

### (HS217) SOFT SKILLS LABORATORY

#### Course Objectives:

The Soft Skills Laboratory course is aimed at training undergraduate students and enabling them to acquire employability skills. Designed to impart work related skills, the course will help trainees develop interpersonal communication, leadership and team skills. It will give them the required competence and confidence to handle professional tasks.

#### Training Methodology:

The training methodology is designed to bring about changes in attitudes through experience-based learning. Activities in simulated environments such as role plays, group discussions, micro-presentations, audio-video clippings, case studies, psychometric tests etc., will provide students insights into their strengths and weaknesses.

#### Learning Outcome:

The Soft Skills course will help students develop professional and non-personal ways of approaching people and work through the correct use of language and speech in a workplace environment along with the ability to think critically on issues demanding attention. This includes enhancing self-awareness and a sense of self-worth in the students in order to improve their productivity and performance at the workplace.

#### Course Contents:

##### **UNIT-I:**

a) Role of language in Personality – How language reflects, impacts personality – Using gender-neutral language in MNCs – being culturally sensitive.

Activity – Appraising each other – Worksheets related to the above

b) Career Planning- job vs. career- goal setting- SWOT analysis- planning and prioritization - four quadrant time management system - time management – self-management – stress-management.

Activity: Setting a SMART goal - SWOT analysis of the self – Writing a Statement of Purpose (SOP).

c) Effective Resume-Writing: structure and presentation - planning and defining the career objective - projecting one's strengths and skill-sets – summarizing - formats and styles - covering letter.

Activity: Resume preparation –writing a covering letter.

## **UNIT-II**

A) **Functional English** - Formal/informal context – purpose - interpersonal dynamics - ideation – content organization - initiating a conversation –responding appropriately - right body language.

**Activity** - Role play in different situations, - self-introduction - social background (family, home town etc.,) - role model - my future - likes/dislikes (movies, persons, places, food, music etc.,) - a mini project on functional English.

b) **Vocabulary-Building**: Etymology of words - word roots - prefixes & suffixes - synonyms & antonyms- collocations - one-word substitutes – analogies - idioms and phrases - contextual guessing of unfamiliar words – task-oriented learning (100 words).

**Activity**: Flash cards (200 words) – vocabulary exercises with hand-outs.

## **UNIT-3**

a) **Group Discussion**: Articulation and flow of oral presentation - dynamics of group discussion – intervention – summarizing - 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**: Mock sessions on four types of GD topics.

b) **Facing Interviews**: Interview process - understanding employer expectations - pre-interview planning - opening strategies - answering strategies – stress-based interviews - tele-interviews, video interviews- frequently asked questions (FAQs).

**Activity**: Writing responses to FAQs - mock interviews.

## **UNIT-4**

a) **Reading Comprehension**: Reading as a skill- techniques for speed reading- skimming-scanning- appreciating stylistics - impediments for speed reading - eye fixation - sub-vocalisation - critical reading - reading based on purpose - reading for information - reading for inference -understanding tone.

**Activity**: Reading comprehension exercises with texts drawn from subject areas. (Hand-outs)

b) **Listening Comprehension**: Listening as skill - different types of listening - hidden data of communication - active listening - top-down approach - bottom-up approach.

**Activity**: Following different accents (Indian, British, American) listening comprehension exercises with audio and video excerpts.

## **UNIT-5**

a) **Data Commentary**: Deductive & inductive reasoning - data interpretation - tables & charts - bar charts - pie charts - line graphs - ratios & proportions – percentages - coding and decoding - reasoning by analogy - artificial language etc.,

b) **Analytical Thinking**: Statement and Conclusion - Data Sufficiency - Statement and Argument - Statement and Assumption - Logical Deduction - Logical Problems.

**Activity**: Exercises with handouts.

## REFERENCE BOOKS:

1. Edward Holffman, *Ace the Corporate Personality*, McGraw Hill, 2001
2. Adrian Furnham, *Personality and Intelligence at Work*, Psychology Press, 2008.
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4. M.Ashraf Rizvi, “*Effective Technical Communication*”, 1<sup>st</sup> edition, Tata McGraw Hill, 2005.
5. Krishna Mohan & NP 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. K.R. Lakshminarayana & T. Murugavel, “*Managing Soft Skills*”, Scitech Publications. 2009
8. Dr. S.P. Dhanvel, *English and Soft Skills*, Orient Blackswan, 2011
9. Rajiv K. Mishra, *Personality Development-*, Rupa & Co. 2004.
10. R.S.Agarwal, *Quantitative Aptitude*, S. Chand& Co. Latest edition.
11. R.S.Agarwal, *Verbal & Non-verbal Reasoning*, S. Chand& Co. Latest edition.