

**LESSON PLAN**  
 Name of Course: Developing Soft Skills & Personality.  
 Programme: MBA(II Sem) 2018-19  
 Academic Year: 2018-19  
 Faculty: Ms Sarandi Sachdeva  
 Email: sarandi@jipm.edu.in  
 Module: Campus to Corporate Module (PDP & Grooming)

S.No.	Topic to be Covered	Learning Objective	Activity	Expected Outcome	Hrs
1	Self Introduction Individual Activity Introduction of students Preparing for the basic question 'tell me something about yourself?' Their expectations from module Problems they face (Area of improvement)	1. To prepare for the basic answer asked by the interviewer 'tell me something about yourself?' 2. To sensitize students towards the importance of module. 3. Self introspection.	1. Self- Adjectives 2. Learning the areas to be covered in self introduction 2. Goal Setting process	1. Students learn to answer the question 'tell me something about yourself?' 2. Realization of importance of module 3. To Develop sense of commitment 4. Undertaking the initial grading of the students.	2
2	Major P/ Questions asked after the introduction Individual Activity Discussing the main questions to be covered for SIP/Placement. Strengths and Weaknesses Interest area of specialization What motivates you? Long term and Short Term Goals Interest Areas Latest General Awareness	1. To learn the manner to answer the secondary questions asked in the interview. 2. To analyse the strengths and weaknesses of a student. 3. To analyse the area of interest of the student. 4. To let the students know about their long term and short term goals.	1. Self Analysis 2. Answering the questions asked.	Students understand to answer the following questions: A) Strengths and weaknesses. B) Interest Area C) Motivating Factors D) Long term and Short Term Goals E) Latest General Awareness Questions.	2
3	Just a Minute! Individual activity Each student gives a (current) topic to speak on for about a minute. Outcome: a) Spontaneous expression of ideas/opinions b) Correct use of sounds c) Thought sequencing	1. The recent topics in the economy covered. 2. To boost the learning and general awareness of the students. 3. To enhance the self confidence to deal with various topics and have a complete overview and knowledge about them.	1. One minute speaking activity.	Outcome of the session is the coverage of the following areas: 1. Speaking spontaneously 2. Enhancement of self confidence 3. Learning to sequence the thoughts 4. To learn about the recent growth in the economy	2
4	Group Discussion Group activity Students are divided in groups and the rules and regulations are discussed. One group does the GD whereas other group participates as audience.	1. To understand the manner to qualify the first round of any placement process- GD 2. To understand when to speak and how much to speak. 3. To understand the importance of speaking relevant content only. 4. To learn the art of speaking when the topic is completely unknown. 5. To learn the manner to control emotions when required	1. Classroom Group Discussion.	1. Getting equipped with the rules and regulations of GD. 2. Speaking the most relevant content out of all the known facts. 3. Understanding the art of argumentation. 4. Reflecting a composed and efficient Body Language 5. Initiating and Concluding a GD.	1


*Sarandi*

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4	<p>Introduction and detailed discussion about the major touch point with corporates- RESUME</p> <p>Discussion Based Class</p> <p>The session aims at covering the discussion of how to form a resume highlighting the most important facts using a perfect format.</p>	<ol style="list-style-type: none"> <li>1. To know the importance of writing</li> <li>2. Be aware of the concept of Social Screening.</li> <li>3. To understand the importance of correct grammar and appropriate vocabulary to be put into a resume.</li> </ol>	<ol style="list-style-type: none"> <li>1. PPT and Multimedia.</li> <li>2. Discussion</li> <li>3. Providing the format and explaining the same.</li> </ol>	<ol style="list-style-type: none"> <li>1. Learning the manner to make a resume which is expected by the recruiter.</li> <li>2. Understanding the do's and don'ts of resume writing.</li> </ol>	1
5	<p>Corporate etiquette &amp; ethics</p> <p>Discussion Based Class</p> <p>Understanding the Importance of first Impressions, Dressing for success, Greetings and Introductions, Appearance and Attitude, telephone etiquette.</p>	<ol style="list-style-type: none"> <li>1. To enable participants to gain understanding on Positive and lasting first impression.</li> <li>2. To understand the presentation of an individual in an impactful manner.</li> <li>3. Impact of dressing sense and groomed personality on peers, seniors, subordinates and clients.</li> <li>4. Tips on telephone etiquette.</li> </ol>	<ol style="list-style-type: none"> <li>1. PPT</li> <li>2. Multimedia</li> <li>3. Discussions</li> <li>4. Q/A session.</li> </ol>	<ol style="list-style-type: none"> <li>1. Learning the importance of first impression and how to create the same.</li> <li>2. Understanding the perfect way to dress.</li> <li>3. Learning the importance of grooming.</li> <li>4. Learning an appropriate manner to answer a call and undertaking a telephonic interview.</li> </ol>	2
6	<p>Presentation skills</p> <p>Pair activity</p> <p>Each pair will come prepared with a five-six slide (content) PPT on a business-related Innovative topics.</p>	<ol style="list-style-type: none"> <li>1. To know the Importance of Presentation skills In the Corporate world</li> <li>2. To understand the Do's &amp; don'ts of a business presentation.</li> <li>3. To understand the techniques of appropriate Body language, verbal communication and team presentation.</li> <li>4. To be able to put forth the main idea clearly and assertively</li> <li>5. To learn the presentation skills w.r.t Late Steve Jobs.</li> </ol>	<ol style="list-style-type: none"> <li>1. PPT</li> <li>2. Discussion</li> <li>3. Q/A Session</li> </ol>	<ol style="list-style-type: none"> <li>1. The Individual learners will take turns to present the PPT leading to the following outcomes <ul style="list-style-type: none"> <li>a) Making a presentation</li> <li>b) Presenting to an audience</li> <li>c) Developing the Content in a presentation</li> <li>d) Explaining content</li> <li>e) Correct pitch, tone, volume</li> <li>f) Handling queries</li> </ul> </li> <li>2. Helping the student understand the gap between expected level and what they possess</li> </ol>	2
7	<p>Basics of Communication Skills &amp; Grammar</p> <p>Individual Activity</p> <p>Each individual will learn the Language skills, Conversation skills, Writing skills, Business adjectives, Vocabulary building and sentence formation.</p>	<ol style="list-style-type: none"> <li>1. Knowing the power of words</li> <li>2. Verbal and Non-verbal communication</li> <li>3. To understand the importance of correct English.</li> <li>4. To develop skills to comprehend rapidly and respond correctly.</li> <li>5. Basics of Grammar.</li> </ol>	<ol style="list-style-type: none"> <li>1. Story Building line by line</li> <li>2. Dumb Charades for actions</li> <li>3. Answering spontaneous abstract questions.</li> </ol>	<ol style="list-style-type: none"> <li>1. To appreciate the importance of verbal and non-verbal communication</li> <li>2. To brush up basic grammar.</li> <li>3. Building vocabulary and learning an appropriate sentence formation.</li> </ol>	2
8	<p>Listening Skills</p> <p>Individual Activity</p> <p>Each individual is made to listen an audio clip to assess the listening skills of the student.</p>	<ol style="list-style-type: none"> <li>1. To appreciate the need to listen</li> <li>2. Difference between hear and listen</li> <li>3. To understand the role of listening to the interviewer well before answering.</li> <li>4. Role of perception as a barrier to listen</li> <li>5. To learn the art on not to hurry for answering before listening properly.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listening to clips, repeating and answering questions.</li> <li>2. Analysing the indirect questions asked during the interview.</li> </ol>	<ol style="list-style-type: none"> <li>1. Moving towards the direction of interpretation and analysis of received information.</li> <li>2. To be able to form and recognise correct &amp; appropriate sentences by listening and forming the answers of the questions asked from the AV.</li> </ol>	2

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9	<b>Newspaper Activity</b> <b>Individual activity</b> Two pieces of news involving an incident each are identified, and assigned to two different groups each. Students read it for about five minutes.	1. To analyse and understand MFI and the level of the same in each student. 2. To understand the words wrongly pronounced by each student. 3. To make the student aware with the latest topics going on in the economy. 4. To answer the situations by offering solutions hypothetically.	1. Newspaper cutout reading Activity.	1. Enhancement of vocabulary by newspaper reading. 2. Understanding the manner of answering the situations hypothetically. 3. Offering solutions to the prevailing problem in the economy/ country with one's own thought process.	2
10	<b>Personal Interview Session -One</b> <b>Individual Activity</b> One to one interview of students Mock Sessions for the preparation of SIP interviews	1. To prepare a student regarding all the Major PI Questions to be asked in upcoming SIP and Placement Drives. 2. References based on the questions being posed in the batch 2016-18. 3. To prepare the students according to the recent employers scenario.	1. PI Sessions	1. Enhancement of PI Skills. 2. Understanding of the manner to face an interview in a perfect manner. 3. Learning the art to let the panic nervousness get changed into a good nervousness.	2
11	<b>Personal Interview Session- Two</b> <b>Personal Branding</b> <b>Individual Activity</b>	1. How to introduce your skill set to the interviewer. 2. How to carry yourself and what to carry in the interview room	1. Specimen discussion 2. First impression game	1. Equipping the students with the art of selling your skills to the recruiter. 2. Learning to answer the most frequent question asked "Why Should we hire you?"	2
12	<b>Debrief day on</b> Self-awareness, Sense of presence, Initiative, Empathy, Ability to relate, IPR Skills, Adaptability, Perspective <b>taking, Be heard, Speak up, know yourself, Trust yourself</b>	1. To be able to recall what has been learnt so far	1. Debrief by students, put in a random syndicate, Pointwise	1. Reinforcement regarding all that has been learnt.	2
13	<b>Advertisement making</b> <b>Group Activity</b> Students are provided with a common item and they are asked to make up an advertisement on them.	1. To learn to focus on the major areas that helps in selling a product. 2. Learning the basic pre requisite required for students in marketing i.e. 'Sell this product to me' 3. To learn the major areas to be covered in order to successfully endorse and sell a product. 4. To learn to be innovative enough to make your product/ service different from rest of the teams	1. AD Making Activity 2. Jingle making activity.	1. Ensuring the development of spontaneous thinking and enhanced vocabulary. 2. Developing ability to work in a group with coordination. 3. Helping in the learning the group presentation skills. 4. Evolving the capability to think innovatively. 5. Designing	2
14	<b>Public Speaking Skills</b> <b>Individual Activity</b> Students are given various roles / topics to cover upon and speak up for a minute on the same.	1. To be able to overcome fear of audience 2. To be able to sequence the thoughts that come into the mind while listening to a topic. 3. To be able to understand the three C's to be covered in the public.	1. TED Talk 2. Radio Jockey Role	1. Building Fluency 2. Spontaneous Thinking 3. Ensuring Right thought process. 4. Learning the three C's - Confidence, Content and Communication.	2

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15	<p><b>My First Venture</b> Individual activity Each learner has to imagine themselves to be an entrepreneur. They will talk on the idea they have in order to launch a product/ service in the market.</p>	<ol style="list-style-type: none"> <li>1. To understand the particular idea and the feasibility of the idea when presented in the market.</li> <li>2. To overcome the fear of speaking and presenting oneself in public.</li> <li>3. To understand the skill set required to make your presentation verbal/visual effective.</li> <li>4. To analyse the growth of the idea presented.</li> <li>5. Focussing on the seven C's of communication while presenting the ideas.</li> </ol>	<p>1. Three minute representation Activity.</p>	<p>1. Development of Entrepreneurial Skills telling the first venture of students, focussing on how to make other believe in the idea and notion you are thinking about. This will produce the following outcomes</p> <ol style="list-style-type: none"> <li>1. Idea generation</li> <li>2. Thought sequencing</li> <li>3. Use of the required jargon</li> <li>4. Clarity of thought process</li> </ol> <p>2. Learning the presentation skills adhering to the seven C's.</p>	2
16	<p><b>The Motivational Exercise</b> Class Activity With the help of the success stories motivating each student to rise and shine.</p>	<ol style="list-style-type: none"> <li>1. To motivate a student by presenting AV's of people rising from nothing to everything.</li> <li>2. To enhance the confidence of the students.</li> <li>3. To help the student grab the important point from each success story.</li> </ol>	<p>1. AV's of the following success stories: a) Jack Ma: Alibaba b) Flipkart Founders c) Ola Cabs : Bhavesh Aggarwal and Ankit Bhatia. d) Sunder Pichai: Success Story e) Paytm: Vikram Shekhar Sharma f) Indra Nooyi on communication.</p>	<ol style="list-style-type: none"> <li>1. Taking the feedback on the best story found from all the stories shown.</li> <li>2. Discussion on why is the best actually the best according to them.</li> <li>3. Discussing the ideas learnt from the AV's.</li> </ol>	2
17	<p><b>Indianisms What are Indianisms?</b> Class Activity Focussing on the Region-specific errors issues with direct translation from mother tongue to English</p>	<ol style="list-style-type: none"> <li>1. To understand the use of Hindi fillers negatively affecting our speech.</li> <li>2. To understand the typical errors found in our language (Studentwise)</li> <li>3. To point out individual error in each student which is drawn using the assessment sheet prepared after each lecture.</li> <li>4. To give Feedback and Critical review.</li> </ol>	<p>Analysing the answers given to specific case based questions.</p>	<ol style="list-style-type: none"> <li>1. MTI being one of the major reasons for non placement of the candidates the session will primarily focus on the MTI Related issues.</li> <li>2. Indianism and effects of the same in speech will also be taken care of.</li> <li>3. Focussing on wrong Conversion of Hindi to English directly leading to the major mistakes in English communication.</li> </ol>	2
18	<p>Role plays Pair activity Role plays (two minutes/pair) to express various emotions</p>	<ol style="list-style-type: none"> <li>1. To learn the art of: a) Reminding b) Warning c) Declining politely d) Seeking permission e) Incredulity Outcome</li> </ol>	<p>Expression based activity.</p>	<ol style="list-style-type: none"> <li>1. To learn the Use of the language for different purposes</li> <li>2. Using the correct words for expression</li> <li>3. Common phrases used by all the groups are analysed.</li> </ol>	2

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19	<p><b>Case Specific Questions</b>  <b>Individual Activity</b>          Case studies related to domain          General Case Studies          Oral Discussion in order to enhance communication skills and domain specific knowledge.</p>	<p>1. To find out the inclination and the magnitude of inclination for each domain.          2. To analyse the effectiveness to answer a <b>case based</b> question.          3. To learn to evaluate various solutions and answers thought and further taken into consideration.          4. To learn to think strategically.</p>	<p>Case based Activity</p>	<p>1. A complete overview about domain specific cases that will help the students in dealing with the <b>CASE BASED QUESTIONS</b> that is asked during SIP and Placements.          2. Helping the students in evaluating alternative options for each <b>question based</b> upon the case.          3. Aiding the students in providing recommendations based on the case          4. Helping the students to think strategically and use correct tense and also forming the sentences with coherence.</p>	2
20	<p><b>Complete Assessment</b>  <b>Individual Activity</b></p>	<p>1. To undertake a student wise assessment in order to inform them about the loopholes in communication. 2. To grade the student's performance to work for upcoming semester.</p>	<p>1. <b>Discussion based Class</b>          2. <b>SWOT Analysis of self to be able to</b> comprehend what <b>is being said</b> in a better manner.</p>	<p>1. <b>To be able</b> to carry out the SWOT and finally come down to a decision regarding the mistakes still found in the manner of communicating <b>with</b> others.          2. Working on the mistakes for further growth.</p>	2



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