

## 16EL 102 SOFT SKILLS LABORATORY

Hours Per Week :

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-	-	2	1

### Course Description and Objectives:

The Soft Skills Laboratory course is aimed at training undergraduate students on employability skills. Designed to impart work related skills, the course will enable trainees to develop interpersonal communication, leadership, preparing resumé, group discussion and interview skills. It will give them the required competence and confidence to handle professional tasks.

### Course Outcomes:

Upon completion of the course, the student will be able to

- CO1: Develop formal communication skills in a work place.
- CO2: Acquire team skill by working in group activities, Present them confidently in job interviews.
- CO3: Equip them with suitable language and speech patterns in a workplace.
- CO4: Enhance the ability of critical & lateral thinking while addressing the issues at any situation.
- CO5: Understand the usage of language at all the circumstances and can enhance his professionalism.

### SKILLS:

- ✓ *Communicate and understand the difference between soft skills and hard skills.*
- ✓ *Professionalism and employability skills.*
- ✓ *Plan career by drawing their SWOT, setting the goal, learn the importance of time and stress management.*
- ✓ *Vocabulary, situational english, group discussion, reading comprehension and listening comprehension which are essential for all competitive examinations.*
- ✓ *Prepare resumé and learn how to face interview.*
- ✓ *Gender sensitive language, good manners, emotional intelligence and essential skills.*

## UNIT - 1

P-8

A) COMMUNICATION: Need for effective communication - the process of communication, levels of communication, flow of communication, choice of diction and style with reference to setting (formal, semi-formal or informal); communication networks, barriers to communication, miscommunication, noise and ways to overcome the barriers.

B) SOFT SKILLS: Difference between soft and hard skills, need for soft skills, professionalism, employability skills.

C) CAREER PLANNING:

Job vs. career, goal setting, SWOT analysis, planning and prioritization, four quadrant time management system, self-management, stress-management.

ACTIVITY: Johari Window for SWOT analysis; Setting a SMART goal using the provided grid; Writing a statement of purpose (SOP).

## UNIT - 2

P-8

A) VOCABULARY BUILDING: Word etymology, roots, prefixes & suffixes, synonyms and antonyms, collocations, one-word substitutes, analogies, idioms and phrases, contextual guessing of unfamiliar words, task-oriented learning (50 words).

ACTIVITY: Making a flash card (one per day by each student) – vocabulary exercises with hand-outs; Vocabulary quiz (evaluation will be a combination of the 50 words provided by the instructor and the flash cards made by the student (one per day).

B) FUNCTIONAL ENGLISH: Situational dialogues, role plays (including small talk), self introduction, opening and closing a telephonic conversation, making an appointment, making a query, offering/passing on information, communicating with superiors, expressing agreement/objection, opening bank account (combination of prepared and impromptu situations given to each student).

C) GROUP DISCUSSION: Articulation and flow of oral presentation, dynamics of group discussion, intervention, summarizing and conclusion, voice modulation, content generation, key word approach (KWA), social, political, economic, legal and technical approach (SPELT), view point of affected part (VAP), language relevance, fluency and coherence.

ACTIVITY: Viewing a recorded video of GD and Mock sessions on different types of GD topics-controversial, knowledge, case study (including topics on current affairs).

## UNIT - 3

P-4

A) RESUME-WRITING: Structure and presentation, defining career objective, projecting one's strengths and skill-sets, summarizing, formats and styles and covering letter.

ACTIVITY: Appraising some samples of good and bad resumes, preparing the resume, writing an effective covering letter.

B) FACING INTERVIEWS: Interview process, understanding employer expectations, pre-interview planning, opening strategies, impressive self-introduction, answering strategies, other critical aspects such as body language, grooming, other types of interviews such as stress-based interviews, tele-interviews, video interviews, frequently asked questions (FAQs) including behavioural and HR questions and the aspect looked at by corporate during interviews.

ACTIVITY: Writing responses and practicing through role plays and mock interviews on the FAQs including feedback.

## ACTIVITIES:

- *Formal and informal communication.*
- *SWOT analysis.*
- *Stephen covey time management matrix.*
- *Stress management techniques.*
- *Vocabulary flash cards.*
- *Situational dialogues.*
- *Group discussion.*
- *Resumé preparation.*
- *Mock interview.*
- *Reading comprehension activities.*
- *Listening comprehension activity by watching the american accent video.*
- *Emotional intelligence, etiquette quiz.*

## UNIT - 4

P-4

A) READING COMPREHENSION: Reading as a skill, techniques for speed reading, understanding the tone, skimming and scanning, appreciating stylistics, impediments for speed reading, eye fixation, sub-vocalization, critical reading, reading based on purpose, reading for information, reading for inference.

ACTIVITY: Reading comprehension exercises with texts drawn from diverse subject areas (handouts); Newspaper activity with students divided into 4 groups; Each group looks at critical component of communication such as listening, speaking, reading and writing enabling them to be better communicators as well as be more aware about the current affairs, which help in group discussion.

B) LISTENING COMPREHENSION: Listening as a skill, different types of listening, active and passive listening, top-down approach, bottom-up approach, understanding the non verbal cues of communication; intonation and stress.

ACTIVITY: Narration of a story, Speech excerpts with different accents (Indian, British and American), listening comprehension exercises with audio and video excerpts.

## UNIT - 5

P-6

IMPACT OF LANGUAGE ON PERSONALITY: Gender sensitive language in MNCs, cultural sensitivity, social awareness, emotional intelligence, good manners, self-grooming, positive body language, accepting and handling responsibility, assertiveness, problem solving, negotiating skills, networking and creating a good first impression.

Seven essential skills for a team player; attentive listening, intelligent questioning, gently persuading, respecting other's views, assisting others, sharing and participating actively.

ACTIVITY: Johari window, games and case studies.

## Reference books:

1. E. Hoffmann, "Ace the Corporate Personality", McGraw Hill, 2001.
2. A. Furnham, "Personality and Intelligence at Work", Psychology Press, 2008.
3. J. A. K. Page, "Leadership for Innovation" 1<sup>st</sup> edition, Kogan, 2007.
4. M.A. Rizvi, "Effective Technical Communication", 1<sup>st</sup> edition, Tata McGraw Hill, 2005.
5. K. Mohan and N.P. Singh, "Speaking English Effectively" 1<sup>st</sup> edition, Macmillan, 2008.
6. Soft Skills Material of Infosys Under the Academic Initiative of Campus Connect.
7. Dr. S.P. Dhanvel, "English and Soft Skills", Orient Blackswan, 2011.
8. R. K. Mishra, "Personality Development", Rupa and Co., 2004.