



# SREENIVASA INSTITUTE of TECHNOLOGY AND MANAGEMENT STUDIES

(Autonomous)

CHITTOOR-517 127

DEPARTMENT OF MANAGEMENT STUDIES

EMPLOYABILITY SKILLS LAB MANUAL

## Learning Modules

Module 1 - Just-a-Minute

Module 2 - Team building

Module 3- Time Management

Module 4- Creativity

Module 5 - Seminars with PPTs

Module 6- Role Play

Module 7 - Debates

Module 8 - Employment Communication

Module 9 - Group Discussion

Module 10 - Mock Interviews

Module 11- Managing Stress

## Course Outcomes

**On successful completion of the course the student will be able to**

Course Outcomes		POs related to COs
CO1	<b>Assemble</b> the knowledge and ideas for effective oral presentations.	PO4
CO2	<b>Exhibit</b> effective team skills through participation in group activities	PO5
CO3	<b>Apply</b> the necessary skills and win job interviews	PO2
CO4	<b>Derive</b> the required professional and career competence skills	PO1
CO5	<b>Develop</b> their Personality over the lifelong learning environment	PO3



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## RUBRICS FOR SS LAB

	<b>Excellent(3)</b>	<b>Good(2)</b>	<b>Fair(1)</b>
<b>Assemble (CO1)</b>	Student successfully completes the activity, gathers appropriate data about the topic and gives effective oral presentations.	Student successfully completes the activity, gathers data about the topic and gives effective oral presentations.	Student successfully completes the activity, gathers data about the topic and gives oral presentations moderately.
<b>Exhibit (CO2)</b>	Learns and exhibits effective teambuilding skills through participation in group activities	Learns and exhibits reasonable teambuilding skills through participation in group activities	Learns and exhibits poor teambuilding skills through participation in group activities
<b>Apply (CO3)</b>	Student gains excellent knowledge in winning job interviews	Student gains moderate knowledge in winning job interviews	Student gains little knowledge in winning job interviews
<b>Develop (CO4)</b>	Student gains excellent knowledge in learning new concepts	Student gains moderate knowledge in learning new concepts	Student gains poor knowledge in learning new concepts
<b>Derive (CO5)</b>	Student develops outstanding professional and career competence skills	Student develops reasonable professional and career competence skills	Student develops deprived professional and career competence skills



## **MODULE 1 JUST A MINUTE**

### **ABSTRACT:**

Just a minute is an activity that uses extempore speaking. Speaking skills forms the base for selection in interviews and career development. Extempore speaking is possible with good communication skill and knowledge in the specific content. The flow of speech is enabled through fearless and clear presentation.

**AIM:** To develop quick thinking, together with good speaking, good grammar, appropriate use of words, using the right words.

**MATERIALS:** Stopwatch, Work Sheet

### **PROCEDURE:**

Step 1 : A list of topics for the speech is prepared.

Step 2: The chosen speaker is asked to pick a number and the topic is allotted randomly.

Step 3: The chosen speaker is given one minute to talk on a topic chosen by the instructor/moderator.

Step 4: The speech is presented and the duration is measured using a stop watch.

Step 5 : The speech is evaluated on the following basis

- Content: The speech should be relevant to the topic and appropriate contents has to be presented.
- Repetition: The content of the speech should not be repeated more than one time.
- Hesitation: The speech should be presented without any hesitation. A pause for more than 2 seconds is considered as a sign of hesitation.



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Learning Experience:

- a. My topic for the Just a Minute was \_\_\_\_\_
- b. I spoke for \_\_\_\_\_ seconds
- c. I learnt
- i.
  - ii
  - iii.

**WORK SHEET**

List of topics:

1. Global Warming
2. Favourite colour
3. Impact of social Network
4. Team work
5. Corruption in India
6. Customer service
7. Importance of communication skills
8. Self confidence
9. Education system in India
10. Traffic
11. Child labour
12. My role model
13. Women empowerment



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14. Green revolution
15. Mobile
16. The most happiest moment
17. Family
18. Trees
19. Hobby
20. Politics
21. Exam Stress
22. Global Positioning System
23. Education for poor
24. Television
25. Recent news



## **MODULE 2**

### **TEAM BUILDING**

**ABSTRACT:** Team building is a collective term for various types of activities used to enhance social relations and define roles within the team. It involves collaborative tasks. Team building exercises expose and address the importance of interpersonal relationship.

**AIM:** The purpose of the team building exercise is to learn the method of achieving the group goals as a team, building effective interpersonal relationship, reducing team conflict and finding solutions to team problems.

**MATERIALS:** Newspapers

**PROCEDURE:**

**Step 1:** The participants are divided into teams that consists of 6-8 members

**Step 2:** The participants are given instructions on building the tallest tower only with the limited resource of newspaper within the given time. The rule is that the tower should stand on the ground at least for 5 seconds at the end of the activity.

**Step 3:** The team starts building the tower, modifications are allowed

**Step 4:** The final tower built is displayed to the instructor and the other participants.

**Step 5:** The team that has built the tallest tower that stands for 5 seconds on ground is declared as the winning team.

**Step 6 :** The team concepts are discussed based on the real time experience.

**Learning Experience:**

- a. I had \_\_\_\_\_ team members
- b. We built the tower in \_\_\_\_\_ minutes
- c. We made \_\_\_\_\_ number of modifications.
- d. We were placed \_\_\_\_\_
- e. I learnt the following team skill

i.

ii.

...



### **MODULE 3 TIME MANAGEMENT**

#### **Abstract:**

Time management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity. How you use the time depends on skills learned through self-analysis, planning, evaluation, and self control. Time is both valuable and limited; it must be protected, used wisely, and budgeted.

#### **Aim:**

Time management helps the students to learn about how to complete a given task in a specific time frame amidst challenges and tight schedules.

#### **Introduction:**

It's all organizing, planning how we need to divide our task. A Person who does good time management will be in lower stress and greater career ahead.

Some of the most important skills related to successful time management include:

- Organisation
- Prioritisation
- Goal setting
- Communication
- Planning
- Delegation
- Stress management
- Flexibility

#### **Activity conducted to improve Time Management Skills:**

##### **How Long Is One Minute**

This is one of the simplest time management training activities, yet a very effective one. It is particularly good for starting a training session and getting participants thinking about time.

#### **Materials**



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For this activity, you will just need a timekeeping device, so you know when one minute has passed.

### **Procedure**

1. Ask participants to stand up and close their eyes.
2. Then ask them to sit down quietly (so that the other participants cannot hear them) when they think that one minute has gone.
3. Once everybody has sat down, you start the discussion.

What will happen is that participants will sit down at different times. So, you can point out to them that time depends heavily on perception.

By asking participants when time goes faster for them and when, instead, time never seems to pass, you can introduce to them the idea that passion, time, and productivity are connected.

### **Learning Experience:**

The students develop the skills to complete the task in the given time period effectively.





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## **MODULE 4 CREATIVITY**

**ABSTRACT :** Creativity is the use of imagination or original ideas to create something. It is the process of thinking out of the box. Creativity exercises and activities improve the creative skills which are required for career development. It brings about innovation.

**AIM:** The purpose of the activity is to make the participants come up with the new ideas when trying to develop or improve a product or service.

**MATERIALS :** Worksheet

**PROCEDURE:**

Step 1: The participants are divided into teams.

Step 2: The creative brainstorming technique – SCAMPER is explained to all the participants.

Step 3: An existing product or service is assigned to each team to improve upon it.

Step 4: The team discusses the improvements based on SCAMPER principle

Step 5: The creative ideas of the teams are presented by a representative from each team.

Step 6: The instructor gives feedback on the team idea.

**Learning Experience:**

- a. I had \_\_\_\_\_ team members
- b. We discussed on innovation in \_\_\_\_\_
- c. We gave the following ideas of innovation.
  - i.
  - ii.
  - iii.



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**WORKSHEET**

**INSTRUCTION**

SCAMPER is a mnemonic that stands for:

Substitute.

Combine.

Adapt.

Modify.

Put to another use.

Eliminate.

Reverse.

**LIST OF PRODUCTS**

Television

Mobile Phone

Mobile Application

Household appliances

Fan

Furniture



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### **MODULE 5 SEMNAR WITH PPTS**

**ABSTRACT :** A seminar may be defined as a gathering of people for the purpose of discussing a stated topic. It is an interactive session where the presenter answers the questions of the audience and the instructor.

**AIM :** The purpose of the seminar is to present the contents on a specific topic effectively using the technology.

**MATERIALS :** PPTs, Worksheets

**Step 1:** The topics are allotted for the participants randomly.

**Step 2:** The instructions are given on preparation of Power Point Presentation. The PPT need to contain 5 slides, prepared originally with graphics and illustrations.

**Step 3 :** The Seminar presentations are prepared by the participant and suitable recommendations are made by the instructor.

**Step 4:** The participant presents the seminar with the PPT.

**Step 5:** Questions are posed by the audience and instruction at the end of presentation.

**Step 6:** The instructor evaluates the presentation and provides feedback.

**Learning Experience:**

- a. My topic for seminar was \_\_\_\_\_
- b. I learnt the following by presenting the seminar
  - i.
  - ii.
  - iii.



## **WORKSHEET**

1. Verbal Communication
2. Body language
3. Visual Communication
4. Public Speaking
5. Team Building
6. Conflict Management
7. Feedback
8. Decision Making
9. Talent Management
10. Crisis Management
11. Negotiating
12. Persuasion
13. Personal Branding
14. Interpersonal Relationship
15. Emotional Intelligence
16. Self Awareness
17. Stress Management
18. Change Management
19. Self Confidence
20. Assertiveness
21. Leadership
22. Work Life Balance
23. Empathy
24. Critical Thinking
25. Innovation
26. Creativity



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27. Time Management
28. Business Etiquette
29. Knowledge Management
30. Entrepreneurship
31. Motivation
32. Counselling
33. Johari Window
34. 9\*9 Leadership style-Managerial Grid
35. Hardskills and Softskills
36. Interview Preparation
37. Group Discussion
38. Just A Minute
39. Memory Management
40. Career Competence Skills
41. Positive Attitude
42. Work Ethics
43. Initiative
44. Flexibility
45. Self Motivation
46. Customer Relationship Management
47. Handling Criticism
48. Listening Skills



## **MODULE 6 ROLE PLAYS**

**ABSTRACT :** **Role-play** is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. Depending on the intention of the activity, participants might be playing a role similar to their own (or their likely one in the future) or could play the opposite part of the conversation or interaction.

**AIM:** The purpose of the role play is to develop the skills of problematic interactions that may be encountered during the career progress. It help to develop the way of thinking and empathy.

**MATERIALS:** Worksheet

### **PROCEDURE**

Step 1: Divide the participants into teams.

Step 2: Each team is given particular roles to play in a conversation or other interaction.

Step 3: Instructions are given on how to act and what to say.

Step 4: The team members plan for the scenario by assigning roles, writing dialogues and practicing

Step 4: The participants will then act out the scenario

Step 5: The instructor provides the feedback on the role play

a. The topic of our team for role play was \_\_\_\_\_

b. My role was \_\_\_\_\_

c. I learnt

- i.
- li
- iii.



## **WORKSHEET**

### **Role play Scenarios**

Manage an angry customer over phone

You employee accidentally deleted a file. Handle this situation

A customer is trying to use an extra coupon. As a sales representative, what will you do?

Scenarios:

Restaurant Scenario

Shopping Scenario

Conducting an Interview

Strike among the employee

Customer complaint handling

Seeking Permission

Counseling a depressed friend



## **MODULE 7 DEBATES**

**ABSTRACT:** The process of debate allows participants to analyze the similarities and differences between differing viewpoints, so that the audience can understand where opinions diverge and why. Debate is also an excellent way to model the analytical and communicative processes and will provide a forum for them to develop the arts of expression that allow them to communicate their ideas.

**AIM:** The purpose of the debate is to help the participants to grasp essential critical thinking and presentation skills. It fosters abstract thinking, public speaking, research, teamwork and cooperation.

**MATERIALS:** Worksheet

### **PROCEDURE**

Step 1: The participants are divided into teams.

Step 2: The topic is assigned to team on random basis

Step 3: The team members decide and discuss on who will speak positive and negative.

Step 4: The relevant points are decided by each team members based on their own knowledge and discussion.

Step 5: The team presents the debate. Three members talking positively and three member talking affirmative on the topic. The team leader acts as a moderator.

a. The debate topic for our team was \_\_\_\_\_

b. I spoke in \_\_\_\_\_

c. I learnt     i.  
                  ii  
                  iii.





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## **WORKSHEET**

Advertisement is necessary or not necessary?

Men or women, Who are better achievers?

Technology kills youth/Builds youth?

Attendance should be compulsory/Voluntary?

News channels are a boon/ban to the society

Social media curbs/develops intelligence



## **MODULE 8 EMPLOYMENT COMMUNICATION**

**ABSTRACT :** Resume is used to apply for job interviews based on which call letters are sent to the candidates. The resume should convince employer to interview for a particular position by demonstrating the relevant qualification. It describes the qualification for the particular position in easily readable format.

**AIM:** The purpose of the resume preparation is to create impressive resume for a fresher applying for a particular position.

**MATERIALS:** A4 sheet

**PROCEDURE:**

**STEP 1:** The participants are presented with different formats of resume.

**Step 2:** The participants should analyse the skills, knowledge and accomplishments by making a list of the project experience, qualification and activities.

**STEP 3 :** The participants should prepare a career goal statement.

**STEP 3:** Prepare a Draft of the Resume Consider the following headings: Objective - This is a brief statement of the type of position.

Education - List the colleges you attended and degrees you received/pursued.

Skills - Include information related to your strongest skill sets or those most pertinent to the job you are seeking. Popular skills to include are Computer, Leadership, Design, and Languages.

Other Information - There is no limit to the number of sections you may include on your resume, but keep your resume to one page.

Include additional section headings, such as Activities, Leadership, Presentations, Interests, Hobbies, Honors, Awards, and Community.

**Step 5:** The instructor gives the feedback.



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Step 6: The resume is improved further and completed.

Learning Experience:

- a. My resume consists of following details
- b. I learnt
  - i.
  - ii.
  - iii.



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## MODULE 9 GROUP DISCUSSION

**ABSTRACT :** Group discussions are a very important aspect of group communication. Group discussions are a creative and dynamic activity which stimulates reflective thinking among the members. Group discussions may be defined as an activity in which a small number of persons meet face to face and exchange and share ideas freely or attempt to reach a decision on a common issue.

**AIM:** Group Discussion (GD) is an important part of MBA selection process. GD Topics for MBA including topics on Current Affairs, Business & Economy and even Abstract topics to check the creativity of college students.

**MATERIALS:** Worksheet

### PROCEDURE:

Step 1: The participants are divided into groups

Step 2: The topics are assigned to each group.

Step 3: A preparation time of 3 to 5 minutes is allowed to participants.

Step 4: The groups has to commence the discussion

Step 5: The instructor observes and evaluates the performance of the participants.

Step 6: Feedback is provided by the instructor.

- a. The topic assigned to our group was \_\_\_\_\_
- b. I spoke about
- c. I learnt
  - i.
  - li
  - iii.



## **WORKSHEET**

### **Evaluation criteria:**

- A) Content:
- B) Analytical skills:
- C) Reasoning skills:
- D) Organisation skills:
- E) Communication skills:
- F) Creativity:
- G) Group behaviour
- H) Listening skill:
- I) Leadership quality:
- J) Body language:

### **Topics for group discussion:**

#### **Business & Economy: Group Discussion Topics**

- Is FDI Good for Indian Economy?
- Universal Basic Income: Is this a good idea for India?
- Poverty in India: Facts, Causes, Effects, Solution
- Indian Economy in 2018-19: Performance & Policies of Modi Regime
- Agriculture Role in India and Subsidies: Problems & Challenges

#### **Social Issues: Group Discussion Topics**

- Plastic Ban: Economy Vs Environment
- Women Empowerment & Gender Justice



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- Swachh Bharat Mission: Success is still at Large
- GD topic: Retirement Homes
- Social Media: A boon or a bane for society and individuals

## **Do's and Don'ts of a GD:**

- Maintain an accurate posture. Sit straight and confidently.
- Be natural. Be yourself.
- Gather your thoughts, evaluate the pros and cons of the given subject/ topic and then speak.
- The candidate who initiates the conversation, mostly, leaves a good impression on the examiner.
- Learn to choose the words, wisely
- Eye contact is a must.
- Also, when the other participants speak, keep nodding your head, it shows receptivity.
- Let others speak too. Remember, it is a group. Listen to what others have to say, let them contribute to the discussion as well.
- In order to express a thought, use real life examples, experiences, quotes, facts etc.
- Be an active participant. Do not keep quiet, learn to make a move. Do not forget that the evaluator wants to hear you speak. But, at the same time, do not speak more than the required. Nobody wants to hear lengthy answers.
- If you are opposing something that the other person has spoken, be very sure and confident of your answer. You must have a solid reason to counter-attack.



## **MODULE 10 MOCK INTERVIEWS**

**Abstract :** A Mock Interview is one of the very best ways to prepare for an actual employment interview. The Mock Interview focuses on how well the candidates knows about the industry, company and how well can convey that information about self. The Mock Interview is a safe place to practice your interview skills and gain feedback. Many of the questions you will be asked are interview questions from actual employers or professional programs.

**AIM:** The purpose of the mock interview is to prepare for the interview and to improve upon the skills required to win over the interview. It helps to reduce the stress of attending interview, boosts confidence and provides constructive feedback. It also provides a framework to prepare for behavioral based interview questions.

**MATERIALS:** Worksheet

### **PROCEDURE**

**Step 1:** The instructor gives tips on how to attend the interview effectively.

**Step 2:** The participants prepares for the mock interview with a pre plan of resume, dressing attire, communication and body language.

**Step 3:** Mock interview is conducted by the instructor/resource person for the specific post.

**Step 4:** Immediate feedback and points to improve is provided to the participant by the interviewer.

**Learning Experience:**

- a. I was interviewed for the post of \_\_\_\_\_
- b. I learnt
  - i.
  - ii.
  - iii.



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## WORKSHEET

Instructions and Evaluation Criteria:

Preparation:

- Prepare for the session by researching your company/industry of interest
- Investigate and identify the most common industry traits sought (analytical skills, communication skills, business knowledge and problem solving) and the skill/abilities asked for in the job description
- Outline answers to demonstrate the skills
- Be prepared to answer behavioral questions, such as "Tell me about a time when" and "Can you give me an example of a time..."

The Session

- Appropriate dress/attire will be discussed but is optional for the mock interview
- Greet the interviewer with an enthusiastic handshake and smile
- Listen to the question--make sure you know what the interviewer wants to know and ask for clarification if the question is not clear
- Keep your answers concise and to the point--two to three minutes long
- Make sure you are selling the product: You!
- Have questions prepared to ask at the end of the mock interview, questions you would ask the employer/school

### Evaluation:

The participant will be evaluated on the following:

Appearance: Dress appropriately for the interview Greeting/Introduction:

Body Language: Good eye contact with the interviewer, smile, and being professional . During the interview be aware of eye contact, subtle use of hands while speaking, good posture, etc.





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**Attitude:** The attitude toward work and working with others is crucial in the hiring process. Be sure to convey an attitude that is enthusiastic, sincere, and genuine.

**Responses to the Interview Questions:** Know the goals and be able to express them to the interviewer  
**Oral Communication:**

**Speak clearly and concisely:** Try to think out your response before answering a question

**Preparation:** Prepare questions for your interviewer.



## **MODULE 11 MANAGING STRESS**

### **Abstract:**

Stress is a natural part of every young person's life. Stress is any change, internal or external, positive or negative, to which a young person must adapt; simply, "stress is anything that causes physical and/or mental wear and tear on the body and mind"

**Aim:** To help young people, like adults, to get benefit from learning and practicing stress management skills. To enable students to develop stress reduction skills about how to feel and cope better without hurting themselves or others.

### **Introduction:**

Students' stress is usually related to everyday experiences, worries and challenges at school, home, in the community and within their peer group. For example, young people may experience stress resulting from bullying, name calling, social isolation, not getting what they want, body image, academic difficulties, and unsafe neighborhoods. While each student will respond to and resolve stress differently, the impact of ongoing and/or unresolved stress can lead to feelings of anxiety, depression, irritability, poor concentration, aggression, physical illness, fatigue, sleep disturbance and poor coping skills such as tobacco, drug and/or alcohol use.

Identifying and acknowledging the causes of stress and expressing feelings about them are usually the most effective tools students have to reduce stress, in addition to learning practical stress reduction skills.

When introducing the concept of stress management to students, it is useful to review the following general behaviors and techniques that will help students manage stress (as part of the discussion, have students brainstorm other ideas and strategies that work for them):

- Eat healthy meals with plenty of fruits and vegetables
- Exercise regularly & Get good amounts of rest and sleep
- Avoid caffeine (can increase feelings of anxiety and agitation)
- Do things you enjoy (for example: art, listening to music, being outdoors, dancing etc.)
- Avoid alcohol, tobacco and drugs



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- State feelings in a clear way (for example: “I feel angry when you yell at me.”)
- Decrease negative self talk & be with friends who help you cope in a positive way
- Learn relaxation techniques (such as: deep breathing, muscle relaxation, meditation)
- Talk to caring adults & Humor/laughter

### Activities that Reduce Stress:

1. Consider the Consequences
2. Stress Interview
3. Start Talking
4. Peer Sharing
5. Help From Colleagues

For our Classroom activity, we have done “**Consider the Consequences**”)

**Target:** MBA Students

**Purpose:** Students have the opportunity to share thoughts and feelings within a safe and structured activity. Listening skills are taught and practiced.

**Materials:** No materials are needed for this activity

### Steps:

1. Ask participants to think about something that gives them stress.
2. Ask them to think about various consequences and reactions that might take place.
3. They keep thinking about the same for approximately 5 minutes.
4. Instructor may give them directions to intensify the thought.
5. All of a sudden SAY – Stop thinking.
6. Ask students how they feel.
7. And so stress in most cases is just your own mental makeup. The more you think about something, the more stress it will causes. The important step here is to catch yourself while cooking stressful thoughts and remind yourself that nothing has happened yet. So let’s just prepare.

### Extension:

Teacher may follow-up by having students practice the same at other times. Encourage students to practice this method on their own amongst themselves for mutual support.

### Learning Experience:

The students can able to manage their emotions, increase their academic performance, and improve their physical health.



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REG NO:

DAY TO DAY EVALUATION OF LAB ACTIVITY:

S.NO	ACTIVITY	ASSEMBLE	EXHIBIT	APPLY	DEVELOP	DERIVE
1	Just-a-Minute					
2	Team building					
3	Time Management					
4	Creativity					
5	Seminars with PPTs					
6	Role Play					
7	Debates					
8	Employment Communication					
9	Group Discussion					
10	Mock Interviews					
11	Managing Stress					
AVERAGE						