

## TASK 1:

### 1. BIG FIVE QUESTIONS:

#### How Accurately Can You Describe Yourself?

Describe yourself as you generally are now, not as you wish to be in the future. Describe yourself as you honestly see yourself, in relation to other people you know of the same sex as you are, and roughly your same age. So that you can describe yourself in an honest manner, your responses will be kept in absolute confidence. Indicate for each statement whether it is

**A. Very Inaccurate,**

**B. Moderately Inaccurate,**

**C. Neither Accurate nor Inaccurate,**

**D. Moderately Accurate,**

**E. Very Accurate.**

	Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate	
1. Am the life of the party.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(1+)
2. Feel little concern for others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(2-)
3. Am always prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(3+)
4. Get stressed out easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(4-)
5. Have a rich vocabulary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(5+)
6. Don't talk a lot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(1-)
7. Am interested in people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(2+)
8. Leave my belongings around.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(3-)
9. Am relaxed most of the time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(4+)
10. Have difficulty understanding abstract ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(5-)
11. Feel comfortable around people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(1+)
12. Insult people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(2-)
13. Pay attention to details.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(3+)
14. Worry about things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(4-)
15. Have a vivid imagination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(5+)
16. Keep in the background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(1-)

17. Sympathize with others' feelings.	O	O	O	O	O	(2+)
18. Make a mess of things.	O	O	O	O	O	(3-)
19. Seldom feel blue.	O	O	O	O	O	(4+)
20. Am not interested in abstract ideas.	O	O	O	O	O	(5-)
21. Start conversations.	O	O	O	O	O	(1+)
22. Am not interested in other people's problems.	O	O	O	O	O	(2-)
23. Get chores done right away.	O	O	O	O	O	(3+)
24. Am easily disturbed.	O	O	O	O	O	(4-)
25. Have excellent ideas.	O	O	O	O	O	(5+)
26. Have little to say.	O	O	O	O	O	(1-)
27. Have a soft heart.	O	O	O	O	O	(2+)
28. Often forget to put things back in their proper place.	O	O	O	O	O	(3-)
29. Get upset easily.	O	O	O	O	O	(4-)
30. Do not have a good imagination.	O	O	O	O	O	(5-)
31. Talk to a lot of different people at parties.	O	O	O	O	O	(1+)
32. Am not really interested in others.	O	O	O	O	O	(2-)
33. Like order.	O	O	O	O	O	(3+)
34. Change my mood a lot.	O	O	O	O	O	(4-)
35. Am quick to understand things.	O	O	O	O	O	(5+)
36. Don't like to draw attention to myself.	O	O	O	O	O	(1-)
37. Take time out for others.	O	O	O	O	O	(2+)
38. Shirk my duties.	O	O	O	O	O	(3-)
39. Have frequent mood swings.	O	O	O	O	O	(4-)
40. Use difficult words.	O	O	O	O	O	(5+)
41. Don't mind being the center of attention.	O	O	O	O	O	(1+)
42. Feel others' emotions.	O	O	O	O	O	(2+)
43. Follow a schedule.	O	O	O	O	O	(3+)
44. Get irritated easily.	O	O	O	O	O	(4-)
45. Spend time reflecting on things.	O	O	O	O	O	(5+)
46. Am quiet around strangers.	O	O	O	O	O	(1-)
47. Make people feel at ease.	O	O	O	O	O	(2+)
48. Am exacting in my work.	O	O	O	O	O	(3+)
49. Often feel blue.	O	O	O	O	O	(4-)
50. Am full of ideas.	O	O	O	O	O	(5+)

The numbers in parentheses after each item indicate the scale on which that item is scored (i.e., of the five factors: (1) Extraversion, (2) Agreeableness, (3) Conscientiousness, (4) Emotional Stability, or (5) Intellect/Imagination) and its direction of scoring (+ or -). These numbers should not be included in the actual survey questionnaire. For further information on scoring IPIP scales, click the following link: Scoring Instructions. (<https://openpsychometrics.org/tests/IPIP-BFFM/>)

## **2. CASE STUDIES:**

### **Case Study - “Behavioural Problem”**

#### **The Incident**

A supervisor calls the Corporate Director of Safety/Security over the concern of an employee. The supervisor indicates that the employee had asked if their neighbours had called. When asked why, the employee had related a story about his neighbours who have a machine that can read his mind. The employee had told the supervisor that this matter needs to be reported because only the FBI is authorized to have such a machine.

#### **Investigation**

The Assistant General Manager, Department Head, Corporate Director of Safety/Security, Corporate Counsel, and Director of Human Resources reviewed the facts regarding the situation and developed a course of action. The Incident Response Team concluded that the employee should be sent to his personal physician and should return with a letter from his physician stating that the employee “. . . is not a threat to themselves or someone else . . .”. Several months later, the employee returned to work with a letter from the doctor. The letter stated that it was the doctor’s opinion that returning to work would be good therapy for the employee. The company did not have an Employee Assistance Program (EAP), which made it difficult to handle.

#### **Incident Response**

While interviewing the employee, it was found that the employee had thrown rocks at the neighbours’ house causing damage to the windows and roof. The employee explained that this was

an attempt to stop them from using the mind reading machine. The employee seemed confused. He indicated that he was seeing a state chiropractor, who suggested that he move because of the neighbours, which he did.

### **Conclusion**

The employee did return to work under close supervision and is doing well.

### **Lessons Learned**

1. Employees should be treated with respect at all times.
2. When dealing with this type of situation, the individual can be unpredictable. It is important that trained staff handle such matters and consult with an expert in human behaviour and risk assessment.
3. It is also very important to consider not only violations of company policy but also violations of criminal laws. Not taking appropriate action to correct behavioural problems is actually giving permission to continue with the actions.
4. It is very important to identify who is on the Incident Response Team and to activate the Incident Response Team as soon as a potential threat is identified.

### **3. ERROR SPOTTING:**

**Directions (Qs. 1-5): In the following question, a sentence is given, divided into 5 parts. Part (A) is grammatically correct. Out of the other four parts, only one part is without error. Mark the option containing the part with no error. If none of the parts have errors, mark 'No error' as your answer.**

#### **Question 1**

Although the Sikhs are a (A)/ regional community in India, but by(B)/availing of modern opportunities (C)/ they have extended their enterprises(D)/all over the country(E)

- a) B

- b) D
- c) E
- d) C
- e) No error

Ans: (a)

**Solution:** In B, remove BUT, as the sentence has already used the conjunction ALTHOUGH, which is used to show contradiction, so the use of BUT is redundant. Thus, (a) is the right answer.

Question 2

Every community has the (A)/ responsibility of educating its (B)/ next generation, for education is (C)/ the master-key which will (D)/ opened all closed doors. (E)

- a) B
- b) C
- c) D
- d) E
- e) No error

Ans: (d)

**Solution:** In E, replace OPENED with OPEN as the modal verb WILL take the base form of the main verb. Thus, (d) is the right answer. Question 3

As the telegraph triggered the (A)/ development of newly technologies, communication (B)/ became progressively footloose, (C)/ liberated from the constraints (D)/ of space and time. (E)

- a) C
- b) B
- c) D
- d) E
- e) No error

Ans: (b)

**Solution:** In B, replace NEWLY with NEW, as the former is an adverb and the latter is an adjective. We need an adjective here to modify the noun TECHNOLOGIES. Thus, (b) is the right answer.

Many American politicians (A)/ have been blaming the (B)/ continuous lose of American jobs (C)/ on globalisation aided (D)/ by digital technology. €a) D

b) E

c) B

d) C

e) No error

Ans: (d)

**Solution:** In C, replace LOSE with LOSS, as the former is a verb and the latter is a noun. We need a noun here to be modified by the adjective CONTINUOUS. Thus,(d) is the right answer. Question 5

Awaiting more unambiguous medical assessments, (A)/WHO and the International Commission on (B)/ Non-Ionizing Radiation Protection have use available scientific (C)/ evidence to provide exposure limit guidelines, based on(D)/ which DoT has set up safety norms in India. (E)

a) C

b) B

c) D

d) E

e) No error

Ans: (a)

**Solution:** In C, replace USE with USED, as the present perfect tense construction HAVE + VERB must use the past participle form of the verb. Thus, (a) is the right answer.

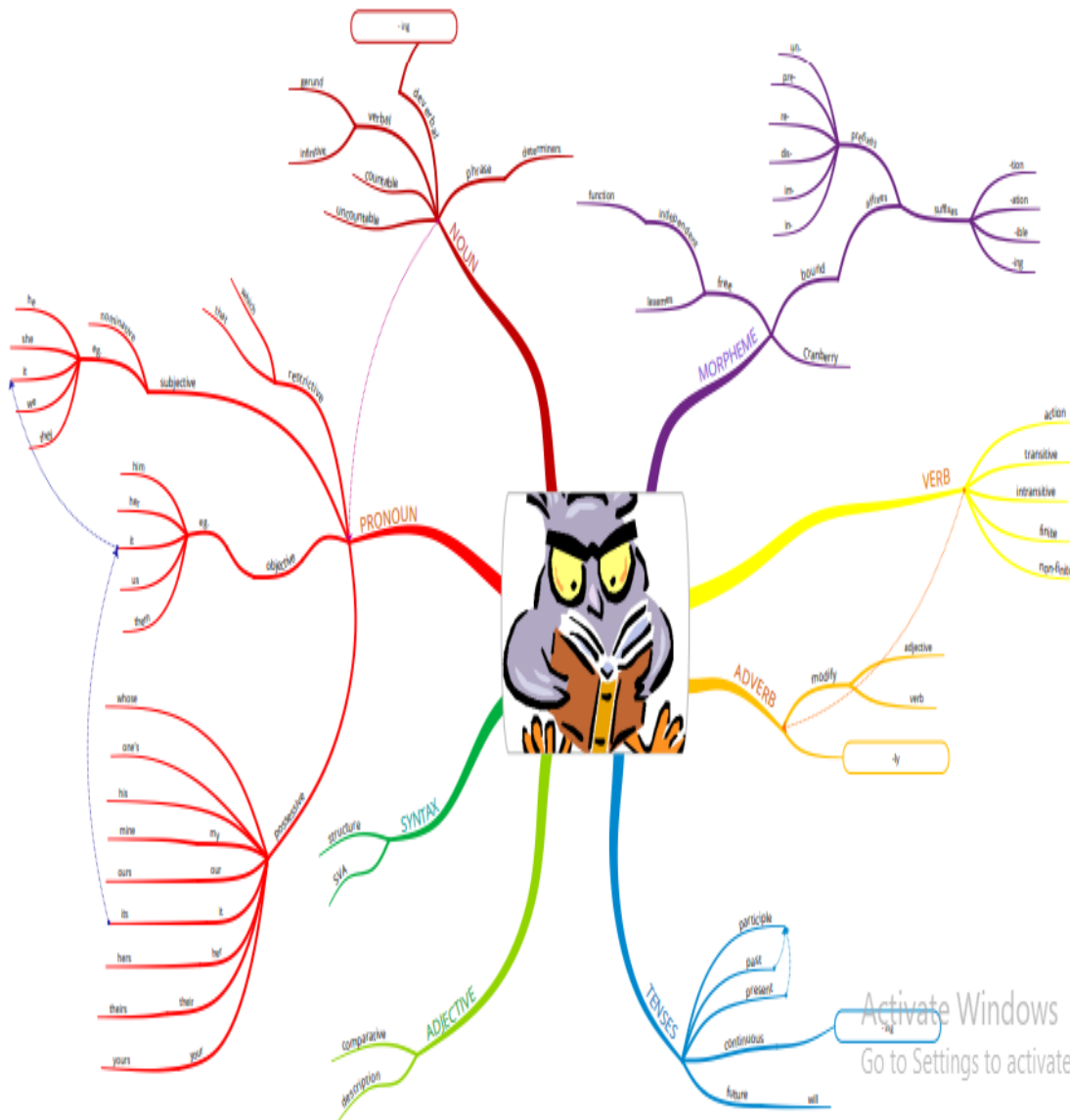
## Task 2:

## 1. MIND MAPPING

## Topic: Basic English grammar

At the start of every individual, it's time to recap the basics and ensure that your individual is ready to tackle the tasks that each new term brings.

If your grammar is not well and still learning the basics of reading and writing for well spoken English, it can be helpful to use this Mind Map as a reminder of the key principles of English grammar.



### **TASK 3:**

### **EASSY WRITING**

### **WRITE ABOUT ELON MUSK**

While no one was looking, Elon Musk created SpaceX, a private company aimed at revolutionizing space travel, ultimately becoming the Pioneer of Commercial Space Travel. And today, SpaceX is one of the world's most influential entities in aerospace and satellite technologies. I have been fascinated by Elon Musk's story for years, but recently I decided to go fully down the rabbit hole and learn everything I possibly could on his origin story and path to success.

I probably spent 50+ hours watching interviews, reading news articles, and listening to podcasts, taking notes and trying to piece their path together in a coherent way. Finally, I distilled his remarkable story down into a short essay for you to enjoy.

#### **QUICK BACKSTORY:**

Elon Musk grew up in Pretoria, South Africa. His parents divorced when he was just a boy, a challenging obstacle in his early life. A weird fact is that Elon taught himself computer programming at the age of 10 and by 12, he had sold the code of a video game he created.

#### **THE ODDS:**

To say Elon Musk was setup for success from the beginning would be an overstatement. The odds of success for the average aerospace start-up are incredibly low, at less than 1%. And only 0.1% makes it to launch a rocket into space.

#### **THE GOAL:**

But Elon Musk had his sights set on making space travel accessible and colonizing Mars. And for years, he was relentless about learning, innovating, and persevering.

#### **THE OBSTACLE:**

Unfortunately, success turned out to be a lot harder than he originally imagined. Recommended by LinkedIn Ever Wonder How a Rocket Company Changed the Space Shripal Gandhi 1 month ago

How to achieve your life mission the Elon Musk way Roger Hamilton 5 years ago. How SpaceX Reached Orbit, Turning Aerospace on Its Head Idit Aloni 8 years ago. The high cost of rockets and the technical challenges of space travel were major obstacles. Skepticism from the traditional aerospace industry and the public also tested his resolve. And by 2008, after three failed launches, he almost chose to give up.



**THE BREAKTHROUGH:**

Until one day, the fourth launch of SpaceX's Falcon 1 reached orbit successfully. As the story goes, it was SpaceX's last chance to survive. Had it failed, the company would have gone bankrupt..And the rest is history.

**THE ACHIEVEMENT:**

Between 2008 and 2023, Elon Musk went on to: Launch the first privately-funded spacecraft (Dragon) to dock with the International Space Station. Develop and launch the Falcon Heavy, the most powerful operational rocket in the world.

Complete multiple resupply missions to the ISS, providing invaluable service to global space infrastructure. Maybe most importantly, he revolutionized the space industry, pushing forward the vision of colonizing Mars.

**THE LESSON:**

I love Elon Musk's story because it represents the power of relentless determination in the face of adversity. It reminds us of the power of learning, innovating, and persevering, compounded over time.

Because when we focus on the right things, where we're headed is certain. We just need the future to catch up.

#### **TASK 4:**

##### **1. Identify a Real-Life Situation**

Question: Describe a recent situation where you had to make a decision, resolve a conflict, or interact with others. Include the context and key people involved.

Answer: "During a meeting at work, we were discussing the direction of a new project. One of my colleagues, Emma, insisted on following her approach, while the rest of the team had different ideas. I felt that her perspective was valid, but she wasn't considering other potential strategies. This led to tension in the group as no one wanted to disagree directly with her."

##### **2. Observe and Reflect on Perception**

Question: What did you observe during this situation? How did you perceive the actions, emotions, and behaviours of the people involved?

Answer: "I observed that Emma was very confident and assertive, presenting her plan with enthusiasm. However, her tone became defensive when others began to raise questions. The rest of the team seemed hesitant to challenge her ideas, with some avoiding eye contact or offering only minimal feedback. I perceived this hesitation as discomfort, possibly due to Emma's strong stance."

##### **3. Analyze Your Perception**

Question: Do you think your perception was influenced by any biases or past experiences? How could someone else perceive the same situation differently?

Answer: "I realized that my perception might have been influenced by a previous experience where I had dealt with a similarly assertive person who dismissed other ideas. Because of that, I may have assumed Emma wasn't open to feedback when she might have just been passionate about her approach. Another team member could have perceived her assertiveness as leadership rather than dominance."

##### **4. Connect to Your Values**

Question: What values are important to you in this context? How do they influence your interpretation and response to the situation?

Answer: "I value open-mindedness and collaboration. In this context, it's important to me that everyone feels comfortable sharing their ideas and that all perspectives are considered. I also value respect, which means handling disagreements constructively without making anyone feel marginalized."

### 5. Take Action Based on Perception and Values

Question: Based on your perception and values, what actions can you take to improve the situation? How will these actions align with your values?

Answer: "I decided to speak up in a calm and respectful manner, suggesting that while Emma's idea had merit, we could also explore alternative strategies. I emphasized that combining the best elements from different approaches could lead to a more comprehensive plan. This aligned with my values of collaboration and respect, as it allowed space for diverse input without dismissing anyone's ideas."

### 6. Reflect on the Outcome

Question: What was the result of your actions? Did the outcome reflect your values? What did you learn from the experience?

Answer: "After I spoke up, the team became more open to discussing different ideas. Emma seemed more receptive once she realized that her ideas weren't being dismissed, and others started sharing their perspectives. The project plan became more collaborative, and the tension eased. I learned that addressing issues respectfully and aligning actions with my values of collaboration and open-mindedness can lead to a more inclusive and effective team dynamic."

## **TASK 5:**

### **Submission of Reflective Writing:**

Each student will submit their reflective writing as a single document, ensuring that they cover all components outlined in the activity.

#### **1. Personal Leadership Reflection (300-500 words):**

Reflect on a leadership experience you have had (e.g., in a group project, a team sport, or a club).

Describe your leadership style during this experience and what motivated you to take on that role.

Discuss any challenges you faced and how you addressed them.

#### **2. Motivation Analysis (300-500 words):**

Analyze your motivation factors. Identify what drives you to lead and participate in group activities.

Discuss whether you are more intrinsically or extrinsically motivated and how this affects your leadership style.

#### **3. Goal Setting for Future Leadership (300-500 words):**

Set at least two specific goals for enhancing your leadership skills and motivation techniques for future situations. Outline actionable steps you plan to take to achieve these goals, including any resources or support you may seek.

## **TASK 6:**

### **Goal Visualization and Tracking Using a Digital Tool**

Students will use a digital goal-tracking tool (e.g., Trello, Google Sheets, or a similar app) to visualize, plan, and monitor their personal and professional SMART goals. This task consists of the following steps:

#### **Create SMART Goals:**

Set one personal and one professional SMART goal.

Break down each goal into specific tasks or milestones.

Define measurable criteria and deadlines for each milestone.

#### **Use a Goal-Tracking Tool:**

Choose a digital tool like Trello or Google Sheets.

Create a board (Trello) or a spreadsheet (Google Sheets) for your goals.

For each goal, set up columns or rows for each step, include deadlines, and define progress indicators (e.g., percentage of completion).

#### **Monitor Progress:**

Regularly update your board or spreadsheet as you complete tasks or meet milestones.

Include comments or notes on any challenges faced and how they were overcome.

If goals need adjustment, document the reasons for the changes and adapt your plan.

#### **Final Report:**

At the end of the period, students will submit a report summarizing:

1. The initial SMART goals and tasks.
2. Progress made (using screenshots or summaries from the tool).
3. Any changes made along the way and why.
4. Personal reflections on the goal-setting and tracking process.

**TASK 7:****Create a Time Management Plan:**

Use time-blocking to organize your day. Break tasks into manageable chunks, allocate time to each, and set reminders.

Use self-monitoring strategies, such as setting daily or weekly goals.

## TASK 8:

### Reflective Essay on Group Learning and Team Dynamics

Instructions:

You are required to write a reflective essay (700-1000 words) based on your experience working in a group or team, either in an academic setting or a professional context. Your essay should focus on the following aspects:

#### 1. Introduction:

- Briefly introduce the concept of **learning in a group** and **work teams**.
- State the importance of group collaboration in achieving goals, solving problems, or completing tasks.

#### 2. Your Group Experience:

- Describe a recent experience of working in a group (e.g., a class project, a work assignment, or a club activity).
- Define the **roles** and **responsibilities** within the group, including your own role.
- Discuss the **objectives** of the group and the tasks you aimed to complete together.

#### 3. Group Dynamics:

Reflect on how the group's behavior evolved throughout the experience.

How did the group move through the **stages of group development** (Forming, Storming, Norming, Performing)?

Were there any **challenges** or conflicts within the group? If so, how were they resolved?

How did the group maintain **communication** and manage differing opinions or ideas?

#### 4. Techniques for Effective Participation:

- Explain how you personally contributed to the group. What **techniques** did you use to participate effectively (e.g., active listening, taking initiative, or facilitating discussions)?
- Did all members contribute equally? If not, how did the group handle any imbalance in participation?

### **5. Outcome and Lessons Learned:**

- Reflect on the **outcome** of the group's work. Was the group successful in meeting its objectives? Why or why not?
- What did you learn about **group dynamics** and **teamwork** from this experience?
- What **techniques** would you apply to ensure better group collaboration in future projects?

### **6. Conclusion:**

- Summarize the key insights gained about learning in a group and working in teams.

Conclude with how effective participation can improve group dynamics and enhance team outcomes.



## **TASK 9:**

### **Objective:**

Create a comprehensive workshop outline focused on teaching general and business etiquette, as well as effective body language, to a group of students or young professionals.

### **Instructions:**

You will prepare a detailed outline for a **1-2 hour workshop**. Your outline should include the following components:

#### **1. Workshop Title:**

Choose a catchy title for your workshop that reflects its focus on etiquette and body language.

#### **2. Workshop Goals:**

List 3-5 specific goals for the workshop. What do you want participants to learn or achieve by the end of the session?

#### **3. Target Audience:**

Describe the target audience for your workshop (e.g., university students, young professionals, interns). Consider their backgrounds and what they might find most useful.

#### **4. Workshop Outline:**

Break down the workshop into sections, including the following elements:

##### **Introduction (10-15 minutes):**

Briefly introduce yourself and your background related to etiquette and body language.

Discuss the importance of etiquette and body language in personal and professional settings.

##### **Section 1: General Etiquette (20-30 minutes):**

Define general etiquette and its role in everyday interactions.

Discuss key points, such as:

Basic manners (greetings, thank-you notes, etc.)

Dining etiquette

Cultural considerations in social situations

Include a short interactive activity (e.g., role-playing greetings or table manners).

## **Section 2: Business Etiquette (20-30 minutes):**

Define business etiquette and its significance in professional environments.

Cover essential topics, such as:

Professional communication (email and verbal)

Dress code and personal grooming

Meeting etiquette (punctuality, participation)

Include a group discussion on experiences with business etiquette challenges.

## **Section 3: Body Language (20-30 minutes):**

Explain the concept of body language and its impact on communication.

Discuss key aspects, including:

Posture and eye contact

Handshakes and gestures

Reading others' body language

Conduct a fun activity where participants practice positive body language (e.g., a mock networking event).

## **5. Conclusion (10-15 minutes):**

- Summarize the key points covered in the workshop.
- Open the floor for questions and provide resources for further learning.

## **6. Evaluation and Feedback:**

Prepare a feedback form to gather participants' thoughts on the workshop and areas for improvement.

## **TASKS 10:**

### **1. Emotional Intelligence Assessment**

**Objective:** Measure your emotional intelligence and identify strengths and areas for improvement.

**Instructions:**

Take an emotional intelligence assessment (many are available online).

After receiving your results, write a summary of your strengths and weaknesses.

Based on your findings, create a personal development plan outlining specific steps you will take to enhance your emotional intelligence.

### **2. EI Development Plan**

**Objective:** Create a structured plan to improve emotional intelligence skills.

**Instructions:**

Identify three areas of emotional intelligence you wish to develop (e.g., self-regulation, empathy, social skills).

For each area, write down specific goals and actionable steps (e.g., “I will practice active listening by summarizing what others say in conversations”).

Set a timeline for achieving these goals and track your progress over a month.

**Task 11:****Scenario-Based Questions: Threats vs. Challenges**

Scenario: You are leading a team project, but one of your team members is not contributing as much as the others. The deadline is approaching, and the work is incomplete.

Question: Is this a threat or a challenge? Explain your reasoning.

Answer:

This is a challenge because it requires problem-solving and leadership skills to address the lack of contribution. While the situation is difficult, there's still time to resolve it by communicating with the team member and finding solutions.

Scenario: Your computer crashes the day before an important presentation, and you risk losing all your work.

Question: Is this a threat or a challenge? Explain your reasoning.

Answer:

This is a threat because the computer crash presents an immediate risk of losing your work, which could have serious consequences for your presentation. Quick action is needed to recover the data or create a backup plan.

Scenario: You've been given a leadership role in a new project at work, but the scope of the project is unfamiliar to you, and you're worried about your ability to succeed.

Question: Is this a threat or a challenge? Explain your reasoning.

Answer:

This is a challenge because, despite the unfamiliarity, it is an opportunity to develop new skills and grow as a leader. With effort and a willingness to learn, the project can be successfully completed.

Scenario: There's a natural disaster warning in your area, and you have limited time to prepare your home and evacuate.

Question: Is this a threat or a challenge? Explain your reasoning.

Answer:

This is a threat because the natural disaster poses an immediate risk to your safety and property. The situation requires urgent action to minimize harm.

Scenario: You've been asked to give a presentation to a large audience, but you're not confident in your public speaking skills. You have a few weeks to prepare.

Question: Is this a threat or a challenge? Explain your reasoning.

Answer:

This is a challenge because, while public speaking may be intimidating, there is time to practice and improve. By preparing and building confidence, you can overcome the fear and deliver a successful presentation.

Scenario: Your organization has a tight budget for the next quarter, and you're unsure if you'll be able to secure the necessary funds to continue a key project.

Question: Is this a threat or a challenge? Explain your reasoning.

Answer:

This is a threat because the limited budget poses a risk to the continuation of the project. Immediate actions like budget revisions or seeking additional funding are necessary to avoid the project being halted.

Scenario: You're participating in a sports competition, and your opponent is known to be highly skilled. You're unsure if you can win, but you have time to train and improve.

Question: Is this a threat or a challenge? Explain your reasoning.

Answer:

This is a challenge because, although the opponent is highly skilled, there's an opportunity to train and enhance your own abilities. It pushes you to work harder and improve your performance.

## **TASK 12:**

True or False: Dos and Don'ts of a Presentation/Meeting (Online & Offline)

It's acceptable to read directly from your slides during a presentation as long as the audience can see the content clearly.

*(False)* – Reading directly from slides can make the presentation less engaging. It's better to elaborate on the points.

In an online meeting, keeping your microphone muted when you are not speaking is considered good etiquette.

*(True)* – Muting your microphone when not speaking helps reduce background noise and distractions.

It's a good idea to arrive at the meeting location (online or offline) 5-10 minutes early to ensure everything is prepared and working properly.

*(True)* – Arriving early shows professionalism and gives you time to check your equipment or materials.

Using excessive gestures and moving around too much during an offline presentation can distract the audience and reduce the effectiveness of your message.

*(True)* – Too much movement can be distracting; it's important to use gestures sparingly to enhance communication.

When attending an online meeting, you don't need to worry about your background or camera setup as long as your microphone works

*(False)* – A clean, professional background and proper camera setup are important in online meetings to maintain a polished and professional appearance.

For an offline presentation, maintaining eye contact with your audience helps build a connection and keeps them engaged.

*(True)* – Eye contact helps to engage the audience and build trust during an in-person presentation.

In online presentations, using visuals like slides or charts is unnecessary since your audience is remote and might not pay attention to them.

*(False)* – Visual aids can help clarify and emphasize key points, and they are essential for keeping an online audience engaged.

Interrupting other participants during a meeting (online or offline) is acceptable if you have an important point to make.

*(False)* – Interrupting others can be seen as disrespectful. It's best to wait for an appropriate time to speak.

During offline meetings, it's okay to use your phone to check emails as long as you are not the presenter.

*(False)* – Checking your phone during a meeting can be seen as disrespectful and can reduce your focus on the discussion.

For online meetings, wearing appropriate attire is just as important as it is in face-to-face meetings, even though you are working from home.

*(True)* – Dressing professionally for online meetings shows respect and helps maintain a professional image.

### **TASK 13:**

#### **Multiple Choice Questions:**

Which of the following is most important in the opening of a speech?

- A. Telling a joke
- B. Presenting your credentials
- C. Grabbing the audience's attention with a strong hook
- D. Diving straight into complex details

*(Answer: C)*

What is the best way to maintain audience engagement during a speech?

- A. Speak in a monotone voice
- B. Encourage interaction through questions or eye contact
- C. Avoid moving around or using hand gestures
- D. Ignore audience reactions

*(Answer: B)*

Which of the following should a speaker avoid during a speech?

- A. Making eye contact with different audience members
- B. Pausing for emphasis after key points
- C. Speaking too quickly without pauses
- D. Using hand gestures to emphasize points

*(Answer: C)*

Which technique can help reduce nervousness before public speaking?

- A. Avoiding practice and going with the flow
- B. Visualizing a successful speech and practicing in advance
- C. Speaking as fast as possible to get it over with
- D. Ignoring the audience

*(Answer: B)*

What role does body language play in public speaking?

- A. It's irrelevant to effective communication
- B. It distracts the audience from the content
- C. It enhances the message and conveys confidence
- D. It should be minimized to focus only on verbal content

*(Answer: C)*

#### **True/False Questions:**

A speaker should avoid making eye contact with the audience to reduce anxiety.

*(False)*



Using pauses in a speech helps emphasize key points and gives the audience time to reflect.  
(True)

Public speaking is only about what you say, and body language doesn't matter.  
(False)

Practicing your speech out loud can help improve your timing and delivery.  
(True)

It's acceptable to use filler words like "um" and "uh" as much as needed during a speech.  
(False)

Storytelling can be an effective tool for engaging an audience during a speech.  
(True)

Speaking too quickly is a good way to keep the audience interested.  
(False)

Varying your tone and pace while speaking can help keep the audience engaged.  
(True)

## Task 14:

### Reflection Questions

In your opinion, what makes an effective group discussion? Write 2-3 sentences to explain your thoughts.

Answer:

*(Students should provide their own response, focusing on aspects like balanced participation, respect for differing opinions, and active listening.)*

How can the use of ground rules enhance the quality of a group discussion? Provide specific examples in your answer.

Answer:

*(Students should discuss how ground rules, like time limits for speaking or rules against interrupting, can create a more structured and respectful environment.)*

What role does body language play in group discussions, and how can it impact communication among participants?

Answer:

*(Students should address the importance of non-verbal cues, such as eye contact and gestures, in conveying engagement and openness.)*

Describe a time when you felt a group discussion was particularly effective. What factors contributed to its success?

Answer:

*(Students should recount a personal experience, highlighting aspects such as participation, clarity of communication, or leadership that made the discussion successful.)*

If you were to lead a group discussion, what strategies would you implement to ensure everyone participates?

Answer:

*(Students should suggest strategies such as assigning roles, using a round-robin format for speaking, or encouraging quieter members directly.)*

## **Task 15:**

### **Scenario-Based Questions: Interview Preparation**

Scenario: You have a job interview scheduled for a position you're very excited about, but you have a scheduling conflict that overlaps with your interview time.

Question: What steps would you take to handle this situation professionally?

Answer:

Reach out to the interviewer as soon as possible to explain the situation and request to reschedule the interview.

Offer alternative times that work for you and express your continued interest in the position.

Scenario: During the interview, you realize that you misunderstood the job description and are not as qualified as you thought for the position.

Question: How would you respond to the interviewer when asked about your qualifications?

Answer:

Acknowledge your misunderstanding and focus on the skills and experiences you do have that are relevant to the role.

Emphasize your eagerness to learn and adapt, highlighting examples of how you've quickly picked up new skills in the past.

Scenario: You arrive at the interview location, but there's a mix-up with the scheduling, and the interviewer is running late.

Question: How should you handle the situation while waiting?

Answer:

Use the extra time to review your notes and prepare mentally for the interview.

Stay positive and patient, engaging in small talk with the receptionist or other candidates to keep your nerves in check.

Scenario: During the interview, the interviewer asks you a question that you find particularly challenging or unexpected.

Question: What techniques could you use to respond effectively to the question?

Answer:

Take a moment to gather your thoughts before answering, using the STAR method if applicable.

If needed, ask for clarification on the question to ensure you understand what is being asked.

Scenario: After the interview, you feel you could have answered one of the questions better and are worried about how it might affect your chances.

Question: What actions can you take after the interview to address this concern?

Answer:

Send a follow-up thank-you email to the interviewer, expressing gratitude for the opportunity and briefly elaborating on your thoughts regarding the question you found challenging.

Reiterate your enthusiasm for the position and highlight how your skills align with the role.