 1

Qulaities of Good Leader

: 105 Mins
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<td>True Leader Make a difference</td>
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<td>Work as a Team- Chakde - Video</td>
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**Module: Qualities of a Good Leader**

**Duration:** 20 Mins

**Objectives:**
By the end of this session, participants and facilitators will be able to:
- Qualities of leader

**Activity 1**
Ask the participants to name few leaders. (Jot down the names on a flip chart)
Note:- Avoid any name that may be conflicting among the participants
Ask them what do they like about them? List answers on board

Expected Answer:-
- Mahatma Gandhi Ji
- Netaji Subash Chandra Bose
- Shaheed Bhagat Singh
- M. S. Dhoni.
- Amitabh Bachan

You can also probe the names from the participants.
Once the names have been jotted down ask the qualities they think each person possesses which makes him a leader in their eyes. For example: What makes Mahatma Gandhi a leader in your eyes. Once all the qualities have been jotted down then move to the name of next leader.

Jot down the qualities of the leader under the name of the leader. Once you have completed the list for all the leaders circle the overlapping qualities.

Expected Answer:-
- Connected to leader
- Honest
- Fair to all
- Understand every one
- Stood for a cause
- Lead the way
- Ability to motivate
So the qualities of a good leaders are

- Great Communicator
- Ability to motivate
- Courage and Commitment
- Compassionate
- Honesty
- Equality to all
- Lead the way

Say :-

- Great Communicator:- a leader is always a great communicator. A leader possess the ability to understand others and make people understand his point of view.
- Ability to motivate:- Great leaders have the ability to motivate others and unite them for a cause. Just light Mahatma Gandhi and Neta ji Subash Chandra Bose united the countrymen for the cause of freedom. And Lal Bahadur Shastri ji did at the time of war against China.
- Courage and Commitment Great leaders have the courage to do what others do not think of. Taking the examples of Mahatma Gandhi ji started several movements against the British Govt., They also have the courage to admit their mistakes in front

Aids required:
- Paper
- Pen
- Marker
- Sketch pens

Debrief:
Yes you all are right. If we observe carefully the leaders possess similar qualities. That means any one who can learn and adapt these qualities can become a leader. So let us learn these qualities in detail to become a leader.
of others. They make commitments and fulfill them. They have great commitment towards purpose and keep following their path even when faced with difficulties.

• Compassionate: Great leaders have love for all whether someone is with them all against them. They never criticize any one.

• Honesty: Great leaders are always honest. This makes people have faith in them. They make commitments and fulfill them. They walk their talk. For example when Gandhi ji boycotted English garments he set an example for others. Chanderhekhar Azad shot himself to stay azad even in death.

• Equality to all: Great leaders treat everyone equally. Even if the other person can not do any favour to them they still treat them the way they treat others.

• Lead the way: They have the vision and intelligence to take the next step when they encounter any difficulty. The lead the way by example. Lets us understand this with the help of an movie.

Video Description:
True Leader make a difference

Play-out Time:< 2.08 Mins>

Play Out Instructions:
• Play the entire video

Trainer Discussion: ( Question to be asked by the Trainer to derive learning)
• What did you observe
• Did you observe the political leader
• What did he do ensure the public is out of the problem
• How did the child lead the group and motivate others to help themselves

Summarization of the Learning’s derived from the discussion
A child showed the way how things can be done differently.
A true leader finds way for himself and motivates others to follow

Key Take Away: (Recap of key learning’s)
The last quality that we are going to cover is the Faith. Good leaders have an undying faith and belief in whatever they do. They know that faith can make mountains move.

They pass on the same belief and conviction to the team. They inspire with whatever they do.

Let’s watch the story of a man’s undying belief.

---

### Video Description:
Moving a Mountain ---True Leader

### Play-out Time: < 2.18 Mins>

### Play Out Instructions:
- Play the entire video

### Trainer Discussion: (Question to be asked by the Trainer to derive learning)
- What did you observe
  - Do you think his dedication paid off
- 

### Summarization of the Learning’s derived from the discussion
The belief in turning impossible to possible is the most important quality of a leader. Leaders do not get disheartened by the fact that no one is with them. They just start moving and people start following afterwards. That is why it is said that “Akela chala tha, log judte gaye kafta banta gaya”

### Key Take Away: (Recap of key learning’s)

To derive results, a Leader needs to ...

- Be Performance Driven
- Set Targets for the Teams
- Goal Oriented
- Show High Levels of Energy
- Display Enthusiasm
- Self – Motivated
- Manage Timelines

**Video Description:**
Moving a Mountain --- True Leader

**Play-out Time:** < 2.18 Mins

**Play Out Instructions:**
- Play the entire video

**Trainer Discussion:** (Question to be asked by the Trainer to derive learning)
- What did you observe
  - Do you think his dedication paid off

**Summarization of the Learning’s derived from the discussion**
The belief in turning impossible to possible is the most important quality of a leader. Leaders do not get disheartened by the fact that no one is with them. They just start moving and people start following afterwards. That is why it is said that “Akela chala tha, log judte gaye kafila banta gaya”

**Key Take Away:** (Recap of key learning’s)

---

**Play the Chakde video:**
The objective of showing the chak de song is to close the session on a high energy and showcase that how a good leader motivates, guides and leads the team towards a common goal
Day 60

Managing Team

Session 1

: 60 Mins
Ask: What according to you is a Team?
Note all the responses on a Flipchart.

A team is a group of people who come together for a common goal

Importance of Team

WE is better than I

Say:-

Once upon a time there was a rabbit and a tortoise used to live in the same jungle. Rabbit always used to boast about his speed. One day they both decided to have a race. The rabbit was leading the race but in between he decided to take some rest and sat down, as soon he was fast asleep. Tortoise kept moving and passed the rabbit when he was sleeping and won the race.

So it was said that Slow and Steady wins the race.

Let me share with you the next part of this story.

Rabbit thought that if he would not have slept in between then he would have certainly won the race. So he challenged the tortoise once again and this time he ran from start to finish without stopping and won the race.

Now tortoise thought he can never beat rabbit like this, so he challenged the rabbit for another race but on a different track.

This time the end point of the race was on the other side of the river. So when the race started the rabbit ran till the river but could not cross the river. But tortoise can from back, and swam across the river to win the race.
Till this time they both had become good friends. They sat together and said that they both have different abilities. Rabbit can run fast and the tortoise can swim. Why not to utilize the strengths of both. So they decided to run the last race once again. But this time the rabbit carried tortoise on his back till the river. Then tortoise carried rabbit on his back and swam across the river and in last rabbit again carried tortoise till the finish line on his back. So they completed the race in the least time.

Ask: So what is the moral of the story?

Expected answer:- We all have individual strengths but as a team we perform better.

TEAM: Together Everyone Achieves More

Team Management

Team management is about leading and motivating a group of individuals to work towards a common goal in order to achieve the ultimate goal of the team.

Say : Team management is about leading and motivating a group of individuals to work towards a common goal in order to achieve the ultimate goal of the team.

Role of a manager includes

- Team Development
- Team Motivation
- Conflict Management

Team Development

- Understanding the strengths and weaknesses of the team
- Every individual poses unique talent
- Assigning work as per the strength and talent.
- To work on the weakness of the team members.
- Harness good relationships among the team members
- Effective Communication

Say:-

- Every individual who is the part of the team has its unique talent as we understood from the story. So to manage the team effectively it is very important for a manager to understand the strength and weaknesses of individual team member so that every individual can be assigned with a task as per his strength.
- Apart from assigning the tasks as per the strength of the team member it is also very important to make a plan to work on the weakness of the team member so that weaknesses could be overcome over a period of time.
- To develop a winning team it is important to harness good relationship among the team members.
• The last but the most important attribute of a good manager is the ability to communicate effectively. We already know the importance of effective communication. So if a manager is not an effective communicator then it will severely effect the performance of a team.

• A manager should keep its directions short and simple so that it could be understood by all and the right message should be conveyed. Let us understand the importance of keeping instructions short and simple with the help of an activity.

### Module 1: Let's know each other - Blind Fold

| Duration: 10 Mins | **Objectives:**
| --- | --- |
|  | By the end of this session, participants and facilitators will be able to:
|  | • Understand the importance of giving short and easy to understand instructions.

#### Prerequisites:
- Blindfolds.
- Arrangement of the room.
- Some objects to keep at different places.

#### Method:
- Divide the participants in a team of two. The one person to be blindfolded and the other person to act as the leader to give instructions.
- Arrange the chairs in the room in a zig-zag manner and keep some objects here and there in between the passage.
- You can conduct the activity in the campus field as well.

#### Role of the Leader:
- The leader has to give instructions to the blindfolded team member from the starting point in order to help his get through the passage after collecting the objects in between.
- The leader to keep standing at one place and can not move along with the team member.
- Do this one by one with each team and the team that collects maximum objects on the way is the winner.

#### Time available per team is 5 minutes. (This can be tweaked as per the available time)

After the activity
- Ask the participants: What are the challenges they faced?
- What they did to overcome those challenges?

#### Explain:
This is exactly what happens at work. Our team members are unaware about the path they need to take to reach the goal and we need to help them get to the other end.

#### Conclude:
Short and simple instructions are the best way to communicate effectively.
Video Description:
Team cannot sustain without unity-stand together

Play-out Time:<1. 21Mins>

Play Out Instructions:
- Play the entire video

Trainer Discussion: (Question to be asked by the Trainer to derive learning)
- What did you observe
- What could have happened if the Ostrich or the crabs or the ants did not have stood together
- Ask:- What is happening in the clip.
- Expected Answer:- All of them are together so they are able to face adversities

Summarization of the Learning’s derived from the discussion
Team cannot stand together if they are not motivated. You must have noticed that in each video one of the group members persuaded others. That happens only when the team is motivated and aligned to each other and this can only be done by the team leader

Key Take Away: (Recap of key learning’s)

Team Motivation
- Appreciate
- Be genuinely interested in their problems
- Share positive feedback
- Praise in public
- Criticize when alone
- Never talk negative about your seniors or company

Say: We face many challenges in our day to day life. These failures result in a low morale so it is very important for a manager to pull up his team when they are feeling low and get them going in the face of adversity. To keep the morale of the team high we need to motivate them from time to time. Following are some simple tips to motivate the team:-
• Appreciate: Every one like to get appreciated and this is the easiest way to motivate some one. So whenever you find your team doing something right just appreciate them for their efforts. Just imagine how will you feel if you get a dosage of appreciation every day or two. The appreciation can be related to anything like if he comes on time, he helps others, he stays long hours to complete work. We can certainly find a reason to appreciate if we wish to. Someone has rightly said where there is a will there is a way.

• Always be genuinely interested in their life and problems. Give them advice and help them come out of their hard times be it is in their personal life or professional life.

• Feedback: Give them genuine feedback in order to help them develop in life.

• An other simple rule to motivate your team is to always appreciate them in public and if you have to tell something negative then always talk to them when you are alone and not in front of others. This shows that you are interested in their development and not in criticizing them.

• Involve Family: Be like a family member to them and involve the family members of your team whenever they do some thing good. Make it a point that you share their good thing with their family.

• Never talk negative in front of your team, Negative talks reduces their morale.

Video Description:
Team members would have conflicts between each other but a true team leader would handle conflicts to take the entire team to the next level

Play-out Time:<3.08 Mins>

Play Out Instructions:
• Play the entire video

Trainer Discussion: (Question to be asked by the Trainer to derive learning)

• What did you observe
• Ask:- What is happening in the clip.
• Expected Answer:- There have been a conflict amongst the team

Summarization of the Learning’s derived from the discussion
As a good team leader, it is important to align the team to a common goal and try to create a win-win situation for better team work and harmony.

Key Take Away: (Recap of key learning’s)

Conflict Management
Say: When we work together in a team then we sometimes disagree on some points, this is like we disagree on some issues with our family members as well. These situations do arise but as a manager you need to tackle them carefully as mishandling of such situations can lead to huge loss. Below are some of the techniques that you can use if any such situation arises.

- Always be open to listen to others. Remember in most of the cases issues gets resolved if we just patiently listen to the issues of others.
- Every one is different, so they have the right to differ from you. So be patient and respect the opinion of others. Do not take any decision without considering all the aspects related to the situation.
- Always treat all your team members equally specially when there is a conflict between two team members. No one in your team should feel that you are playing favourite to some of the team members.
- When in a situation of conflict then try to find a solution in which both the concerned parties are comfortable.
  - Guide in the positive direction
  - Bring the focus on the common goal

### Role Play

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<tbody>
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<td>How would you handle conflict between 2 site workers</td>
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<td>2</td>
<td>Team Activity-Make a Mark</td>
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# Team Activity - Make a wall hanging with words TEAMWORK

**Duration**: 60 Mins

**Objectives**: By the end of this session, participants and facilitators will be able to understand
- Team Work
- Planning
- Coordination
- Resource Planning
- Creative Thinking

**Prerequisites**: Stack of newspaper, scissors, cello tape, glue sticks

**Ideal Team Size**: 5 – 10 members. Multiple teams can play at a time

**Method**:
- Distribute some newspaper, decorative material, one glue-stick and one scissor in each group.
- The task is to create a wall hanging using the word TEAMWORK in the provided time. (A wall hanging of the word)
- The challenging part is that all team members have to decide the dimensions, size, colour, cut etc of the words.
- It should be standardized
- Allow teams to plan their strategy in the first 15 minutes.
- Post decisions, the teams need to work individually

**Derive**:
- To be able to achieve a common goal, teams need to align
- Communication is the key to success
- Planning plays an essential role while working in teams
- Executing and sticking to the plan brings about the standardized and desired results
### Team Activity - Make a Mark

**Duration:** 30 Mins

**Objectives:**
By the end of this session, participants and facilitators will be able to understand
- The Power of appreciation in a team

**Prerequisites:**
Stack of newspapers, scissors, cello tape, glue sticks

**Ideal Team Size:** 5 – 10 members. Multiple teams can play at a time

**Method:**
- Stick chart papers on a wall at a reasonable height and distribute the different colour markers to each team. Now ask the teams to choose one member who has to make a mark at the chart paper. Ask a member to try again and again till the time they are very sure that they have made the mark at the highest possible point. Now ask the other team members to motivate their respective team member to make a mark higher than his best performance.
- The team that could motivate its team member to gain the maximum as compared to his previous performance will win the game

**Derive:**
- Appreciation is the highest level of practical motivation
### Session Plan

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Can You Read

Say: Can you understand what is written on this paper?

Expected Answer: No

Say: Even I can not understand what has been written, I just know it a doctor’s prescription.

Ask: Have you ever thought why doctors have such a poor hand writing?

Expected Answer: Yes,

Say: I always think so, but more important is to think that chemist can understand what has been written, they are trained in such a manner. But unfortunately this is not the case with us. Our team is not trained to understand a running handwriting and as we already know that to be successful we need to communicate effectively and for effective communication, right message must be conveyed.

If we use a running handwriting in our daily routine, then the chances of message getting wrongly interpreted is really high and that can cause huge loss and safety hazards specially in our work profile.

So we need to be extra careful with our hand writing.
Do you know a simple mistake while writing can turn the message upside down. Let us understand with an example.

Read the lines

रोको मत जाने दो
रोको, मत जाने दो

Say: This happened during a bank robbery. Once there was a bank robbery and the robbers were trying to flee from the city. The police inspector sent the message to the check post but in a hurry he wrote the second line instead of the first one.

Can you guess what would have happened?

Expected Answer:- The robbers would have fled and the police man would have been suspended from his job.

Say: So its pretty clear from this example that a small mistake can lead to huge loss. So we need to be very careful in our written messages. Our handwriting should be easily readable else we too can face the fate of the policemen.

What all comes under Written Communication?

Say: Describe the various forms of written Communication with examples.

• Reports
• Memos
• Staff newsletter
• Graphs/charts
• Minutes of meeting
• E-mail
• Fax
• Forms/questionnaire
• Notice

Benefits of writing clearly

Say: Clear hand writing offers several benefits to us

• It helps in effective communication as your message is understood clearly
• Saves time and money – Any communication mis read can lead to a lot of losses in terms of time, energy, money and sometimes lives
• Reduces personal effort. As the communication is clear
• Improves the chances of growth. As management like to promote a person who is good in communication.
**Guidelines To Write Effectively**

- Use short sentences
- Use simple language /language spoken locally
- Highlight the points you want to emphasise
- Use comma, full-stop, space wherever applicable
- Frame small paragraphs
- Proof read for grammar and language check

**Group Activity**

- List all the documents which you are required to fill and maintain on the field.
- List all kinds of reports required to be filled