

# Finishing School Training Program – Student Outreach

on

**'SET-A'**

10th November- 22<sup>nd</sup> November, 2020  
(Total Duration: 20 hrs)

Principal:

**Dr. V. S. Purani**

Coordinator:

**Dr. S. K. Srivastava**

Trainer:

**Mr. Sudeep Fernandes**



Organized by:

**Chemical Engineering Department  
GEC, Valsad**

**TRAINING SCHEDULE:**

<b>Date</b>	<b>Day</b>	<b>Topic (hours)</b>	<b>Time Allotted</b>	<b>Total Training + Interaction Time</b>
10-11-2020	Tuesday	Self -Awareness- SWOT	10:00 am - 12:00 noon	2
11-11-2020	Wednesday	Self Esteem and Self Confidence	10:00 am - 12:00 noon	2
12-11-2020	Thursday	Life & Professional Goal Setting	10:00 am - 12:00 noon	2
13-11-2020	Friday	Grooming, Personal Hygiene and Body Language (Office Etiquette)	10:00 am - 12:00 noon	2
14-11- 2020	Saturday	<b>DIWALI BREAK</b>		
15-11-2020	Sunday			
16-11-2020	Monday			
17-11-2020	Tuesday			
18-11-2020	Wednesday	Job Search and Career Options	10:00 am - 12:00 noon	2
19-11-2020	Thursday	Group Discussion	10:00 am - 12:00 noon	2
20-11-2020	Friday	Interview Skills	10:00 am - 12:00 noon	2
21-11-2020	Saturday	Interview Skills & Empathy	10:00 am - 12:00 noon	2
22-11-2020	Sunday	Interpersonal Skills	10:00 am - 12:00 noon	2
<b>TOTAL TRAINING HOURS</b>				<b>20</b>

## **Day 1: Self -Awareness- SWOT Analysis (10<sup>th</sup> Nov, 2020)**

The day started with setting the pace for the programme. At the very outset all the students were invited to place their positive intent into participating in the programme through discussions, activities and self-reflective exercises. Expectations were set by students for the group and by the trainer for the outcomes that the group would like to achieve. The trainer emphasized the need to have an experiential programme rather than just a theory-based training. We began with introducing the thought behind the Finishing School Initiative and why it is vital for students in a dynamic and volatile professional environment. A WhatsApp group was created to share exercises and additional reading material.

A journey of a thousand miles begins with a single step. Drawing from this Chinese proverb, students were invited to begin the journey of self-discovery by starting within themselves. Students received inputs about key areas for self-awareness including personality traits, personal values, habits, emotions, and the psychological needs that drive various behaviours.

It is quite evident that students are most likely to succeed in life if they use their talents to their fullest extent. Similarly, students may suffer fewer problems if they know exactly what their weaknesses are, and if they are able to manage these weaknesses so that they don't matter in their choice of career. Through this module students learned how to identify their strengths and weaknesses, as well as were able to analyse the opportunities and threats that flow from them. The SWOT framework threw up various new dimensions when students followed the guided technique to embark on a journey of self-discovery.

## **Day 2: Self Esteem and Self Confidence (11<sup>th</sup> Nov 2020)**

We began the day with a brief recap of the previous day's session. Students were introduced to the idea of Self Esteem and Self-Confidence. They learned to distinguish between the two and figured what and how they felt about themselves. Many students realised that they had high levels of Self-Confidence but suffered from Low Self-Worth. We explored various practical exercises to build Self-Esteem. Many students reported a very positive feeling of Self Worth and Acceptance. As part of this session, we laid down ground rules for all our sessions that we will never question participants' intent or be judgemental in our approach. The students were very cooperative and maintained a positive, supportive and encouraging environment which promoted people to share their opinions freely. We learned to think beyond binary and be open to various possibilities and opportunities that were presented within the environment. Additional reading material was shared on the WhatsApp Group. Students also learned about positive affirmations and how they can use these to lift their Self-Esteem. Many students understood that their fears stem from the fact that they doubt their ability. To remedy that they learned that they must spend a little more time practicing that particular skills or request additional training to perform better and thus raise their confidence levels.

### **Day 3: Life & Professional Goal Setting (12<sup>th</sup> Nov 2020)**

The day began with a recap of the previous day's session and celebrating some successes that students had with the practical exercises. Students then discussed how it is absolutely essential to have goals to get some clarity and a sense of where one is currently in their professional and personal journey as well as where they would want to be. Through a process of leaping into the future while being grounded in the present reality, students were able to set well-defined personal and professional goals. Students were exposed to the SMART Goal Setting framework to use as a tool to analyse their goal and then create an action plan to achieve the goal. Many students had significant A-ha moments wherein they figured why they kept getting similar results even though they tried hard. They were able to clearly see their missteps and have made a plan as to how they will face the same challenges by altering their plans.

### **Day 4: Grooming, Personal Hygiene and Body Language (Office Etiquette) (13<sup>th</sup> Nov 2020)**

Day 4 began with a recap of our learnings from Day 3. Students were introduced to the idea of Appropriate Grooming and Hygiene. The importance of managing one's image in the corporate world was stressed upon. Students realised how Employees represent the face of the organisation and the Image projected by them has an impact on the Image of the organisation. Students realised that as they come from various culturally different backgrounds, their understanding of grooming was quite different. Organisations today strive to bring about uniformity in the standard of how employees present themselves. Often, even though students may appear knowledgeable about their subject, they may not be selected through the interview process. One major reason is poor grooming, body language and personal hygiene. Students understood the basic grooming standards for the employees along with dress code for a professional environment.

Students also received basic tips on how to interact and make polite conversations during networking events, how to introduce people as well as basic etiquette in office and professional environments. Students reported feeling more confident and figured out areas that they need to work on to be ready to face the professional world.

### **Day 5: Resume Writing and Cover Letter (17<sup>th</sup> Nov 2020)**

After a recap of the previous day's session, we began discussing the need of a good resume. Students discovered the fact that the resume was the first document that an employer received and based on how appealing they found it, determined whether the student received an interview call. Students were guided through the process of building their own resumes based on powerful personal experiences. They learned how to connect their skills and present them to the employer in a format which is easy to read and understand as well as in a logical and sequential manner. Having done the SWOT analysis, students were able to work quickly through crafting a personal Career Objective which was a true representation of their skill-set rather than a copy-paste model from the internet. Students also received inputs on what type of skills they could incorporate, what kind of experience they could incorporate and how they could focus more on the areas of their expertise (particular subjects, some projects, internships, competitions, seminars etc.). Armed with a thorough understanding of writing a Resume most students were confident of crafting their own resumes and applying for jobs. We also discussed the fact that they could highlight key skills that they couldn't elaborate in the resume within the Cover Letter. They also learned to connect the keywords within the job description and reflect the same in the cover letter while emphasizing these skills. Students also learned tips to highlight their resume in the ATS.

### **Day 6: Job Search and Career Options (18<sup>th</sup> Nov 2020)**

After a recap of the previous day's session, we began with the concept of figuring out "My Life Purpose". Students were introduced to the concept of IKIGAI and did an exercise to find out their deepest passion or in other words their reason for being. Students were also introduced to the Career Life Cycle model and were given a detailed understanding of the components of a successful, satisfying, enjoyable and rewarding career. Students also discovered various job platforms like online job portals and networking portals. They understood the need for a professional digital presence and how they could market themselves to top companies by signing up on these portals. Further, students were able to explore possibilities of networking as well as doing job-role research to understand how they could figure out the best line of work suiting their personality, interest and aptitude.

### **Day 7: Group Discussion (19<sup>th</sup> Nov 2020)**

After a recap of the previous day's session, students were introduced to the concept of a Group Discussion and why it is conducted. Students were given a detailed understanding of the various parts of the Group Discussion. They also received tips on how to prepare for the GD, what types of topics could be part of the GD and a complete list of Do's and Don't's. Students also understood when and how they could enter the Group Discussion, how to combat aggressive participants, how to involve others within the GD. Students understood which skills were being observed and how they could crack the GD.

### **Day 8: Interview Skills (20<sup>th</sup> Nov 2020)**

After the recap of the previous day's session, students were introduced to the topic. This was perhaps the most eagerly-awaited session. Students had come prepared to ask all their questions and clarify their understanding. Students were explained the purpose of the interview and were also given an understanding that the interview is a 2-way process. Both the employer and the candidate have the right to check the fitment. The entire interview process was broken down into various parts and the students were given in-depth instruction on how to go about preparing for an interview. Students were shown how to research the organisation by studying key facts about the organisation. Next step was to understand how to go about answering various questions at the interview. Since the students had already done their individual SWOT analysis, they were prepared with their strengths. The students were then shown how to connect their strengths by means of real-life examples where they had demonstrated these qualities and strengths so that the interview becomes a very authentic experience and the student doesn't feel threatened. Students were also given resources of commonly asked interview questions so they could prepare in detail. Students said they were more confident of preparing well for the interview and were confident that they would crack the interview.

### **Day 9: Interview Skills (contd.) and Empathy (21<sup>st</sup> Nov 2020)**

After a recap of the Interview Skills session, we continued with the final phase of Post-Interview Follow-up. Students were explained how one could build a positive connection with the HR or the employer through a simple thank you note after the interview. It was also stressed on how important it is to build professional connections in the corporate world. Students also were told to do a self-reflective exercise on what went well and what didn't so they could improve on these aspects in the next interview. Students were also introduced to the concept of Empathy. The students were then presented a case study to discuss their learnings on the concept of Empathy. Students were also presented practical exercises to develop Empathetic Listening Skills. The misconception that being empathetic projects a weak image was broken. The difference between Empathy, Sympathy and Compassion was clearly established. Students were also shown how Empathy increases their capacity to understand, relate, connect and communicate effectively.

## **Day 10: Interpersonal Skills (22<sup>nd</sup> Nov 2020)**

After the recap of the previous day's session, students were introduced to the concept of Interpersonal Skills. It was demonstrated how interpersonal skills are vital in any organisation to achieve individual as well as organisational success. Students understood the fact that organisations comprise of different kinds of people and how it is imperative that one must have the ability to connect, relate and network with co-workers. Students understood how perceptions depend on the point of view. They figured that keeping an open mind while working with colleagues and co-workers would help everyone grow. They also understood that despite being the most intelligent in the organisation, they will always be dependent on another co-worker for organisational success and therefore each employee in the organisation is valuable and has a particular skill-set that must be respected. Students also understood the fact that they must listen with the intent to respond and not react.