A LABORATORY MANUAL ON

AUTOMOBILE ENGINEERING (Pr.1)

6TH SEMESTER (DIPLOMA)

DEPARTMENT OF MECHANICAL ENGINEERING

GOVT.POLYTECHNIC BALASORE

State Council for Technical Education and Training, Odisha

Near RajBhawan,Unit-8 Bhubaneswar-751012 Odisha

Programme outcomes (POs) and programme specific outcomes (PSOs) to be achieved through the practical of this course:-

1. **Basic and Discipline specific knowledge:** Apply knowledge of basic mathematics, science and engineering fundamentals and engineering specialization to solve the engineering problems.

2. **Problem analysis:** Identify and analyse well-defined engineering problems using codified standard methods.

3. **Design/development of solutions:** Design solutions for well-defined technical problems and assist with the design of systems components or processes to meet specified needs.

4. **Engineering Tools, Experiment ation and Testing:** Apply modemengin eering toolsand appropriate technique to conduct standard tests and measurements.

5. **Engineering practices for society, sustainability and environment:** Applyappropriate technology in context of society, sustainability, environment and ethical practices.

6. **Project Management:** Use engineering management principles individually, as a team member or a leader to manage projects and effectively communicate about well-defined engineering activities.

7. **Life-long learning:** Ability to analyse individual needs and engage in updating in the context of technological changes.

PSOs:

PSO1:Programme specific outcomes of the mechanical engineering programme is to inculcate students with a scientific understanding of mechanical engineering tasks, technical doping to an industrial environment, a well as entrepreneurial qualities.

PSO2: Create select and apply appropriates technic, resources and modern engineering tools, including prediction and modeling to complex engineering activities while being award The SCTE&VT Odisha curriculum is designed on different course components such as .

1. Fundamental subjects on Science and Humanities

2. Core subjects of the respective branch

3. Interdisciplinary subjects

4. Environmental Science

5.   Entrepreneurship   &   Managemen

List of Assignment: *(Any Five to be performed including Mock Interview)*

1. SWOT analysis:-

Analyse yourself with respect to your strength and weaknesses, opportunities and threats.

Following points will be useful for doing SWOT. a)
Your past experiences,

b) Achievements,
c) Failures,
d) Feedback from others etc.

2. Solve the True life problem assigned by the Teacher.

3. Working in a Team

Form a group of 5-10 students and do a work for social cause e.g. tree plantation, blood donation, environment protection, camps on awareness like importance of cleanliness in slum area, social activities like giving cloths to poor etc.(One activity per group where Team work shall be exhibited)

4. Mock Interview

5. Discuss a topic in a group and prepare minutes of discussion.

6. Deliver a seminar for 5 minutes using presentation aids on the topic given by your teacher.

7. Task Management

(Decide any task to be completed in a stipulated time with the help of teacher. Write a report considering various steps in task management (with Break up into sub tasks and their interdependencies and Time)

Assignment no.1

AIM: SWOT ANALYSIS

SWOT Analysis is a useful technique for understanding your Strengths and Weaknesses, and for identifying both the Opportunities open to you and the Threats you face. What makes SWOT particularly powerful is that, with a little thought, it can help you uncover opportunities that you are well placed to exploit. And by understanding the weaknesses of your business, you can manage and eliminate threats that would otherwise catch you unawares. In order to become a better person and to succeed in your personal and professional life, it's important to take moments to reflect on what is working and not working. Personal SWOT analysis can be a nice exercise to brainstorm a particular moment in your life and improve yourself. You will need to understand your strengths, weakness, external threats and opportunities.

SWOT analysis is a common term that you might have come across many times. The full form of SWOT is Strengths, Weaknesses, Opportunities, and Threats. The importance of SWOT analysis for a student is that it helps achieve a clear picture of where we stand. SWOT analysis also helps a student identify their improvement areas and in setting goals. Doing a SWOT analysis for oneself is not an easy task and required thought. In this article, we will read about what is a SWOT analysis and How to create a SWOT chart.

SWOT analysis signifies the parts you are good at and factors that need improvement. With the SWOT analysis help, a student can identify what opportunities lay ahead of them and, with the threat quadrant; figure out what possible obstacles might arise.

Let us break down SWOT analysis and see what each quadrant of SWOT indicates.

Strengths

- List out things you are good at.
- Identify things that you know help you when you have a problem.
- Try to think of ways in which you stand out from the crowd.
- See your academic chart for a better understanding.
- Learning from past experience
- List down your achievements

Weaknesses

- Note the areas where there is a scope of improvement.
- Visiting your academic chard for this part of the SWOT analysis will be fruitful.
- List down the areas you are weak at.
- Identify what you need to move from this quadrant to the strengths quadrant.

Opportunities

- Now that you know your strengths and areas for improvement, you know where you can excel.
- List out all the opportunities that come to mind and then shortlist.
- Do not be too specific and list as many as you think you can achieve.
- Identify opportunities around you that you can act out in your favour.
- You can take feedbacks from others.

Threats

- Threats should be the easiest to fill in the SWOT analysis chart.
- By now, it is clear what you want to achieve, and you also know what could go wrong.
- List down the things that might come in the way of your goals.
- You can also write about what scares you and is a demotivating factor.
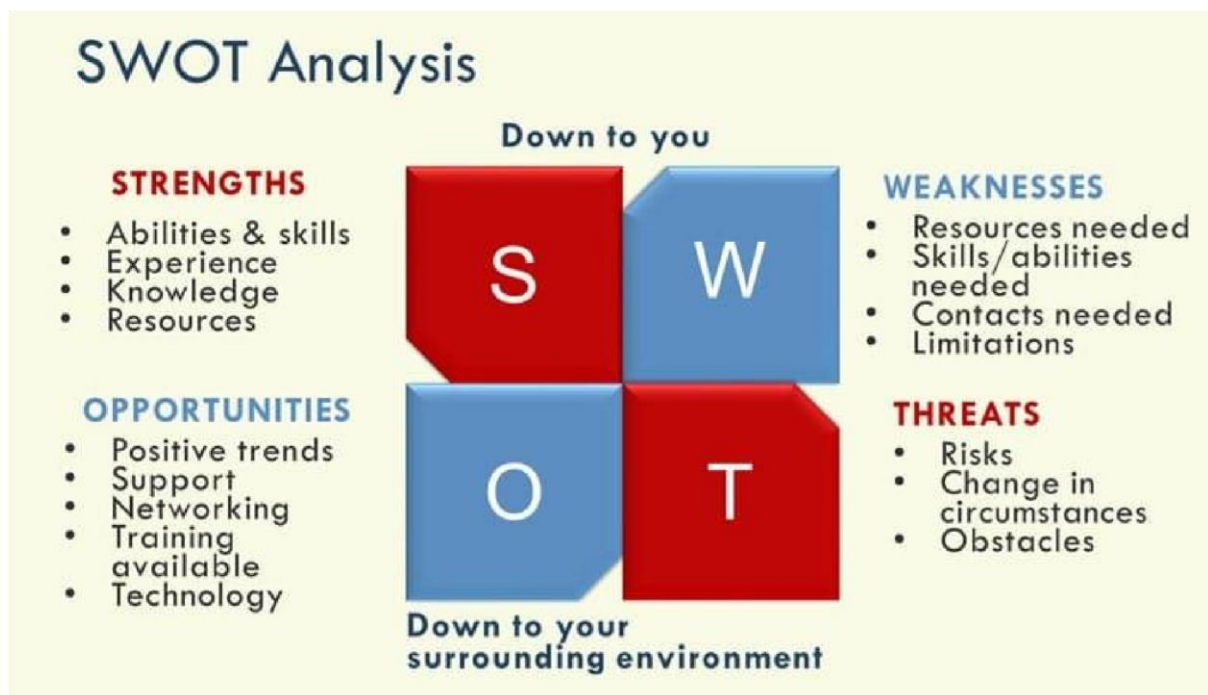
Importance of SWOT Analysis

SWOT analysis is a general term used in businesses and organizations. Doing a SWOT analysis will help you figure out the shortcomings and provide a clearer picture of your goals. Regular analysis keeps you on your toes for any possible challenges to come. The same stands true for student SWOT analysis as well.

As a student, you should be conscious of your strengths and weaknesses to achieve your goals timely and to seize opportunities. The importance of performing a student SWOT analysis is that it helps you in the following -

- Making apt and correct decisions for exploring various opportunities.
- Having a clear understanding of your goals.
- Making appropriate changes in the plan to accommodate possibilities.
- Understanding choices to counteract threats.
- It keeps you aware of the shortcomings and acts as a motivation.
- Help in utilizing available resources to the best of your ability.
- Reviewing options and prioritizing accordingly.

These are a few of the many advantages of performing an analysis as a student. The significance of the SWOT analysis will vary depending on what your goals are. Now that we know what falls under a SWOT analysis and its significance in a student's life let us see how we can take that first step and do academic research.

While doing a SWOT analysis, students need not follow the same order of identifying strengths first, then weaknesses. Here is a process that students can follow to start.

- **Identify Goals**

The first step should be to identify the end goal. A student should be fully aware of what they are working towards to achieve it. A goal should be such that it is achievable, reliable, and with a time frame. Having dreams with no deadline to accomplish will leave you feeling lazy. Having multiple achievable goals is always better than having one long-term goal somewhere in the distant future.

- **Identify Strengths and Weaknesses**

Now that you have defined goals for yourself, list down the strengths and weaknesses to help or prevent you from achieving them. No one knows you better than yourself, so writing down strengths and shortcomings relating to a goal should not be a task. If you are not sure, you can always consult a friend or a mentor to help you with your strong and weak points.

- **Identify Opportunities**

List down things that you think will enable you to achieve your goals faster. These are usually external factors that you can leverage for yourself to move ahead in your career. Only if you're clear on your plan, you can identify an opportunity that will help you move closer to accomplishing your aim.

- **Identify Threats**

Threats are a superset of weaknesses that you contemplated for your SWOT analysis. Threats, however, can be external or internal. Since we covered internal threats in the weakness quadrant of SWOT, here list down external threats. These threats will act as obstacles between you and your objective. Only if you would have identified threats clearly, you can plan a counter act for them.

Conclusion

Performing a SWOT analysis will make you face reality. You will know what your goal is and where you currently stand. The journey to your aim will become more straightforward when you have a plan to implement. With the SWOT analysis help, you would have identified your vital areas and will know what needs more work. Pick up a pen now and make the road to your future a lot smoother.

EXAMPLE OF A SWOT MATRIX FOR A UNIVERSITY:

Strengths	Weaknesses
• Existing faculty professor • Accredited curriculum • Physical presence/location • Available capital	• Technology • Lack of trained faculty • Slowness to change • Poor quality
Opportunities	**Threats**
• Increased student enrolment • Improved name recognition • National expansion • Global expansion	• Virtual university competitors • New entrants into market • Insufficient enrolment to cover costs • Lack of demand

Assignment no.2

AIM: Solve the True life problem assigned by the Teacher.

Being able to make decisions and solve problems effectively is a necessary and vital part of the job for every emergency manager, planner, and responder. This topic is designed to improve your decision-making skills.

INTRODUCTION

Decision making and problem solving are critically important skill areas for emergency managers, planners, first responders, voluntary agency coordinators, and other professionals in emergency management.

OBJECTIVES

In Decision Making and Problem Solving, you will learn a decision-making model that can be used to make decisions and solve problems in both emergency and day-to-day situations. This self-paced course will provide you with a foundation of knowledge that will enable you to explain the need for decision-making and problem-solving skills in emergency management. Describe how decisions made before an emergency help the decision making process during an emergency. Distinguish between a problem and its causes or symptoms.

HOW WILL YOU BENEFIT?

Problem-Solving Model There is many different decision-making/problem-solving models that you can use. The five-step model shown below has proven effective in emergency situations. When using this model, each step may be completed quickly, but every step must be considered. It is not necessary to document each step, but it is important to think through every step. In the remainder of this unit, we will take a closer look at each of the five steps and how you can apply them to emergencies.

STEP1. IDENTIFY THE PROBLEM

Problem identification is undoubtedly the most important and the most difficult step in the process. All subsequent steps will be based on how you define and assess the problem at hand.

What Is a Problem?

A problem is a situation or condition of people or the organization that will exist in the future, and that is considered undesirable by members of the organization. In carrying out Step 1, you must distinguish between a problem and its solution. The most common error in problem solving is defining problems in terms of their solutions.

STEP2. EXPLORE ALTERNATIVES

The second step in the decision-making process is to explore alternative solutions to the problem identified in Step 1. This step really consists of two parts- generating alternatives and evaluatingalternatives .Read the case, then identify the problem and generate as many alternative solutions as you can.

There are three ways to generate alternatives. Brainstorming can be done individually or in a group , surveys economically tap the ideas of a large group of respondents, and discussion in groups. In generating alternatives, the group members should be comprehensive, avoid initial judgments, Focus on the problem, not on the personalities of the people involved in the decision-making process.

STEP3. SELECT AN ALTERNATIVE

Select one of the alternatives explored in Step 2 for implementation. After you have evaluated each alternative, one should stand out as coming closest to solving the problem with the most advantages and fewest disadvantages. Implementing the solution may not be easy, you should complete a —reality checkǁ to identify and evaluate the possible consequences of implementing the solution. Selecting an alternative is a critical step in the problem-solving process. Review the previous case study and select the best alternative from the list that you developed in the previous activity. When selecting an alternative, you will encounter factors that affect your decision making. These factors may include political factors, safety factors, financial factors, environmental considerations, ethical factors.

STEP4. IMPLEMENT THE SOLUTION

The fourth step involves five subparts they are develop an action plan, Implementation, Articulate who has to do, by what time and toward what goal. Remember: Communicate the plan to all parties involved implement the plan. Use the action plan to put the decision in place

STEP5. EVALUATE THE SITUATION

Evaluation involves two parts: monitoring progress and monitoring the success and results of a decision is an ongoing process that is critical to fine tuning a course of action.

REAL WORLD PROBLEMS EXAMPLES

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- Carbon footprint reduction
- Security management
- Maintenance of equipment
- Violence
- Homelessness
- Food Insecurity
- Healthcare
- Corruption
- Climate Change
- Education
- Political
- Pollution
- Sustainability

- Usage-Based Pricing models
- Improving employee morale
- Increasing yields and food supplies
- Taking care of stray animals
- Sorting out garbage
- Saving endangered animals
- Distributing products tor tree
- Reducing electricity costs
- Caring tor people's happiness
- Poverty
- Space debris
- Nuclear weapons
- War

Assessment scheme

Assignment no.3

AIM: Working in a Team

Team working is an important skill for students to acquire. Many organizations use teamwork extensively to produce results, particularly in systems development and software engineering. Teamwork is the collaborative effort of a group to achieve a common goal or to complete a task in the most effective and efficient way. This concept is seen within the greater framework of a team, which is a group of interdependent individuals who work together towards a common goal. Basic requirements for effective teamwork are an adequate team size. The context is important, and team sizes can vary depending upon the objective. A team must include at least 2 or more members, and most teams range in size from 2 to 100. Sports teams generally have fixed sizes based upon set rules, and work teams may change in size depending upon the phase and complexity of the objective. Teams need to be able to leverage resources to be productive (i.e. playing fields or meeting spaces, scheduled times for planning, guidance from coaches or supervisors, support from the organization, etc.), and clearly defined roles within the team in order for everyone to have a clear purpose. Teamwork is present in any context where a group of people are working together to achieve a common goal. These contexts include an industrial organization (formal work teams), athletics (sports teams), a school (classmates working on a project), and the healthcare system (operating room teams). In each of these settings, the level of teamwork and interdependence can vary from low (e.g. golf, track and field), to intermediate (e.g. baseball, football), to high (e.g. basketball, soccer), depending on the amount of communication, interaction, and collaboration present between team members. E. g. Team work coordinates the work as early as possible

TIPS TO EFFECTIVE TEAM WORK:

There are certain characteristics that a team must have in order to work effectively. These characteristics are interrelated.

It is imperative that **group cohesion** is strong within the team. There is a positive relationship between group cohesion and performance.

Communication is another vital characteristic for effective teamwork. Members must be able to effectively communicate with each other to overcome obstacles, resolve conflict, and avoid confusion. Communication increases cohesion.

Communication is important within teams to clearly define the team's purpose so that there is a **common goal**. Having a common goal will increase cohesion because all members are striving for the same objective and will help each other achieve their goal.

Commitment is another important characteristic for teams. It occurs when members are focused on achieving the team's common goal.

Accountability is necessary to ensure milestones are reached and that all members are participating. Holding members accountable increases commitment within team relations.

KEY ATTRIBUTES FOR SUCCESSFUL TEAM WORK:

Research has provided a number of attributes required for successful teamwork. Attributes needed for effective teamwork as follows:

1. **Commitment to team success and shared goals** - team members are committed to the success of the team and their shared goals for the project. Successful teams are motivated, engaged and aim to achieve at the highest level;

2. **Interdependence** - team members need to create an environment where together they can contribute far more than as individuals. A positive interdependent team environment brings out the best in each person enabling the team to achieve their goals at a far superior level (Johnson & Johnson, 1995, 1999). Individuals promote and encourage their fellow team members to achieve, contribute, and learn;

3. **Interpersonal Skills** includes the ability to discuss issues openly with team members, be honest, trustworthy, supportive and show respect and commitment to the team and to its individuals. Fostering a caring work environment is important including the ability to work effectively with other team members;

4. **Open Communication and positive feedback** - actively listening to the concerns and needs of team members and valuing their contribution and expressing this helps to create an effective work environment. Team members should be willing to give and receive constructive criticism and provide authentic feedback;

5. **Appropriate team composition** is essential in the creation of a successful team. Team members need to be fully aware of their specific team role and understand what is expected of them in terms of their contribution to the team and the project; and

6. **Commitment to team processes, leadership & accountability** - team members need to be accountable for their contribution to the team and the project. They need to be aware of team processes, best practice and new ideas. Effective leadership is essential for team success including shared decision-making and problem solving.

Key Attributes	Descriptors
Commitment to team success and shared goals	• participants understand their purpose and share their goals – the combination achieves mission • members must share a strong common goal • groups provide each member of the team with prestige and recognition • successful teams are motivated to succeed • there is strong team commitment to succeed • members have strong shared values and beliefs • engaged in and satisfied with their work • creation of a team atmosphere that is informal, relaxed, comfortable and non-judgemental • promote group cohesion • people enjoy regular interaction with individuals who have similar interests and goals
Interdependence	• one cannot succeed unless the other members of the group succeed • together the group can deliver more than the individuals who compromise it could do in isolation • team members must work together effectively to produce successful systems • team members interact to help each other accomplish the task and promote one another's success • team members build on the capabilities of their fellows – the combinations energised through synergy • team members must take an interest in both the group and each individuals achievement • team members must never be fully self-directed or completely independent • teams are often empowered to accomplish tasks not available to individuals • Individuals experience a wide range of new ideas and skills when interacting with team members • team members learn together so that they can subsequently perform better as individuals

Interpersonal skills	• people must care for each other • members must protect and support each other • feelings cab be expressed freely; • members must be respectful and supportive of one another, and realistic in mutual expectations • there is a high level of trust • members respect and trust each other • foster trust, confidence and commitment within the group
Open communication and positive feedback	• give and accept feedback in an non-defensive manner • ideal team should be highly diversified in the talents and knowledge each member contributes, while maintaining open, non-threatening communication • value effective listening and communications that serves group needs • engage in open dialogue and communication • cultivate a team spirit of constructive criticism and authentic non-evaluative feedback • team members must be open and truthful • enable members to express group feelings • listen to all ideas and feelings; • face up to conflict and work through it
Appropriate team composition	• successful teams are a product of appropriate team composition • clarify member roles, relationships assignments and responsibilities • discuss differences in what each member has to contribute to the work
Commitment to team processes, leadership & accountability	• tolerate of ambiguity, uncertainty and seeming lack of structure • instil approaches that are goal-directed, divide labour fairly among members and synchronize efforts • accept individual accountability/personal responsibility; • team members are accountable for their share of the work • members subscribe to distributed leadership • decisions are made by consensus • effective leadership is needed • encourage group participants, consensus and decisions • experiment with new ways to work more effectively; • seek best practice from other teams and other parts of the organizations; • be open to change, innovation and creative, joint problem solving • take action to solve problems without waiting for direction • monitor the team's progress • perform post-project analyses to find out what worked and what didn't

TASKS ASSIGNED TO STUDENTS BY TEACHER:

Form a group of 5-10 students and do a work for social cause like

1. Tree plantation
2. Blood donation
3. Environment protection,
4. Camps on awareness like importance of cleanliness in slum area
5. Social activities like giving cloths to poor etc.

(One activity per group where Team work shall be exhibited)

The teacher must observe following activities of the student in a team.

Assignment no.4

AIM: Mock Interview

STEPS TO A SUCCESSFUL INTERVIEW

BEFORE AN INTERVIEW

> ➢ Research: Learn as much as you can about the position and the company beforehand - know the company's products and services. Sources for this research are your Career Services Center, the Library and the Internet.

> ➢ Practice: Practice interviews with a career counselor, friend, and family member or by you in front of a mirror.

> ➢ Be prompt and prepared: Arrive 10 to 15 minutes early brings extra copies of your resume, your list of references, a pen and paper, and the list of questions you have for the interviewer.

> ➢ Be prepared to discuss both your strengths and your weaknesses: Make a list of your skills and key assets. Then reflect on past jobs /experiences and pick out one or two instances when you used those skills successfully. When exploring your weaknesses, be able to discuss the ways in which you addressed these weaknesses to make them strength.

DURING AN INTERVIEW
> ➢ Introduce yourself in a courteous manner
> ➢ Have a firm handshake
> ➢ Act professionally: Dress appropriately! First impressions count!
> ➢ Keep your answers brief and concise
> ➢ Ask questions
> ➢ Maintain a conversational flow
> ➢ Smile, nod, give nonverbal feedback to the interviewer
> ➢ Be enthusiastic: have a positive attitude
> ➢ Ask about the next step in the process
> ➢ Thank the interviewer

AFTER AN INTERVIEW

- ➤ Ask the interview for a business card and promptly send a thank you note.
- ➤ Keep the thank you note brief, but reiterate your interest in the position
- ➤ Review the interview process and your performance ➤ Evaluate your interview

INTERV IEW TIPS

Preparation and confidence

- Prepare yourself practically for the interview.
- Gather information which is useful during the interview.

Checklist

- Confirm time, date and location of the interview and name of interviewee where appropriate.
- Get there no earlier than half an hour before the interview time.
- Dress professional.
- Ensure the receptionist knows you are there. **Be on time! Be Prepared!**
- First impressions are usually lasting impressions. It's better to be early than late and to strike up a conversation or two with staff members while waiting. This will help you learn about the organization and you can use this information in your interview.
- Look at the company's website and learn something about the company before you attend your interview.
- Write down and practice answers to possible questions. **You never get a second chance to make a first impression**
- A good smile always pleases people.
- Dressing style is very important. Keep in mind the cultural preferences of the country you are working in.
- Shake hand firmly.
- Maintain eye contact.

How to dress

Men and Women

- • Conservative two-piece business suit/ Conservative long-sleeved shirt/blouse
- • Make sure your shoes are clean and polished
- • Comb your hair: conservative style and out of your face
- • Trim your fingernails and make certain that they are clean

- Use minimal cologne or perfume
- Carry a notepad or portfolio case **Men**

- Wear a silk tie, in an understated pattern: the colors should complement the suit
- Dark shoes
- Facial hair should be well groomed
- Do not wear jewelry other than a wedding ring or college ring

Women

- Always wear a suit with a jacket
- Wear low heels/pumps
- Conservative hosiery at or near skin color
- Don't carry a purse into the interview
- If you wear nail polish, choose a clear or conservative color
- Wear minimal makeup

Do not talk too much

- Do not interrupt the interviewer when he/she is talking. Give him/her the opportunity to finish what s/he is saying.

- It is important to listen to the question asked and then answer that specific question.
- Keep your answers to two to three minutes at the most. When you limit your time, you tend to stay more focused.

Be enthusiastic and positive

- Do not mention negative incidents with previous employers.
- Focus on positive achievements and views.

Look in the Eyes

- Eye contact shows confidence and is one of the most important aspects of nonverbal communication; it can make a significant difference to how the first impression the prospective employer has of you.

Talk about specific achievements

- This will help the interviewer understand your strengths in terms of measurable outcomes.

Explain Why You Left

- Follow these guidelines when an interviewer asks, "Why did you leave your company?" Carefully describe the reason for your departure, and do not go into details unless asked.

Prove What You Could Do - Sell Yourself

- Always put a positive spin on your answers to difficult questions.

- If you lack a particular skill or do not know a certain computer program, be sure to emphasize how quickly you learn.
- Give an example of a time when you were able to get up to speed in a similar situation.
- Companies are interested in people who can hit the ground running.

Talking Salary

- Let the interviewer bring up the subject of money.
- If you are asked what your salary expectations are too early in the process, just say you would rather postpone that discussion until you have more information about the position.

What to Do if You Don't Hear From the Employer

Before your interview ends, your interviewer should inform you of the organization's follow up procedures; from whom, by what means, and when, or if, you will hear from the organization again. If the interviewer did not tell you, and you did not ask, use your follow-up / thank-you letter to ask.

If more than a week passes beyond the date when you were told you would hear something from the employer, call or email to politely inquire about the status of the organization's decision-making process. Someone (or something) or an unexpected circumstance may be holding up the process. A polite inquiry shows that you are still interested in the organization and may prompt the employer to get on schedule with a response. In your inquiry, mention the following:

- Name of the person who interviewed you,
- Time and place of the interview,
- Position for which you are applying (if known), and
- Ask about the status of your application.

COMMON INTERV IEW QUEST IONS

1. Tell us about yourself.

- What makes you special? Why should we hire you?

Tips: Prepare several selling points about yourself. Give a quick "elevator speech" that overviews your experience and achievements.

2. What are your greatest strengths and weaknesses?

- How do you perceive your talents and abilities as a professional? Will you be an asset to our organization?
- How honest are you being about yourself with us? How realistic are you?

Tips: Sell yourself. If you don't promote your strengths, nobody else will. Prepare six or seven responses. Be "confidently humble." Present your weakness as a positive. Don't talk too long or emphasize your downfalls.

3. What motivates you?

• What are your values? If we hire you, will you easily get distracted by a higher pay?
Tips: Prepare several selling points about your values. This can include how much you like to contribute to the society or if you like leadership, variety or security in a certain job. Try to resist saying money is the only motivating factor!

4. Why are you interested in working here?

• How dedicated are you? Do you have a passion for this type of work?

Tips: Keep your answer simple and to the point. Stay away from responses such as,

"Many of my friends have worked here."

5. Why should we hire you?

• Can you convince us you're "the one?" Can you sell your "product?"

Tips: Make a powerful statement about the value you'll bring to their organization.

6. Where do you see yourself five years from now?

• Will you only be here for a year before moving on, or are you committed to staying here for a while? Are you a stable person? Can you set goals for yourself?

Tips: Be aware that they might not want to hire someone who will only be around for a year or two. Feel free to say that you have one goal at the moment: to be the very best employee for that particular job.

7. How do you define success?

• How ambitious are you?

Tips: Emphasize on your need to be successful at whatever you do and show your passion for the particular role you are being interviewed for.

8. Would you be willing to pursue an extra certificate or credential?

• How is your attitude? How flexible are you?

Tips: Tell the interviewer how important professional growth is to you.

9. Are You Still Employed and If Not, Why Not?

• Are you committed? Will you stay with current position if employed? If not, why not? **Tips:** If you aren't, you can still use your answer to this question to shine a light on your positive features. For example, if you were laid off or terminated, focus less on the actual termination and more on what you learned from the whole process.

10. Do you have any questions for us?

• Are you prepared to ask questions? How interested are you in this position?

Tips: List five or six questions on an index card. Ask at least one question, even if all of your prepared questions have been answered. Never say, "No, you've answered all of my questions."

POTENTIAL QUESTIONS ASKED BY EMPLOYERS

An Employer's questions are designed to see whether or not you can do the job and whether or not you will fit in with the office environment. Be prepared that several questions may be reworded inquires of a previous question.

1. Tell me about yourself.
2. Why do you feel you are qualified for this position?
3. What is it about yourself that makes you believe that you could do a good and effective job in the position we are discussing?
4. How would you describe yourself?
5. What qualifications do you have that will make you successful in the field?
6. What college subjects did you like best/least? Why?
7. Do you think your grades are a good indication of your academic achievements?
8. How much effort did you put into your course-work?
9. If you could do so, would you plan your academic study differently? How?
10. Do you have plans for continued study? An advanced degree? Why?
11. How has you college experience prepared you for a career?
12. What have you learned from participation in extracurricular activities?
13. What are you skills (leadership, organizational, interpersonal)?
14. What is your supervisory and or management style?
15. Have you had previous experience in supervising a staff or other individuals?
16. Describe the relationship that should exist between a supervisor and an employee?
17. Why did you choose the career for which you are preparing? How did you choose it?
18. What are the most important rewards you expect in you career?
19. In your present or last position, what aspects did you like the most/least?
20. How would a previous employer, professor or friend describe you?
21. In what kind of work environment are you most comfortable?
22. What things are most important to you in your job?
23. Why did you decide to seek a position with this firm?

24. What do you know about our organization?

25. How do you determine or evaluate success?

26. What do you think it takes to be successful in an organization like ours?

27. What contribution can you make to our organization?

28. What do you consider to be your greatest strengths/weaknesses?

29. What is your greatest accomplishment?

30. What accomplishments have given you the most satisfaction? Why?

31. What motivates you to put forth your greatest efforts?

32. What have you learned from your mistakes?

33. How do you work under pressure?

34. How do you handle criticism?

35. Talk about a situation where you had to convince someone to see your point of view.

36. Talk about a situation where you had to deal with someone who was being difficult.

37. Tell me about a time where you had a major disagreement with an employer and how you handled the situation.

38. If you and another co-worker are working together and you end up doing a majority of the tasks and getting half of the credit, how would you handle it? What would you do?

39. As you view this position, what are some of the ways you would measure accountability.

40. What are your long-range and short-range goals, personal and professional?

41. What do you see yourself doing five/ten years from now?

42. If you were hiring someone for this position, what qualities would you look for?

43. What do you see as being your first goal if you take this position?

44. What do you feel this position should pay?

45. How would you compare us to our competitors?

46. What question do you have about this company, the position, or anything related?

47. What do you do in your spare time (hobbies, interests)?

48. What additional information can you tell me, that we haven't covered so far, that would make you the ideal candidate for this position?

Assignment no.5

AIM: Discuss a topic in a group and prepare minutes of discussion.

Group Discussion:

Introduction: As in a football game, where you play like a team, passing the ball to each team member and aim for a common goal, GD is also based on team work, incorporating views of different team members to reach a common goal. A Group Discussion can be defined as a formal discussion involving 8 to 10 participants in a group. They are given a topic. After some time, during which they collect their thoughts, the group is asked to discuss the topic for 15 to 20 minutes. The GD process is to assess a candidate's personality traits.

Objectives:

• To develop the dynamics of GD.

• To learn techniques that can make an effective participant in GD.

• To meet up the future challenges with success.

• To be familiar with different types of interviews.

• To develop a complete inventory of skills.

Dynamics of GD:

I. *Flexibility:* You must be open to other ideas as well as to the evaluation of your ideas. That is what flexibility is all about. But first, remember: Never ever start your GD with a stand or a conclusion. By taking a stand, you have already given your decision without discussing the topic at hand or listening to the views of your team members.

II. *Assertiveness:* You must put forth your point to the group in a very emphatic, positive and confident manner

III. *Initiative:* A general trend amongst students is to start a GD and get the initial kitty of points earmarked for the initiator. But that is a high risk-high return strategy. Initiate a GD only if you are well versed with the topic.

IV. *Creativity:* An idea or a perspective which opens new horizons for discussion on the GD topic is always highly appreciated. When you put across a new idea convincingly, such that it is discussed at length by the group, it can only be positive

V. *Team Player:* It lays great emphasis on this parameter because it is essential for managers to be team players. Management aspirants who lack team skills cannot be good managers.

VI. *Reasoning Ability:* Reasoning ability plays an important role while expressing your opinions or ideas at a GD.

VII. *Leadership:* A leader would have the following qualities:

S/he shows direction to the group whenever group moves away from the topic. S/he coordinates the effort of the different team members in the GD. S/he contributes to the GD at regular intervals with valuable insights. S/he also inspires and motivates team members to express their views.

VIII. ***Inspiring ability:*** A good group discussion should incorporate views of all the team members. If some team members want to express their ideas but are not getting the opportunity to do so, giving them an opportunity to express their ideas or opinions will be seen as a positive trait.

IX. ***Awareness:*** The content or awareness generally constitutes 40 to 50 percent marks of your GD. Apart from these qualities, communication skills, confidence and the ability to think on one's feet are also very important.

X. ***Initiation:*** Initiating a GD is a high profit-high loss strategy. When you initiate a GD, you not only grab the opportunity to speak, you also grab the attention of the examiner and your fellow candidates.

XI. ***GD Summarisation:*** A conclusion is where the whole group decides in favor or against the topic. You can summarise what the group has discussed in the GD in a nutshell. Keep it brief and concise. It must incorporate all the important points that came out during the GD. If the examiner asks you to summarise a GD, it means the GD has come to an end. Do not add anything once the GD has been summarised.

GD – Points Marked on:

1. *Audibility:* Communication skills.
2. *Analysis:* supported by facts & examples
3. *Content:* Obtain by good reading
4. *Team Work*
5. *Demean or:* Body Language counts, don't sit cross-legged
6. *Leadership:* People should listen and agree to you.

GD Techniques:

There are a few simple techniques that can make you an effective participant:

➢ ***Prepare:*** If you know what the topic of the discussion will be, there is a lot you can do to prepare in advance.

You can read round the topic to make sure you are aware of the main issues and arguments, and spend some time deciding what your own position is.

➢ **Listen:** An effective discussion is one in which people listen to each other. Listening is a very important discussion skill and make sure you listen and respond to what other people have to say.

➢ **Be polite:** In a discussion, it"s important to stay calm and be polite, even if you feel strongly about the topic under discussion. Using words like please, thank you, I" d like to…

May I…? Would you mind…? Could you…? Make you sound polite and respectful. ➢*Take / make notes:* It's a good idea to have a pen and paper handy. You can jot down any useful or important words or ideas that might come in handy later in the discussion – or afterwards.

➢ **Speak clearly:** Practise your pronunciation and speak clearly and confidently. If you need time to collect your thoughts, you could say something like Hmmm… just let me have a minute to think about this.

Useful phrases for GD:

There are lots of useful phrases that you can use in discussions. Here are just a few of them:

• Agreeing: You"re absolutely right about that.

• Disagreeing: I"m sorry, I don"t see it that way at all.

• Interrupting: Sorry, do you mind if I say something here?

• Dealing with interruptions: Could I just finish what I"m saying?

• Asking for explanation: Would you mind telling us what exactly you mean by that?

• Asking for more information: Would you mind saying a little bit more about that?

• Adding more information: Another point I"d like to make is

Different parts of a GD: – (considering a 15 minutes GD).

• Chaos period. (1-2 minutes).

• Generating ideas. (7-8 minutes).

• Building on ideas. (5-6 minutes).

• Conclusion. (rarely comes; ½ – 1 minutes) **Roles in Group Discussion:**

Group enterprise roles: These roles are constructive to the group.

❖ Initiator-contributor: Generates new ideas.

❖ Information-seeker: Asks for information about the task.

❖ Opinion-seeker: Asks for the input from the group about its values.

❖ Information-giver: Offers facts or generalization to the group.

❖ Opinion-giver: States his or her beliefs about a group issue

Elaborator: Explains ideas within the group, offers examples to clarify ideas.

❖ Coordinator: Shows the relationships between ideas.

❖ Encourager: Praises the ideas of others.

❖ Harmonizer: Mediates differences between group members.

❖ Standard Setter: Suggests standards or criteria for the group to achieve.
❖ Follower: Goes along with the group and accepts the group's ideas.

Dysfunctional roles: These roles are destructive to the group.

❖ Aggressor: Attacks other group members, deflates the status of others, and other aggressive behaviour.

❖ Blocker: Resists movement by the group.

❖ Recognition seeker: Calls attention to himself or herself.

❖ Self-confessor: Seeks to disclose non-group related feelings or opinions.

❖ Dominator: Asserts control over the group by manipulating the other group members.

❖ Help seeker: Tries to gain the sympathy of the group.

❖ Special interest pleader: Uses stereotypes to assert his or her own prejudices.

Body Language

-Body language plays an important role during the Group Discussion. The panelists will surely take note of your body language.

1. *Pointing fingers:* Pointing fingers generally signifies talking in anger and accusing someone with your finger. It exhibits your aggression. This should be completely avoided.

2. *Playing with pen or paper:* Playing with pen, paper or just moving your hands shows careless attitude. Whether you remain silent or talk while playing with such objects, it will show your lack of interest.

3. *Stooping or slouching:* You should sit straight while in a GD. Don"t slouch or bend forward. That is an informal posture and is not at all welcomed in GD rounds.

4. *Sitting with crossed arms or legs:* When you sit with crossed arms/legs or both, it refers to a closed mind-set and a person who is not ready to accept/listen to others" point of views.

5. *Throwing your hand:* Don't throw your hands in such a manner that it enters your next group member's space. Everyone has their own personal space and entering that disturbs the entire group coherence.

6. *Fidget:* You should not keep fidgeting or moving uncomfortably in your chair.

7. *Not to be stiff:* When it is advised that you should not keep fidgeting, it is also meant that you should not be absolutely stiff in your position. You should have a relaxed posture.

8. ***Scratching, pricking, and rubbing:*** You should not engage your hands in inappropriate activities such as scratching, pricking, rubbing etc. This will again show your lack of interest in the GD and too much obsession with yourself.

9. ***Control your facial expressions:*** Control your facial expression and avoid showing your anger/disgust/frustration reflect on your face. Also don't smirk, smile or laugh unnecessarily.

Don't make it too stoic.

10.   ***Moving your legs:*** Continuous movement of legs will show your impatience. If you keep moving your legs, you will communicate that you want to get rid of the GD process.

Dos of participating in a GD

✓ Listen to the subject carefully

✓ Put down your thoughts on a paper

✓ Initiate the discussion if you know the subject well

✓ Listen to others if you don"t know the subject

✓ Support you point with some facts and figures

✓ Make short contribution of 25-30 seconds 3-4 times

✓ Give others a chance to speak

✓ Speak politely and pleasantly. Respect contribution from other members.

✓ Disagree politely and agree with what is right.

✓ Summarize the discussion if the group has not reached a conclusion.

Don'ts of participating in a Group Discussion

➢ Initiate the discussion if you do not have sufficient knowledge about the given topic.

➢ Over speak, intervene and snatch other's chance to speak.

➢ Argue and shout during the GD Look at the evaluators or a particular group member

➢ Talk irrelevant things and distract the discussion Pose negative body gestures like touching the nose, leaning back on the chair, knocking the table with a pen etc.

➢ Mention erratic statistics.

➢ Display low self-confidence with shaky voice and trembling hands.

Topics for Group Discussion   o Comparison with developed countries o Occupational Safety o Health Hazard o Accident & Safety, First-Aid, o Traffic Rules o Global Warming, Pollution, Environment,o Labour Welfare Legislation, Labour Welfare Acts, Child Labour Issues ,o Gender

Sensitisation ,Harassment of Women at Workplace○ NGOs - Do they serve peoples" interests or are they pressure groups? ○ Role of women in development.○ Kids today are not what they used to be.

○ Repeated elections - Should taxpayers pay for it?○ In India, the whole is less than the parts - Do we lack in team spirit?○ Artificial Intelligence - Will man be ever replaced by machines? ○ Are we unfit for Democracy? ○ Survival tools for the new millennium.○ Examinations - has it killed education?

○ Is E-Commerce the best thing for India?

Conclusion

-This enables a student to express their point of views and ideas in front of the people and helps them to analyse any problems easily. This also helps to build leadership qualities and team spirit in a student.