

Government of Pakistan

National Vocational and Technical Training Commission

Prime Minister's Hunarmand Pakistan Program

"Skills for All"



Course Contents / Lesson Plan

Course Title: Agribusiness

Duration: 3 Months

Revised Edition

Trainer Name	
Course Title	Agribusiness
Objectives and Expectations	<p>Employable skills and hands-on practice for Agribusiness</p> <p>This course offers a broad, cross-disciplinary learning experience for students looking to pursue careers in Agribusiness economics and management, farm management, data analysis, leadership, marketing and sales, finance, accounting and business skill development. The course is designed to span a wide range of communication in a market platform.</p> <p>In this course, students are introduced to key aspects of the design financial accounting, from research/strategy, creative brief development, and campaign development to teamwork and presentation and content creation so that they can enter the financial market as strong candidates for beginner to intermediate level design jobs.</p> <p><u>Main Expectations:</u></p> <p>In short, the course under reference should be delivered by professional instructors in such a robust hands-on manner that the trainees are comfortably able to employ their skills for earning money (through wage/self-employment) at its conclusion.</p> <p>This course thus clearly goes beyond the domain of the traditional training practices in vogue and underscores an expectation that a market-centric approach will be adopted as the main driving force while delivering it. The instructors should therefore be experienced enough to be able to identify the training needs for the possible market roles available out there. Moreover, they should also know the strengths and weaknesses of each trainee to prepare them for such market roles during/after the training.</p> <ol style="list-style-type: none"> i. Specially designed practical tasks to be performed by the trainees have been included in the Annexure-I to this document. The record of all tasks performed individually or in groups must be preserved by the management of the training Institute clearly labeling name, trade, session, etc so that these are ready to be physically inspected/verified through monitoring visits from time to time. The weekly distribution of tasks has also been indicated in the weekly lesson plan given in this document. ii. To materialize the main expectations, a special module on <u>Job Search & Entrepreneurial Skills</u> has been included in the latter part of this course (5th & 6th month) through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets (Gulf countries). Awareness around the visa process and immigration laws of the most favored labor destination countries also form a part of this module. Moreover, the trainees would also be encouraged to venture into self-employment and exposed to the main requirements in this regard. It is also expected that a sense of civic duties/roles and responsibilities will also be inculcated in the trainees to make them responsible citizens of the country. iii. A module on Work Place Ethics has also been included to highlight the importance of good and positive behavior in the workplace in the line

with the best practices elsewhere in the world. An outline of such qualities has been given in the Appendix to this document. Its importance should be conveyed in a format that is attractive and interesting for the trainees such as through PPT slides +short video documentaries. Needless to say that if the training provider puts his heart and soul into these otherwise non-technical components, the image of the Pakistani workforce would undergo a positive transformation in the local as well as international job markets.

To maintain interest and motivation of the trainees throughout the course, modern techniques such as:

- Motivational Lectures
- Success Stories
- Case Studies

These techniques would be employed as an additional training tool wherever possible (these are explained in the subsequent section on Training Methodology).

Lastly, evaluation of the competencies acquired by the trainees will be done objectively at various stages of the training and a proper record of the same will be maintained. Suffice to say that for such evaluations, practical tasks would be designed by the training providers to gauge the problem-solving abilities of the trainees.

(i) Motivational Lectures

The proposed methodology for the training under reference employs motivation as a tool. Hence besides the purely technical content, a trainer is required to include elements of motivation in his/her lecture. To inspire the trainees to utilize the training opportunity to the full and strive towards professional excellence. Motivational lectures may also include general topics such as the importance of moral values and civic role & responsibilities as a Pakistani. A motivational lecture should be delivered with enough zeal to produce a deep impact on the trainees. It may comprise of the following:

- Clear Purpose to convey the message to trainees effectively.
- Personal Story to quote as an example to follow.
- Trainees Fit so that the situation is actionable by trainees and not represent a just idealism.
- Ending Points to persuade the trainees on changing themselves.

A good motivational lecture should help drive creativity, curiosity, and spark the desire needed for trainees to want to learn more.

The impact of a successful motivational strategy is amongst others commonly visible in increased class participation ratios. It increases the trainees' willingness to be engaged on the practical tasks for a longer time without boredom and loss of interest because they can see in their mind's eye where their hard work would take them in short (1-3 years); medium (3 -10 years) and long term (more than 10 years).

As this tool is expected that the training providers would make arrangements for regular well planned motivational lectures as part of a coordinated strategy interspersed throughout the training period as suggested in the weekly lesson plans in this document.

Course-related motivational lectures online link is available in **Annexure-II.**

(ii) Success Stories

Another effective way of motivating the trainees is using Success Stories. Its inclusion in the weekly lesson plan at regular intervals has been recommended till the end of the training.

A success story may be disseminated orally, through a presentation, or using a video/documentary of someone that has risen to fortune, acclaim, or brilliant achievement. A success story shows how a person achieved his goal through hard work, dedication, and devotion. An inspiring success story contains compelling and significant facts articulated clearly and easily comprehensible words. Moreover, it is helpful if it is assumed that the reader/listener knows nothing of what is being revealed. The optimum impact is created when the story is revealed in the form of:-

- Directly in person (At least 2-3 cases must be arranged by the training institute)
- Through an audio/ videotaped message (2-3 high-quality videos must be arranged by the training institute)

It is expected that the training provider would collect relevant high-quality success stories for inclusion in the training as suggested in the weekly lesson plan given in this document.

Suggestive structure and sequence of a sample success story and its various shapes can be seen in **Annexure III**.

(iii) Case Studies

Where a situation allows, case studies can also be presented to the trainees to widen their understanding of the real-life specific problem/situation and to explore the solutions.

In simple terms, the case study method of teaching uses a real-life case example/a typical case to demonstrate a phenomenon in action and explain theoretical as well as practical aspects of the knowledge related to the same. It is an effective way to help the trainees comprehend in depth both the theoretical and practical aspects of the complex phenomenon in depth with ease. Case teaching can also stimulate the trainees to participate in discussions and thereby boost their confidence. It also makes the classroom atmosphere interesting thus maintaining the trainee interest in training till the end of the course.

Depending on suitability to the trade, the weekly lesson plan in this document may suggest case studies be presented to the trainees. The trainer may adopt a PowerPoint presentation or video format for such case studies whichever is deemed suitable but only those cases must be selected that are relevant and of a learning value.

The Trainees should be required and supervised to carefully analyze the cases.

For this purpose, they must be encouraged to inquire and collect specific information/data, actively participate in the discussions, and intended solutions to the problem/situation.

Case studies can be implemented in the following ways: -

- i. A good quality trade-specific documentary (At least 2-3 documentaries must be arranged by the training institute)
- ii. Health & Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute)

	iii. Field visits (At least one visit to a trade-specific major industry/site must be arranged by the training institute)
Entry-level of trainees	Matric
Learning Outcomes of the course	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> • Students will demonstrate the ability to analyze data and draw appropriate statistical conclusions. • Students will demonstrate the ability to communicate effectively both orally and in writing. • Students will demonstrate knowledge of the legal and ethical environment impacting agriculture organizations and exhibit an understanding and appreciation of the ethical implications of decisions. • Students will demonstrate an understanding of and appreciation for the importance of the impact of globalization and diversity in modern agriculture organizations. • Students will demonstrate an ability to engage in critical thinking by analyzing situations and constructing and selecting viable solutions to solve problems. • Students will demonstrate an ability to work effectively with others. • Students will understand and analyze the current events and issues that are occurring in agriculture and how they affect the future of agriculture. • Students will be able to recognize and examine the relationships between inputs and outputs in their agricultural field to make effective and profitable decisions. • Students will be able to effectively evaluate the impact of trade policy, common markets, trading blocks, market instability, commodity problems, trade agreements and environmental regulations on imports and exports in international trade to be able to improve production decision making. • Students will understand how all aspects of agriculture combine and are used by scientists, marketers, and producers. • Students will understand how employer characteristics and decision-making at various levels enhance the success of an agricultural enterprise.
Course Execution Plan	<p>The total duration of the course: 3 months (12 Weeks) Class hours: 4 hours per day Theory: 20% Practical: 80% Weekly hours: 20 hours per week Total contact hours: 240 hours</p>

Companies offering jobs in the respective trade	<ol style="list-style-type: none"> 1. Agriculture Department Punjab 2. Fauji Foundation 3. Syngenta 4. Angro Fertilizers 5. K &Ns 6. Nestle Pakistan
Job Opportunities	<p>Agriculture professionals are not just farmers and ranchers. Opportunities in this field include areas as diverse as science, engineering, finance, marketing, and exporting. Careers in these areas have expanded as the production and processing of food and fiber have become more specialized and technological.:</p> <ul style="list-style-type: none"> • Farm management specialist for agricultural extension. • Agricultural policy specialist for public organization. • Farm manager. • Farm bureau executive. • Grain merchandiser. • Commodity trader. • International and domestic grain trader. • Price / risk manager in commodity marketing firm
No of Students	25
Learning Place	Classroom / Lab
Instructional Resources	<p>https://www.youtube.com/watch?v=B_WSLbw3ApA_I introduction to agribusiness</p> <p>https://www.youtube.com/watch?v=rJxQB7chJLc profitable business in agriculture</p> <p>https://www.youtube.com/watch?v=Yocja_N5s1I Agriculture Revolution</p> <p>https://www.youtube.com/watch?v=vHMj8iTMIAM Agribusiness management</p> <p>https://www.youtube.com/watch?v=IDzheDVA2QM Future of Agribusiness management</p> <p>https://www.youtube.com/watch?v=C4W0qSQ6A8U innovation for Agribusiness.</p> <p>https://www.youtube.com/watch?v=rl5kJ-K-ac Agribusiness department</p> <p>https://www.youtube.com/watch?v=KRSGtnk6plc how to adopt agribusiness as profitable business?</p> <p>https://www.youtube.com/watch?v=Tb3yc6t5pd8 marketing management in Agribusiness</p>

MODULES

Scheduled Week	Module Title	Learning Units	Remarks
Week 1	AGRICULTURAL MARKETING ➤ Success Story (For further detail please see Page No: 4 & 5)	<ul style="list-style-type: none"> • Concepts and definitions of market; Marketing, Agricultural Marketing. • Classification and scope of markets; Role of agricultural marketing in economic development. • Factors responsible for neglect of agricultural marketing; Stages of development. 	<ul style="list-style-type: none"> • Task 1 • Task 2 • Task 3 <p><i><u>Details may be seen at Annexure-I</u></i></p>
Week 2	AGRICULTURAL MARKETING ➤ Motivational Lecture (For further detail please see Page No: 4 & 5)	<ul style="list-style-type: none"> • The commodity approach; The behavioral system approach; Market structure approach; Market conduct approach; Market performance approach • Marketable and marketed surplus. Market channels; Market integration. • Post-harvest handling of Agri commodities; Agri marketing system. 	<ul style="list-style-type: none"> • Task 4 • Task 5 • Task 6 <p><i><u>Details may be seen at Annexure-I</u></i></p>
Week 3	AGRICULTURAL MARKETING ➤ Success Story (For further detail please see Page No: 4 & 5)	<ul style="list-style-type: none"> • Marketing pools; Cooperatives; Marketing boards; Market efficiency. Indicators of market efficiency. • Standardization and grading; Marketing information; Grading; Packaging; Financing 	<ul style="list-style-type: none"> • Task 7 • Task 8 <p><i><u>Details may be seen at Annexure-I</u></i></p>
Week 4	AGRICULTURAL MARKETING ➤ Motivational Lecture (For further detail please see Page No: 4 & 5)	<ul style="list-style-type: none"> • Market legislation; Market committees; Management of wholesale markets; Support prices; Agricultural marketing problems. • The functional approach; The institutional approach. 	<ul style="list-style-type: none"> • Task 9 • Task 10 • 1st monthly test <p><i><u>Details may be seen at Annexure-I</u></i></p>
	Build your CV	Download professional CV template from any good site (https://www.coolfreecv.com or relevant) <ul style="list-style-type: none"> • Add Personal Information • Add Educational details • Add Experience/Portfolio 	

		<ul style="list-style-type: none"> • Add contact details/profile links • 	
Week 5	<p>AGRIBUSINESS SUPPLY CHAIN MANAGEMENT</p> <p>➤ Success Story</p> <p><i>(For further detail please see Page No: 4 & 5)</i></p>	<ul style="list-style-type: none"> • Agribusiness; Nature; Complexity; Importance of Supply Chain, the concept of supply chains; Creating and capturing value; Sources and drivers of supply chain. • Structure of value chains; Value chain actors and service providing institutions. 	<ul style="list-style-type: none"> • Task 11 • Task 12 <p><i><u>Details may be seen at Annexure-I</u></i></p>
	<p>Create an account profile on Fiverr (at least two gigs) and Upwork</p>	<p>Create an account by following these steps:</p> <p>Step 1: Personal Info</p> <p>Step 2: Professional Info</p> <p>Step 3: Linked Accounts</p> <ul style="list-style-type: none"> • Step 4: Account Security 	
Week 6	<p>AGRIBUSINESS SUPPLY CHAIN MANAGEMENT</p> <p>➤ Success Story</p> <p><i>(For further detail please see Page No: 4 & 5)</i></p>	<ul style="list-style-type: none"> • Value chain types: traditional, modern and export value chains; Value chain flows: product, information and financial flows. • Value chain governance: market-based, modular, relational, captive and hierarchy governance models. 	<ul style="list-style-type: none"> • Task 13 • Task 14 • Mid term <p><i><u>Details may be seen at Annexure-I</u></i></p>
Week 7	<p>AGRIBUSINESS SUPPLY CHAIN MANAGEMENT</p> <p>➤ Motivational Lecture</p> <p><i>(For further detail please see Page No: 4 & 5)</i></p>	<ul style="list-style-type: none"> • Nature and impact of value chain relationships: power, trust and commitment on chain performance. • Supply chain management: drivers, benefits and principles; Management of value chain resources: 	<ul style="list-style-type: none"> • Task 15 • Task 16 <p><i><u>Details may be seen at Annexure-I</u></i></p>
Week 8	<p>AGRIBUSINESS SUPPLY CHAIN MANAGEMENT</p> <p>➤ Success Story</p> <p><i>(For further detail please see Page No: 4 & 5)</i></p>	<ul style="list-style-type: none"> • Capabilities and core competencies; Critical success factors for an effective supply chain management. • Supply chain constraints; Supply chain actor: system and support services related constraints. 	<ul style="list-style-type: none"> • Task 17 • Task 18 • 2nd monthly test <p><i><u>Details may be seen at Annexure-I</u></i></p>
	<p>Create an account profile on Fiverr (at least two gigs) and Upwork</p>	<p>Create an account by following these steps:</p> <p>Step 1: Personal Info</p> <p>Step 2: Professional Info</p>	

		<p>Step 3: Linked Accounts</p> <ul style="list-style-type: none"> Step 4: Account Security 	
Week 9	<p>AGRIBUSINESS ENTREPRENEURSHIP</p> <p>➤ Motivational Lecture (For further detail please see Page No: 4 & 5)</p>	<ul style="list-style-type: none"> Concepts of entrepreneurship; Characteristics and types of entrepreneurs; Entrepreneurial approach; Entrepreneurial opportunities. Innovations and environment in business sector; Creativity and business ideas; Converting business ideas into business opportunities; 	<ul style="list-style-type: none"> Task 19 Task 20 <p><i><u>Details may be seen at Annexure-I</u></i></p>
Week 10	<p>AGRIBUSINESS ENTREPRENEURSHIP</p> <p>➤ Success Story (For further detail please see Page No: 4 & 5)</p>	<ul style="list-style-type: none"> Business plan; Feasibility and concepts of planning Production plan; Marketing plan; Organizational plan; Financial plan and legal issues in business. Sources of capital; Entrepreneurial ventures; Corporate entrepreneurship; 	<ul style="list-style-type: none"> Task 21 Task 22 Task 23 <p><i><u>Details may be seen at Annexure-I</u></i></p>
Week 11	<p>AGRIBUSINESS ENTREPRENEURSHIP</p> <p>➤ Success Story</p> <p>(For further detail please see Page No: 4 & 5)</p>	<ul style="list-style-type: none"> Entrepreneurship in crop sector: horticulture sector, livestock sector, dairy sector, forestry, fisheries sector. Entrepreneurship in agro-based industries; Input markets; Output markets. Agribusiness centers for promoting agricultural entrepreneurship. 	<ul style="list-style-type: none"> Task 24 Task 25 Task 26 <p><i><u>Details may be seen at Annexure-I</u></i></p>
	<p>How to search and apply for jobs in at least two labor marketplace countries (KSA, UAE, etc.)</p>	<ul style="list-style-type: none"> Browse the following website and create an account on each website <ul style="list-style-type: none"> Bayt.com – The Middle East Leading Job Site Monster Gulf – The International Job Portal Gulf Talent – Jobs in Dubai and the Middle East Find the handy ‘search’ option at the top of your homepage to search for the jobs that best suit your skills. Select the job type from the first ‘Job Type’ drop-down menu, next, select the location from 	

		<p>the second drop-down menu.</p> <ul style="list-style-type: none"> • Enter any keywords you want to use to find suitable job vacancies. • On the results page you can search for part-time jobs only, full-time jobs only, employers only, or agencies only. Tick the boxes as appropriate to your search. • Search for jobs by: <ul style="list-style-type: none"> ▪ Company ▪ Category ▪ Location ▪ All jobs ▪ Agency • Industry 	
Week 12	<p>HUMAN RESOURCE MANAGEMENT IN AGRIBUSINESS</p> <p>➤ Success Story (For further detail please see Page No: 4 & 5)</p>	<ul style="list-style-type: none"> • Self-evaluation; Introduction & significance of HR Recruitment and Selection; • Training and Development; Performance management and Appraisal; 	<ul style="list-style-type: none"> • Task 27 • Task 28 • Final term <p><i><u>Details may be seen at Annexure-I</u></i></p>

Annexure-I

Tasks For Certificate in Agribusiness

Task No.	Task	Description	Week
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1.	Search Top Worldwide Agribusiness?	Search any three agribusiness (farm machinery producers like Deere, seed and agrichemical manufacturers like Monsanto, Bee keeping, etc.) and list down the top 5 profiles related to your course	Week 1
2.	Find the career path	Prepare a career path related to your course and also highlight the emerging trends in the local as well as international market	
3.	Generate Work Ethics.	Generate a report on Institute work ethics and professionalism related to your course	
4.	Make a sketch of Agriculture Marketing.	<ul style="list-style-type: none"> • Evaluate basic concept of Agricultural marketing • Assess systematics of Agricultural market • Elaborate major scope of marketing • Discuss economic status of Agriculture marketing 	Week 2
5.	Demonstrate future Challenges for Agriculture marketing.	<ul style="list-style-type: none"> • Demand of more inputs • Lack of extension education • Improper conditions of biotic and abiotic factors. • Inadequate farming technologies • of Deere systems. 	
6.	Assess the best Agribusiness marketing approach.	<ul style="list-style-type: none"> • Identify 4Ps of marketing • Make a flowchart showing 4Ps of marketing. • Assess the best marketing approach. 	
7.	Frame Market Integration.	<ul style="list-style-type: none"> • Importance of market integration • Frame sound price policies • Development proper procurement and purchase strategies • Controversy between marketed and marketable surplus 	Week 3
8.	How to handle Agri commodity after post harvest?	<ul style="list-style-type: none"> • Select any field commodity. • Harvest on time. • Ensure precooling. • Clean and disinfect the commodity. 	
9.	Differentiate between different marketing boards?	<ul style="list-style-type: none"> • Identify marketing and sub marketing areas. • Visit different marketing and sub marketing areas. 	
			Week 4

		<ul style="list-style-type: none"> • Check role of marketing boards. • Analyze market competence 	
10.	Standardization of agriculture commodity.	<ul style="list-style-type: none"> • Ensure quality of commodity. • Eradicate extra things from perishable commodity. • Check weigh, size and color of commodity. 	
11.	Employ marketing laws in agriculture sector.	<ul style="list-style-type: none"> • Perform survey to both agricultural marketing and other marketing. • Analyze laws of both markets. • Check future prospects of agriculture marketing. • Make comparison among them. • Devise ideas to apply laws. 	Week 5
12.	How can we approach agriculture marketing?	<ul style="list-style-type: none"> • Identify different approaches. • Check both functional and institutional approach. • Devise best approach. 	
13.	Make Flow chart on agribusiness supply chain.	<ul style="list-style-type: none"> • Define agribusiness supply chain. • Predict role of agribusiness supply chain management. • Determine components of agribusiness management. • Transfer of commodity from producer to consumer. 	Week 6 Mid term
14.	Make infrastructure of supply chain in agribusiness.	<ul style="list-style-type: none"> • Sketch framework of any food commodity. • Check different sections of food supply chain. • Determine quality of commodity. • Access of consumer to markets. 	
15.	Make project showing traditional, modern and export value chain.	<ul style="list-style-type: none"> • Understand traditional, modern and export value chain. • Role of above value chain. • Show pros and cons of these value chain. 	Week 7
16.	How is the Value Chain Approach Implemented?	<ul style="list-style-type: none"> • Analyze different ways of governance. • Make ancestral relationship between market-based, modular, relational and captive models 	
17.	Trust and power influences in power chain	<ul style="list-style-type: none"> • Find balance between trust and power. 	Week 8

	supply	<ul style="list-style-type: none"> • Enlist any 10 agribusiness which base on trust and power. 	
18.	Supply chain management procurement	<ul style="list-style-type: none"> • Consider any agriculture commodity. • Discuss principles of supply • Organize pathway to convey commodity from farm level to consumer. 	
19.	Critical success factors influence supply chain management	<ul style="list-style-type: none"> • differentiate between core competencies and key success factors. • determine the competencies/capabilities needed for success in a value chain structure; • find distinctive competencies/capabilities from reproducible competencies/capabilities. • distinguish between competencies and key success factors. • understand process management as a concept and its application to value chain management; • derive value drivers within the value chain context. • Enlist Examples of critical success factors. 	Week 9
20.	Predict Future Challenges to supply chain.	<ul style="list-style-type: none"> • Understand production constraints • Understand flow constraints. • Understand storage constraints. • Compare production, storage and flow in flowchart. 	
21.	Trace business showing agriculture entrepreneurship.	<ul style="list-style-type: none"> • Demonstrate entrepreneurship in agriculture. • Take vegetables as small business. • Select any organization to sale your commodity. 	Week 10
22.	How business ideas turn into business opportunities?	<ul style="list-style-type: none"> • Understands key difference between business ideas and business opportunities. • Think about any business idea • Create something new in market • Check innovation in your idea • Predict outcomes 	

23.	Step wise procurement of business.	<ul style="list-style-type: none"> • Demonstrate basic knowledge of business. • Consider any kind of business. • Check it,s market value • Devise steps that facilitate your product to consumer. 	Week 11
24.	Status of planning before running any business.	<ul style="list-style-type: none"> • Consider yourself as owner • Focus on market activities. • Take opinion from business master. • Make business plan. • Present your plan to any organization who will facilitate you financially. • Evaluate all future challenges. 	
25.	Search out top 5 agribusiness which have efficient sources of capital for entrepreneurship.	<ul style="list-style-type: none"> • Google the agribusiness. • Find out 5 agribusiness. • Check their sources of capital. • Estimate their input and outputs. • Analyze their debt and credit. 	
26.	Predict Scope and importance of Agri entrepreneurship.	<ul style="list-style-type: none"> • Understand different majors of agriculture. • Check the status of agribusiness in economy. • Assess different sectors of agriculture 	Week 12 Final term
27.	Impact of agriculture market development.	<ul style="list-style-type: none"> • Pick out any agriculture market. • Check outputs and inputs. • Analyze the flow of goods in market. 	
28.	How can we promote agriculture entrepreneurship?	<ul style="list-style-type: none"> • Find out any 3-agribusiness center. • Select best one according to you. • Evaluate ways to promote that business. 	

Agribusiness

What is freelancing and how you can make money online - BBCURDU

<https://www.youtube.com/watch?v=9jCJN3Ff0kA>

What Is the Role of Good Manners in the Workplace? By Qasim Ali Shah | In Urdu

<https://www.youtube.com/watch?v=Qi6Xn7yKIIQ>

Hisham Sarwar Motivational Story | Pakistani Freelancer

https://www.youtube.com/watch?v=CHm_BH7xAXk

21 Yr Old Pakistani Fiverr Millionaire | 25-35 Lakhs a Month Income | Interview

<https://www.youtube.com/watch?v=9WrmYYhr7S0>

Success Story of a 23 Year - Old SEO Expert | How This Business Works | Urdu Hindi Punjabi

<https://www.youtube.com/watch?v=tlQ0CWgszl0>

Failure to Millionaire - How to Make Money Online | Fiverr Superhero Aaliyaan Success Story

<https://www.youtube.com/watch?v=d1hocXWSpus>

Annexure-II

SUGGESTIVE FORMAT AND SEQUENCE ORDER OF MOTIVATIONAL LECTURE.

Mentor

Mentors are provided an observation checklist form to evaluate and share their observational feedback on how students within each team engage and collaborate in a learning environment. The checklist is provided at two different points: Once towards the end of the course. The checklists are an opportunity for mentors to share their unique perspective on group dynamics based on various team activities, gameplay sessions, pitch preparation, and other sessions, giving insights on the nature of communication and teamwork taking place and how both learning outcomes and the student experience can be improved in the future.

Session- 1 (Communication):

Please find below an overview of the activities taking place Session plan that will support your delivery and an overview of this session's activity.

Session- 1 OVERVIEW
Aims and Objectives:
<ul style="list-style-type: none"> To introduce the communication skills and how it will work Get to know mentor and team - build rapport and develop a strong sense of a team Provide an introduction to communication skills Team to collaborate on an activity sheet developing their communication, teamwork, and problem-solving Gain an understanding of participants' own communication skills rating at the start of the program

Activity:	Participant Time	Teacher Time	Mentor Time
Intro Attend and contribute to the scheduled.			
Understand good communication skills and how it works.			
Understand what good communication skills mean			
Understand what skills are important for good communication skills			
Key learning outcomes:	Resources:		Enterprise skills developed:
<ul style="list-style-type: none"> Understand the communication skills and how it works. 	<ul style="list-style-type: none"> Podium Projector Computer Flip Chart 		<ul style="list-style-type: none"> Communication Self Confidence Teamwork

<ul style="list-style-type: none"> • Understand what communication skills mean • Understand what skills are important for communication skills 	<ul style="list-style-type: none"> • Marker 	
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Schedule	Mentor Should do
Welcome: 5 min	<p>Short welcome and ask the Mentor to introduce him/herself.</p> <p>Provide a brief welcome to the qualification for the class.</p> <p>Note for Instructor: Throughout this session, please monitor the session to ensure nothing inappropriate is being happened.</p>
Icebreaker: 10 min	<p>Start your session by delivering an icebreaker, this will enable you and your team to start to build rapport and create a team presentation for the tasks ahead.</p> <p>The icebreaker below should work well at introductions and encouraging communication, but feel free to use others if you think they are more appropriate. It is important to encourage young people to get to know each other and build strong team links during the first hour; this will help to increase their motivation and communication throughout the sessions.</p>
Introduction & Onboarding: 20mins	<p>Provide a brief introduction of the qualification to the class and play the “Onboarding Video or Presentation”.</p> <p>In your introduction cover the following:</p> <ol style="list-style-type: none"> 1. Explanation of the program and structure. (Kamyab jawan Program) 2. How you will use your communication skills in your professional life. 3. Key contacts and key information – e.g. role of teacher, mentor, and SEED. Policies and procedures (user agreements and “contact us” section). Everyone to go to the Group Rules tab at the top of their screen, read out the rules, and ask everyone to verbally agree. Ensure that the consequences are clear for using the platform outside of hours. (9am-8pm) 4. What is up next for the next 2 weeks ahead so young people know what to expect (see pages 5-7 for an overview of the challenge). Allow young people to ask any questions about the session topic.
Team Activity Planning: 30 minutes	<p>MENTOR: Explain to the whole team that you will now be planning how to collaborate for the first and second collaborative Team Activities that will take place outside of the session. There will not be another session until the next session so this step is required because communicating and making decisions outside of a session requires a different strategy that must be agreed upon so that everyone knows what they are</p>

	<p>doing for this activity and how.</p> <ul style="list-style-type: none"> • “IDENTIFY ENTREPRENEURS” TEAM ACTIVITY • “BRAINSTORMING SOCIAL PROBLEMS” TEAM ACTIVITY” <p><i>As a team, collaborate on a creative brainstorm on social problems in your community. Vote on the areas you feel most passionate about as a team, then write down what change you would like to see happen.</i></p> <p>Make sure the teams have the opportunity to talk about how they want to work as a team through the activities e.g. when they want to complete the activities, how to communicate, the role of the project manager, etc.</p> <p>Make sure you allocate each young person a specific week that they are the project manager for the weekly activities and make a note of this.</p> <p>Type up notes for their strategy if this is helpful - it can be included underneath the Team Contract.</p>
<p>Session Close: 5 minutes</p>	<p>MENTOR: Close the session with the opportunity for anyone to ask any remaining questions.</p> <p>Instructor: Facilitate the wrap-up of the session. A quick reminder of what is coming up next and when the next session will be.</p>

MOTIVATIONAL LECTURES LINKS.

TOPIC	SPEAKER	LINK
How to Face Problems In Life	Qasim Ali Shah	https://www.youtube.com/watch?v=OrQte08MI90
Just Control Your Emotions	Qasim Ali Shah	https://www.youtube.com/watch?v=JzFs_yJt-w
How to Communicate Effectively	Qasim Ali Shah	https://www.youtube.com/watch?v=PhHAQEGehKc
Your ATTITUDE is Everything	Tony Robbins Les Brown David Goggins Jocko Willink Wayne Dyer Eckart Tolle	https://www.youtube.com/watch?v=5fS3rj6eIFg
Control Your EMOTIONS	Jim Rohn Les Brown TD Jakes Tony Robbins	https://www.youtube.com/watch?v=chn86sH0O5U
Defeat Fear, Build Confidence	Shaykh Atif Ahmed	https://www.youtube.com/watch?v=s10dzfbozd4
Wisdom of the Eagle	Learn Kurooji	https://www.youtube.com/watch?v=bEU7V5rJTw
The Power of ATTITUDE	Titan Man	https://www.youtube.com/watch?v=r8LJ5X2ejqU
STOP WASTING TIME	Arnold Schwarzenegger	https://www.youtube.com/watch?v=kzSBrJmXqdq
Risk of Success	Denzel Washington	https://www.youtube.com/watch?v=tbnzAVRZ9Xc

SUCCESS STORY

S. No	Key Information	Detail/Description
1.	Self & Family background	<p>Ishaq , who lives in Murree, is an example of how hard work and perseverance can reap rich rewards when bidding for projects online.</p> <p>Agribusiness works exclusively on an online freelancing platform and has earned, on average, US\$20,000 per month for the past several months. But this isn't a story of overnight success – Ishaq has had to work hard to differentiate himself and stay true to his goal.</p> <p>It was a full year later, in November 2020, when Ishaq finally decided to jump in. He signed up for one of the numerous landowners and people with small projects, like handling tunnel farming , kitchen gardening and dairy farm management.</p> <p>He had already started a small business to help pay for his college education, so he was nervous and apprehensive about the decision. “I gave myself two or three months at most. If I didn't succeed, then I would go back to running the business as it was showing potential,” he says.</p> <p>If at first, you don't succeed, try try again</p>
2.	How he came on board NAVTTC Training/ or got trained through any other source	Certification in Agribusiness from STEPS(NAVTTTC partner institute)
3.	Post-training activities	<p>Ishaq's area of expertise is in agribusiness. But it wasn't so simple. In the first few weeks, he didn't hear back from even a single client, despite pitching for dozens of projects.</p> <p>“I needed to understand what worked, so I read blogs, participated in forums, and analyzed profiles of successful agribusiness men. It was an uphill struggle, but I didn't want to give up,” he explains.</p> <p>Ishaq says he understands why clients would be apprehensive giving projects to untested agribusiness men. They have hundreds of options to choose from, he explains, and to give a project to someone with no experience requires a strong leap of faith.</p> <p>A slow stream of projects started to come Ishaq's way.</p>

		<p>Within a few months, he was landing an average of a hundred projects every month, with a large number of repeat clients. He also expanded the range of his professional services, branching out landowners to companies.</p> <p>But he's had to face his fair share of challenges too. Murree, threatened to derail his agribusiness career. "Sometimes I haven't had connectivity for two days straight," he explains. "That's unthinkable for someone who makes his livelihood on the agribusiness."</p>
4.	<p>Message to others (under training)</p>	<p>Take the training opportunity seriously Impose self-discipline and ensure regularity Make Hard work pays in the end so be always ready for the same.</p>

Note: Success story is a source of motivation for the trainees and can be presented in several ways/forms in a NAVTTC skill development course as under: -

1. To call a passed out successful trainee of the institute. He will narrate his success story to the trainees in his own words and meet trainees as well.
2. To see and listen to a recorded video/clip (5 to 7 minutes) showing a successful trainee Audio-video recording that has to cover the above-mentioned points.*
3. The teacher displays the picture of a successful trainee (name, trade, institute, organization, job, earning, etc) and narrates his/her story in the teacher's own motivational words.

* *The online success stories of renowned professional can also be obtained from **Annex-II***

Workplace/Institute Ethics Guide

Work ethic is a standard of conduct and values for job performance. The modern definition of what constitutes good work ethics often varies. Different businesses have different expectations. Work ethic is a belief that hard work and diligence have a moral benefit and an inherent ability, virtue, or value to strengthen character and individual abilities. It is a set of values-centered on the importance of work and manifested by determination or desire to work hard.

The following ten work ethics are defined as essential for student success:

1. Attendance:

Be at work every day possible, plan your absences don't abuse leave time. Be punctual every day.

2. Character:

Honesty is the single most important factor having a direct bearing on the final success of an individual, corporation, or product. Complete assigned tasks correctly and promptly. Look to improve your skills.

3. Team Work:

The ability to get along with others including those you don't necessarily like. The ability to carry your weight and help others who are struggling. Recognize when to speak up with an idea and when to compromise by blend ideas together.

4. Appearance:

Dress for success set your best foot forward, personal hygiene, good manner, remember that the first impression of who you are can last a lifetime

5. Attitude:

Listen to suggestions and be positive, accept responsibility. If you make a mistake, admit it. Values workplace safety rules and precautions for personal and co-worker safety. Avoids unnecessary risks. Willing to learn new processes, systems, and procedures in light of changing responsibilities.

6. Productivity:

Do the work correctly, quality and timelines are prized. Get along with fellows, cooperation is the key to productivity. Help out whenever asked, do extra without being asked. Take pride in your work, do things the best you know-how. Eagerly focuses energy on accomplishing tasks, also referred to as demonstrating ownership. Takes pride in work.

7. Organizational Skills:

Make an effort to improve, learn ways to better yourself. Time management; utilize time and resources to get the most out of both. Take an appropriate approach to social interactions at work. Maintains focus on work responsibilities.

8. Communication:

Written communication, being able to correctly write reports and memos.
Verbal communications, being able to communicate one on one or to a group.

9. Cooperation:

Follow institute rules and regulations, learn and follow expectations. Get along with fellows, cooperation is the key to productivity. Able to welcome and adapt to changing work situations and the application of new or different skills.

10. Respect:

Work hard, work to the best of your ability. Carry out orders, do what's asked the first time. Show respect, accept, and acknowledge an individual's talents and knowledge. Respects diversity in the workplace, including showing due respect for different perspectives, opinions, and suggestions.