



***Certified Human Resource Management  
Professional – EDGE***

*Enhancing Human Capital*

**Duration – 6 Months**

**A program to help participants understand Human Resource  
Practices**

***A Competency based H.R intervention***



## **C.H.R.M.P Edge Certificate Credentials:**

**Accredited to: Year 2013-14**



, Houston, Texas, U.S.A

**Rated No 1 HR Certification in India: Year 2012 & 2014**



**Featured In Best Consultant Zone: Year 2011, 2013 & 2014**



by



and



**Education Excellence Award: Year 2013 -2014**





### **Certification Structure:**

The program is divided into three segments namely:

- (1) HR Competency Development
- (2) Business Partner
- (3) Technology Efficacious

The Certification involves total credits of 250 spread across as below:

|                           |   |     |
|---------------------------|---|-----|
| HR Competency Development | - | 100 |
| Business Partner          | - | 75  |
| Technology Efficacious    | - | 75  |

### **Certification Criteria**

|                        |   |     |
|------------------------|---|-----|
| Assigned Readings      | - | 5%  |
| Tests                  | - | 10% |
| Assignments & Projects | - | 20% |
| Attendance             | - | 25% |
| Final Certification    | - | 40% |

### **Grading**

For Certification it is a must to get 60% in Each domain individually.

Tests would include 10 Papers during 6 months checking you understanding on different concepts.

The Final Grading will done keeping all the criteria's in Mind & on scale as given below:

|           |   |     |
|-----------|---|-----|
| >85%      | - | A++ |
| 75% - 85% | - | A+  |
| 65% - 75% | - | A   |
| 60% - 65% | - | B   |



# Module 1

## **HR COMPETENCY DEVELOPMENT**

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**A program to help participants understand Human  
Resource Practices**

***A Competency based H.R intervention***



## Learning Program Plan

| <b>Certified Human Resource Management Professional- Advance</b> |  |   |  |
|--|--|---|--|
| Topic  | Learning Objectives  | Focus Areas   | Methodology  |
| <b>Introduction and Orientation</b>                              |  |   |  |
| Introductions and Welcome  | To give participants an overview of the Training Program and communicate behavioral parameters while in training. Allow participants to set ground rules | <ul style="list-style-type: none"> <li>• Setting the context</li> <li>• Participant Issues</li> </ul>   | ILT ,<br>ICP,<br>Group Exercises,<br>Presentations |
| <b>Concept Building: New Age H.R</b>                             |  |   |  |
| Topic  | Learning Objectives  | Focus Areas   | Methodology  |
| Job Analysis & Competency Mapping                                | To enable trainees to understand aspects of Job Analysis and Competency Mapping.   | <ul style="list-style-type: none"> <li>• Job Analysis</li> <li>• Sources of Data</li> <li>• Job Data</li> <li>• Job Descriptions and Job Specification – Job Analysis Method</li> <li>• Job Design</li> <li>• Job Analysis vs Competency Mapping</li> <li>• Competency Mapping</li> <li>• Competency Matrix</li> <li>• Competency Development</li> <br/> <li>• Competency Based Job Descriptions</li> <li>• Job Enrichment</li> </ul> | ILT ,<br>ICP,<br>Group Exercises,<br>Presentations |
| <b>Domain 1: Selection and Recruitment</b>                       |  |   |  |
| Topic  | Learning Objectives  | Focus Areas   | Methodology  |
| Manpower Planning  | To enable trainees to understand how to Get the Best Employees   | <ul style="list-style-type: none"> <li>• Organizational Planning to Recruitment</li> <li>• Staffing -- Workforce planning</li> <br/> <li>• Case Study</li> <li>• Manpower Plan Planning Numbers for Recruitment</li> </ul>  | ILT ,<br>ICP,<br>Group Exercises,<br>Presentations |
| Selection Design   | To enable trainees to understand how organization design Selection Processes   | <ul style="list-style-type: none"> <li>• Selection Process</li> <li>• Standard Tests</li> <li>• Objective tests</li> <li>• Creating Evaluation Sheets</li> <li>• Setting Processes</li> </ul>   | ILT ,<br>ICP,<br>Group Exercises,<br>Presentations |



|  |  | <ul style="list-style-type: none"> <li>• Selection Design</li> <li>• Designing Selection Processes</li> </ul>   |   |
|--|--|---|---|
| Behavioral Interviewing/ Probing and Conversational Skills | To equip participants with strategies and skills to elicit relevant information and details during the process of an interview.                | <ul style="list-style-type: none"> <li>• Selection Dilemma</li> <li>• Selection Errors</li> <li>• Interviewing a CEO</li> <li>• Unstructured Interviews</li> <li>• Behavioral Interviewing Skills</li> <li>• Probing and Conversational Skills</li> <li>• Skill Practice</li> <li>• Evidence Gathering</li> <li>• Funnel Model</li> <li>• STAR</li> </ul>   | ILT , ICP, Group Exercises, Presentations |
| <b>DOMAIN 2: Performance Management</b>                    |  |   |   |
| <b>Topic</b>   | <b>Learning Objectives</b>   | <b>Focus Areas</b>  | <b>Methodology</b>                        |
| Performance Management                                     | Defines terms related to performance appraisal<br>Manages and appraises performance using appropriate methods suitable to organization's needs | <ul style="list-style-type: none"> <li>• EVALUATION (INTRODUCTION and Role Discussion)</li> <li>• Performance appraisal terms and importance of performance appraisals</li> <li>• Types of Appraisals</li> <li>• Reports</li> <li>• Checklist Method</li> <li>• Qualitative &amp; Quantitative Evaluations</li> <li>• Graphic rating</li> <li>• BARS</li> <li>• Management By Objective</li> <li>• Process</li> <li>• Feedback Methodology</li> <li>• 180 &amp; 360 Degree Methodology</li> <li>• Conducting Performance Management Interview</li> <li>• Designing Data collections Tools</li> <li>• Bell Curve</li> <li>• Data Authentication</li> <li>• Appraising Tools</li> <li>• OD Interventions</li> </ul> | ILT , ICP, Group Exercises, Presentations |
| Performance  | Is able to define KRAs, KPAs and KPIs for existing and new roles in the organization   | <ul style="list-style-type: none"> <li>• MBO Sheets Design</li> <li>• Future oriented methods of</li> </ul>   |   |



|            |  |  |  |
|------------|--|--|--|
| Management | Is able to develop performance improvement plans | performance appraisal <ul style="list-style-type: none"> <li>• Smart goals</li> <li>• KRAs</li> <li>• KPAs</li> <li>• KPIs</li> <li>• Errors in performance appraisal</li> <li>• Develop Performance improvement plan</li> </ul> | ILT ,<br>ICP,<br>Group Exercises,<br>Presentations |
|------------|--|--|--|

### DOMAIN 3: Training and Development

| Topic                    | Learning Objectives   | Focus Areas  | Methodology  |
|--------------------------|---|--|--|
| Training and Development | Is able to define terms related to training and development.<br>Conducting needs analysis for relevant positions within the organization.<br>Develop courses and job aids on the basis of identified needs and other forms of data available.<br>Coordinate delivery of programs and ensure successful completion of the same | <ul style="list-style-type: none"> <li>• Evaluation</li> <li>• DNA of training – KSA with examples</li> <li>• Relation between principles of learning and teaching</li> <li>• Importance of training</li> <li>• ADDIE Model(An introduction to the phases</li> <li>• Analysis(methods of analysis)</li> <li>• Design</li> <li>• Development</li> <li>• Implementation</li> </ul> | ILT ,<br>ICP,<br>Group Exercises,<br>Presentations |
| Training and Development | Is able to evaluate effectiveness of training programs on the basis of Kirkpatrick's evaluation model.  | <ul style="list-style-type: none"> <li>• Evaluation(Criteria of evaluation, Methods and Kirkpatrick's Model)</li> <li>• L1, L2, L3, L4</li> <li>• Preparing a Training Effectiveness Report</li> <li>• ROI</li> <li>• Vendor Analysis</li> <li>• Budgeting</li> </ul>  | ILT ,<br>ICP,<br>Group Exercises,<br>Presentations |

### Domain 4: Employee Relations

| Topic              | Learning Objectives  | Focus Areas   | Methodology  |
|--------------------|--|---|--|
| Employee Relations | Relates to the role of employee relations officer<br>Is able to design initiatives for employees on the basis of motivational theories<br>Calculates and finds solutions to absenteeism and attrition<br>Is able to design career path and plan succession for employees | <ul style="list-style-type: none"> <li>• Evaluation (INTRODUCTION and Role Discussion)</li> <li>• Human Needs</li> <li>• Employee Relation Initiatives</li> <li>• Industry Standards</li> <li>• Organizational Hygiene</li> <li>• Creating Culture</li> <li>• Employees Engagement</li> <li>• Absenteeism</li> <li>• Attrition</li> <li>• Retention techniques</li> </ul> | ILT ,<br>ICP,<br>Group Exercises,<br>Presentations |



|  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>Grievance handling</li> <li>Setting the diversity agenda</li> <li>Standing Orders</li> <li>Attracting Talent</li> <li>Asset Management</li> <li>The new Age Organization</li> <li>Internal Branding</li> <li>External Branding</li> <li>Employee engagement and best practices</li> </ul> |  |
|--|--|--|--|

**Domain 5: Compensation Benefit & Payroll**

| Topic                            | Learning Objectives  | Focus Areas  | Methodology                               |
|----------------------------------|--|--|---|
| Compensation & Benefits Planning | To enable participants to understand Compensation & Benefit process. | <ul style="list-style-type: none"> <li>Planning</li> <li>Importance</li> <li>Designing Compensation</li> <li>Internal Equity</li> <li>External Equity</li> <li>Individual Equity</li> <li>Salary Slabs</li> <li>Flexible Structure</li> <li>Survey Study</li> <li>Salary Trends</li> <li>Emerging Trends</li> </ul>  | ILT , ICP, Group Exercises, Presentations |
| Compensation & Benefit & Payroll | To enable participants to understand Compensation & Benefit process. | <ul style="list-style-type: none"> <li>Statutory Compliances</li> <li>Non Statutory Compliances</li> <li>Basic,</li> <li>HRA,</li> <li>P.F,</li> <li>ESI,</li> <li>Gratuity,</li> <li>Bonus,</li> <li>LTA,</li> <li>PT,</li> <li>I.T Calculations</li> <li>Designing Salary Slips-</li> <li>Gross</li> <li>CTC</li> <li>Tax Exemptions</li> <li>Payroll</li> </ul> | ILT , ICP, Group Exercises, Presentations |
| Topic                            | Learning Objectives  | Focus Areas  | Methodology                               |
| Leave Policy                     | To enable participants to understand the process of granting Leaves. | <ul style="list-style-type: none"> <li>Scope</li> <li>Coverage</li> <li>Types of Leaves</li> <li>Process</li> <li>PL/EL</li> <li>SL</li> <li>CL</li> <li>Double/Triple/Quadruple Pay</li> <li>Paid Leave</li> <li>Leave without Pay</li> <li>Loss of Pay</li> <li>LOP Calculations</li> </ul>  | ILT , ICP, Group Exercises, Presentations |





|   |  |  |   |
|---|--|--|---|
|   |  | <ul style="list-style-type: none"> <li>• Designing Holiday List</li> </ul>   |   |
| <b>Domain 6: General HR</b>                                       |  |  |   |
| Agreements & Negotiations & Joining Formalities                   | To enable participants to understand Compensation & Benefit process.   | <ul style="list-style-type: none"> <li>• Offer Letter</li> <li>• Appointment Letters</li> <li>• Negotiations</li> <li>• Vendor Agreements</li> <li>• Consultants Agreement</li> <li>• Training Agreement</li> <li>• Outsourcing Agreements</li> <li>• Negotiations</li> <li>• Labor Law</li> <li>• Workmen Compensation Act</li> <li>• Industrial Relations</li> <li>• Bonus Act</li> <li>• Industrial Disputes Act</li> <li>• Trade Union Act</li> <li>• Equal Remuneration Act</li> <li>• Shops &amp; Establishment Act</li> <li>• Employee Database Management</li> </ul> | ILT , ICP, Group Exercises, Presentations |
| <b>General HR</b>   |  |  |   |
| HR Policies, Design & Implementation                              | To enable participants to understand Compensation & Benefit process.   | <ul style="list-style-type: none"> <li>• Importance</li> <li>• Creating Culture</li> <li>• Vision</li> <li>• Mission</li> <li>• Values</li> <li>• Designing</li> <li>• HR policies</li> <li>• Design</li> <li>• Implementation</li> <li>• Up gradation</li> <li>• Exercise</li> <li>• Laws Associated</li> <li>• Framing of Policies</li> <li>• Mistakes</li> <li>• Policies Industry Specific</li> <li>• Chart Exercise</li> </ul>  | ILT , ICP, Group Exercises, Presentations |
| <b>After Action Review and Wrap up</b>                            |  |  |   |
| <b>Topic</b>  | <b>Learning Objectives</b>   | <b>Focus Areas</b>   | <b>Methodology</b>                        |
| Learning Check and Implementation Plan & CHRMP Certification Exam | To enable trainees to consolidate what they have learned and come up with a plan of implementation in their day to day lives | <ul style="list-style-type: none"> <li>• Learning Check workshop</li> <li>• Consolidation exercise</li> <li>• Implementation roadmap</li> <li>• Action steps</li> </ul>  | ILT                                       |
| <b>End of Unit</b>  |  |  |   |



## **Module 2**

### **TECHNOLOGY EFFICACIOUS**

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## Learning Program Plan – Unit 1

| Microsoft Excel- Basic & Advance    |  |   |   |
|-------------------------------------|--|---|---|
| Topic                               | Learning Objectives  | Focus Areas   | Methodology   |
| <b>Introduction and Orientation</b> |  |   |   |
| Introductions and Welcome PPT       | To give trainees an overview of the Training Program and set parameters for the training. Allow Trainees to set ground rules | Creating General Understanding  | ILT   |
| <b>MS Excel Basics</b>              |  |   |   |
| Topic                               | Learning Objectives  | Focus Areas   | Methodology   |
| Excel Basic                         | To help participants enhance basic understanding of Excel  | <ul style="list-style-type: none"> <li>• Excel Lingo</li> <li>• Excel Screen</li> <li>• Create a new workbook</li> <li>• Save the workbook</li> <li>• Close the workbook</li> <li>• Open a pre-existing workbook</li> <li>• Use the print preview settings to:               <ul style="list-style-type: none"> <li>- Adjust the page settings</li> <li>- Adjust the margins</li> <li>- Insert a header and footer</li> </ul> </li> <li>• Working with the Edit Commands</li> <li>• Using the Viewing Options</li> <li>• Using the Insert Commands</li> <li>• Using the Format Commands</li> <li>• Using the Tool Commands</li> <li>• Data</li> <li>• Window</li> <li>• Help</li> </ul> | <ul style="list-style-type: none"> <li>• ILT</li> <li>• Exercises</li> <li>• ICP</li> </ul> |
| <b>MS Excel Basics</b>              |  |   |   |
| Topic                               | Learning Objectives  | Focus Areas   | Methodology   |
| Excel Basic                         | Charting your Data   | <ul style="list-style-type: none"> <li>• Numerical Functions</li> <li>• Text Functions</li> <li>• Insert a chart of the data</li> <li>• Determine the type of</li> </ul>  | <ul style="list-style-type: none"> <li>• ILT</li> </ul>                                     |



|                          |                                 | chart to use based upon the data type <ul style="list-style-type: none"> <li>• Verify that the data range is correct for the chart</li> <li>• Enter the chart title</li> <li>• Enter the x-axis (horizontal) title</li> <li>• Enter the Y-axis (vertical) title</li> </ul>   |  |
|--------------------------|---------------------------------|--|--|
| <b>MS Excel Advanced</b> |                                 |  |  |
| <b>Topic</b>             | <b>Learning Objectives</b>      | <b>Focus Areas</b>   | <b>Methodology</b>   |
| Advance Excel            | Charting your Data<br>(Level 2) | <ul style="list-style-type: none"> <li>• To understand Advance Pivot Tables</li> <li>• Creating and Designing Charts (including Sparklines)</li> </ul>   | <ul style="list-style-type: none"> <li>• Practice Worksheets</li> <li>• Exercises</li> </ul> |
| <b>MS Excel Advanced</b> |                                 |  |  |
| <b>Topic</b>             | <b>Learning Objectives</b>      | <b>Focus Areas</b>   | <b>Methodology</b>   |
| Advance Excel            | Data & Formulas                 | <ul style="list-style-type: none"> <li>• Absolute references (\$ symbol)</li> <li>• Cell comments</li> <li>• Conditional Formatting</li> <li>• V lookup &amp; H lookup</li> <li>• Match &amp; Index</li> <li>• Goal Seek</li> <li>• Freeze Panes</li> <li>• Hyperlink</li> <li>• Recording Macro</li> <li>• To create multiple functions formula (Due/expiry date, No. of days remaining for due)</li> </ul> | <ul style="list-style-type: none"> <li>• Practice Worksheets</li> <li>• Exercises</li> </ul> |
| <b>MS Excel Advanced</b> |                                 |  |  |
| <b>Topic</b>             | <b>Learning Objectives</b>      | <b>Focus Areas</b>   | <b>Methodology</b>   |
| Advance Excel            | Keyboard Shortcuts              | <ul style="list-style-type: none"> <li>• Revision of every area</li> <li>• Learn how to use keyboard shortcuts</li> </ul>  | <ul style="list-style-type: none"> <li>• Practice Worksheets</li> <li>• Exercises</li> </ul> |



## Learning Program Plan – Unit 2

| <b>HRIS - Human Resource Information System</b> |  |  |                    |
|---|--|--|--------------------|
| <b>Topic</b>                                    | <b>Learning Objectives</b>   | <b>Focus Areas</b>   | <b>Methodology</b> |
| <b>Introduction and Orientation</b>             |  |  |                    |
| Introductions and Welcome PPT                   | To give trainees an overview of the Training Program and set parameters for the training. Allow Trainees to set ground rules | Creating General Understanding   | ILT                |
| <b>Topic</b>                                    | <b>Learning Objectives</b>   | <b>Focus Areas</b>   | <b>Methodology</b> |
| Human Resource Information System               | To give trainees an overview of the Training Program and set parameters for the training. Allow Trainees to set ground rules | <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Importance</li> <li>• Understanding ERP 's</li> <li>• Process Orientation</li> <li>• Practice</li> <li>• Video Session</li> <li>• Different Logins</li> <li>• Functions</li> <li>• Managing Information</li> <li>• Practice</li> </ul>  | ILT                |
| <b>Topic</b>                                    | <b>Learning Objectives</b>   | <b>Focus Areas</b>   | <b>Methodology</b> |
| Human Resource Information System: Employee     | To give trainees an overview of the Training Program and set parameters for the training. Allow Trainees to set ground rules | <ul style="list-style-type: none"> <li>• Employee Login</li> <li>• Creating a Page</li> <li>• Employee ID Assigning</li> <li>• Profile Creation</li> <li>• Department Registration</li> <li>• Practice</li> <li>• Functions</li> <li>• Process Flow</li> <li>• Practice</li> <li>• Video Session</li> <li>• Different Logins</li> <li>• Functions</li> <li>• Managing Information</li> <li>• Practice</li> </ul> | ILT                |
| <b>Topic</b>                                    | <b>Learning Objectives</b>   | <b>Focus Areas</b>   | <b>Methodology</b> |
| Human Resource Information System: HR           | To give trainees an overview of the Training Program and set parameters for the training. Allow Trainees to set ground rules | <ul style="list-style-type: none"> <li>• Profile Creation</li> <li>• Department Creation</li> <li>• Employee Database Creation</li> <li>• Employee Record</li> <li>• Leave Allocation</li> <li>• Leave Calculation</li> <li>• Performance Appraisal</li> <li>• Employee relation Activity</li> <li>• Profile Cancellation</li> </ul>   | ILT                |



|  |  |   |  |
|--|--|---|--|
|  |  | <ul style="list-style-type: none"><li>• Issue handling</li><li>• Practice</li><li>• Functions</li><li>• Process Flow</li><li>• Video Session</li><li>• Different Logins</li><li>• Managing Information</li><li>• Practice</li></ul> |  |
|--|--|---|--|

**End of Unit**



## Learning Program Plan – Unit 3

| Job Sites                           |  |  |             |
|-------------------------------------|--|--|-------------|
| Topic                               | Learning Objectives  | Focus Areas  | Methodology |
| <b>Introduction and Orientation</b> |  |  |             |
| Introductions and Welcome PPT       | To give trainees an overview of the Training Program and set parameters for the training. Allow Trainees to set ground rules | Creating General Understanding   | ILT         |
| Topic                               | Learning Objectives  | Focus Areas  | Methodology |
| Job Site Introduction               | Job Sites  | <ul style="list-style-type: none"> <li>• Introduction</li> <li>• User Interface</li> <li>• Functionality</li> <li>• Different Options</li> <li>• Call Flow</li> </ul>  | ILT         |
| Topic                               | Learning Objectives  | Focus Areas  | Methodology |
| Job Posting                         | Job Sites  | <ul style="list-style-type: none"> <li>• Post a Job</li> <li>• Manage Jobs</li> <li>• Expired Jobs</li> <li>• Excel Download</li> <li>• Inbox Options</li> <li>• Search Applications</li> <li>• Assign Custom Q</li> <li>• Intelligent Filter Options</li> <li>• Storing Data</li> </ul>   | ILT         |
| Topic                               | Learning Objectives  | Focus Areas  | Methodology |
| Job Site – Search Candidate         | Job Sites  | <ul style="list-style-type: none"> <li>• Quick Search</li> <li>• Advanced Search</li> <li>• My Search</li> <li>• BPO Search</li> <li>• Search History</li> <li>• Saved Searches</li> <li>• Search Settings</li> <li>• Accessing Fresh Data</li> <li>• Profile search Techniques</li> </ul> | ILT         |



| Topic   | Learning Objectives  | Focus Areas   | Methodology |
|---|--|---|-------------|
| Job Site – Managing Accounts                                      | Job Sites  | <ul style="list-style-type: none"> <li>• Profile</li> <li>• Manage Account Users</li> <li>• Mail Settings</li> <li>• Usage Reports</li> <li>• My Folders</li> <li>• Shared Folders</li> <li>• My Inbox</li> <li>• Shared Inboxes</li> </ul> | ILT         |
| <b>After Action Review and Wrap up</b>                            |  |   |             |
| Topic   | Learning Objectives  | Focus Areas   | Methodology |
| Learning Check and Implementation Plan & CHRMP Certification Exam | To enable trainees to consolidate what they have learned and come up with a plan of implementation in their day to day lives | <ul style="list-style-type: none"> <li>• Learning Check workshop</li> <li>• Consolidation exercise</li> <li>• Implementation roadmap</li> <li>• Action steps</li> </ul>   | ILT         |
| <b>End of Unit</b>  |  |   |             |





## **MODULE 3**

### **BUSINESS PARTNER**

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Practices**

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## Learning Program Plan – Unit 1

| <b>Business Communication</b>                                  |   |  |             |
|--|---|--|-------------|
| Topic  | Learning Objectives   | Focus Areas  | Methodology |
| <b>Introduction and Orientation</b>                            |   |  |             |
| Introductions and Welcome                                      | To give participants an overview of the Training Program and communicate behavioural parameters while in training. Allow participants to set ground rules | <ul style="list-style-type: none"> <li>• Setting the context</li> <li>• Participant Issues</li> </ul>  | ILT         |
| <b>Business English (E.S.P – English for Specific Purpose)</b> |   |  |             |
| Topic  | Learning Objectives   | Focus Areas  | Methodology |
| Business English   | To enable participants to plan & execute techniques specific to improving Business English.   | <ul style="list-style-type: none"> <li>• Plan for Language Improvement</li> <li>• Spoken English Improvement – Ideas and Plan</li> <li>• Expressions</li> <li>• T.I.E</li> <li>• Conversation Practice</li> <li>• Voice – Tone &amp; Tonalties</li> </ul>  | ILT         |
| Business English   | To enable participants to plan & execute techniques specific to improving Business English.   | <ul style="list-style-type: none"> <li>• Written English Improvement – Ideas and Plan</li> <li>• English Comprehension – Ideas and Plan</li> <li>• Vocabulary</li> <li>• Power Words</li> <li>• Biggest Mistakes</li> <li>• Structuring sentences</li> </ul>   | ILT         |
| Business English   | To enable participants to plan & execute techniques specific to improving Business English.   | <ul style="list-style-type: none"> <li>• Effective Reading</li> <li>• Voice &amp; Culture</li> <li>• Business Writing</li> <li>• Spoken English Practice</li> <li>• Reading Exercise</li> <li>• The Wow Technique</li> <li>• Written English Practice</li> <li>• Exercises</li> <li>• 90 day Improvement Plan</li> </ul> | ILT         |



| <b>Effective Communication Skills</b>  |  |  |             |
|--|--|--|-------------|
| Topic                                  | Learning Objectives  | Focus Areas  | Methodology |
| Business Communication                 | To enable participants to understand specifics of Corporate Communication.   | <ul style="list-style-type: none"> <li>• Verbal Communication</li> <li>• Non Verbal Communication</li> <li>• Communication Techniques</li> <li>• Listening</li> <li>• Critical Mistakes</li> </ul> | ILT         |
| Business Communication Practice        | To make participants practice the various concepts learnt in previous sessions.  | <ul style="list-style-type: none"> <li>• Exercises</li> <li>• Discussions</li> <li>• Communication Channels</li> <li>• Drawing a Communication Enhancement Plan</li> </ul>                         | ILT, G.D's  |
| <b>After Action Review and Wrap up</b> |  |  |             |
| Topic                                  | Learning Objectives  | Focus Areas  | Methodology |
| Learning Check and Implementation Plan | To enable trainees to consolidate what they have learned and come up with a plan of implementation in their day to day lives | <ul style="list-style-type: none"> <li>• Learning Check workshop</li> <li>• Consolidation exercise</li> <li>• Implementation roadmap</li> <li>• Action steps</li> </ul>                            | ILT         |
| <b>End of Unit</b>                     |  |  |             |



## Learning Program Plan – Unit 2

| Personal Productivity                |   |   |                    |
|--------------------------------------|---|---|--------------------|
| Topic                                | Learning Objectives   | Focus Areas   | Methodology        |
| <b>Introduction and Orientation</b>  |   |   |                    |
| Introductions and Welcome            | To give participants an overview of the Training Program and communicate behavioural parameters while in training. Allow participants to set ground rules | <ul style="list-style-type: none"> <li>Setting the context</li> <li>Participant Issues</li> </ul>   | ILT                |
| <b>Personality Development</b>       |   |   |                    |
| Topic                                | Learning Objectives   | Focus Areas   | Methodology        |
| Body Language                        | To enable trainees to understand using body language for an effective communication.  | <ul style="list-style-type: none"> <li>Body Language Basics</li> <li>Hand Movement</li> <li>Gestures</li> <li>Eye Movements</li> <li>Facial Expressions</li> </ul>  | ILT, Exercises     |
| Self Confidence                      | To enable trainees to understand confident state of mind  | <ul style="list-style-type: none"> <li>Understanding Nervousness</li> <li>Mind &amp; Body Relation</li> <li>Self Confidence techniques</li> <li>Positive Mental Attitude</li> <li>Alignment with Stereotypes</li> </ul> | ILT, Exercises     |
| <b>Effective Presentation Skills</b> |   |   |                    |
| Topic                                | Learning Objectives   | Focus Areas   | Methodology        |
| Presentation Skills                  | To enable trainees to understand how to make Effective Presentations.   | <ul style="list-style-type: none"> <li>Creating Presentations</li> <li>PPP model for presentation</li> <li>Delivery</li> <li>Presentation Styles</li> <li>Managing Presentation</li> <li>Handling Queries</li> </ul>    | ILT                |
| Presentation Skills                  | To practice presentation skills through delivery & a feedback session.  | <ul style="list-style-type: none"> <li>Making Presentations</li> <li>Feedback</li> <li>Presentation Improvement Plan</li> </ul>   | ILT, Presentations |
| <b>Interpersonal Skills</b>          |   |   |                    |
| Team Working                         | To enable participants to understand Team Working & team behaviour.   | <ul style="list-style-type: none"> <li>Understanding Interpersonal Skills</li> <li>Team Basics</li> <li>Forming</li> <li>Storming</li> <li>Norming</li> <li>Performing</li> </ul>                                       | ILT, Role Play     |



| <b>Productivity Tools</b>              |  |   |                    |
|--|--|---|--------------------|
| <b>Topic</b>                           | <b>Learning Objectives</b>   | <b>Focus Areas</b>  | <b>Methodology</b> |
| Mind Maps & Memory Techniques          | To enable trainees to understand concepts to enhance personal productivity.  | <ul style="list-style-type: none"> <li>• Mind Maps</li> <li>• Techniques</li> <li>• Exercises</li> <li>• Memory Basics</li> <li>• Enhancing Memory</li> </ul>           | ILT,               |
| Visualisation Skills                   | To enable trainees to understand fundamental components of Creativity  | <ul style="list-style-type: none"> <li>• Creative Thinking</li> <li>• Creative Writing &amp; Speech</li> <li>• Visualisation Techniques</li> </ul>                      | ILT,               |
| Goal Setting                           | To enable trainees to understand Goal Setting & achieve the set goals  | <ul style="list-style-type: none"> <li>• How to set goals</li> <li>• Realistic Goals</li> <li>• SMART Goal Settings</li> <li>• Achieving Goals</li> </ul>               | ILT,               |
| <b>After Action Review and Wrap up</b> |  |   |                    |
| <b>Topic</b>                           | <b>Learning Objectives</b>   | <b>Focus Areas</b>  | <b>Methodology</b> |
| Learning Check and Implementation Plan | To enable trainees to consolidate what they have learned and come up with a plan of implementation in their day to day lives | <ul style="list-style-type: none"> <li>• Learning Check workshop</li> <li>• Consolidation exercise</li> <li>• Implementation roadmap</li> <li>• Action steps</li> </ul> | ILT                |
| <b>End of Unit</b>                     |  |   |                    |



## Learning Program Plan – Module 3

| <b>Module 3: Employability Skills</b> |   |   |                |
|---------------------------------------|---|---|----------------|
| Topic                                 | Learning Objectives   | Focus Areas   | Methodology    |
| <b>Introduction and Orientation</b>   |   |   |                |
| Introductions and Welcome             | To give participants an overview of the Training Program and communicate behavioural parameters while in training. Allow participants to set ground rules | <ul style="list-style-type: none"> <li>• Setting the context</li> <li>• Participant Issues</li> </ul>   | ILT            |
| <b>Resume Writing</b>                 |   |   |                |
| Topic                                 | Learning Objectives   | Focus Areas   | Methodology    |
| Resume Workshop                       | To enable participants to understand Resume Making & design a perfect Resume.   | <ul style="list-style-type: none"> <li>• Covering Letters</li> <li>• Types</li> <li>• Resume Power Powers</li> <li>• Resume Making</li> <li>• Types</li> <li>• Designing Resumes</li> </ul>   | ILT            |
| <b>Selection Training</b>             |   |   |                |
| Topic                                 | Learning Objectives   | Focus Areas   | Methodology    |
| Job Search Techniques                 | To enable participants to understand specifics of an effective Job Search.  | <ul style="list-style-type: none"> <li>• Importance of Job Search</li> <li>• Problems during Job Search</li> <li>• Understanding how Job Sites work</li> <li>• Effective Job Search techniques</li> <li>• LinkedIn</li> </ul>                                       | ILT            |
| Selection Process training            | To make participants understand how to clear various selection processes.   | <ul style="list-style-type: none"> <li>• Types of Selection Processes</li> <li>• Pre-Preparation Techniques</li> <li>• Designing Selection Process</li> <li>• Group Discussions</li> </ul>  | ILT, G.D's     |
| <b>Interview Training</b>             |   |   |                |
| Topic                                 | Learning Objectives   | Focus Areas   | Methodology    |
| Interview                             | To enable trainees understand techniques that will help them clear any Interview.   | <ul style="list-style-type: none"> <li>• Interview Basics</li> <li>• Personal Interviews</li> <li>• Panel Interviews</li> <li>• Developing Repo</li> <li>• Using the Right Body Language</li> <li>• Preparing for an interview</li> <li>• The right tone</li> </ul> | ILT, Exercises |



|  |  |   |                      |
|--|--|---|----------------------|
|  |  | <ul style="list-style-type: none"> <li>• Tips &amp; Techniques.</li> </ul>  |                      |
| Personal Interviews                    | To enable trainees Practice techniques that will help them clear any Interview.  | <ul style="list-style-type: none"> <li>• Conducting Interviews</li> <li>• Using Techniques for Interviews</li> <li>• Mock Interviews</li> <li>• Interview practice</li> <li>• Feedback</li> <li>• Interview Improvement Plan</li> </ul> | ILT, Mock Interviews |
| <b>After Action Review and Wrap up</b> |  |   |                      |
| <b>Topic</b>                           | <b>Learning Objectives</b>   | <b>Focus Areas</b>  | <b>Methodology</b>   |
| Learning Check and Implementation Plan | To enable trainees to consolidate what they have learned and come up with a plan of implementation in their day to day lives | <ul style="list-style-type: none"> <li>• Learning Check workshop</li> <li>• Consolidation exercise</li> <li>• Implementation roadmap</li> <li>• Action steps</li> </ul>   | ILT                  |
| <b>End of Unit</b>                     |  |   |                      |