

Government of Pakistan

National Vocational and Technical Training Commission

Prime Minister's Hunarmand Pakistan Program

"Skills for All"



Course Contents / Lesson Plan

Course Title: Laser Hall Marking (Engraving Expert)

Duration: 3 Months

Revised Edition

Trainer Name	
Course Title	Laser Hall Marking (Engraving Expert)
Objectives and Expectations	<p>Employable skills and hands on practice for Laser Hall Marking (Engraving Expert)</p> <p>This course offers a broad, cross-disciplinary learning experience for students looking to pursue careers in Laser Hall marking field. The main objective of the course is to acquaint student with the span of a wide range of laser hall marking techniques and build skills in them to effectively manage the laser hall marking operations.</p> <p>In this course students are introduced to key aspects of the laser hall marking techniques, designing, implementation while considering cost, revenue and quality of the jewellery so that they can enter the market as strong candidates for beginner to intermediate level laser hall marking jobs.</p> <p>Main Expectations:</p> <p>In short, the course under reference should be delivered by professional instructors in such 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 individual trainee to prepare them for such market roles during/after the training.</p> <ul 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- In order to materialize the main expectations, a special module on Job Search & Entrepreneurial Skills has been included in the later part of this course through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets. Awareness around the visa process and immigration laws of the most favored labor destination countries also forms 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 at work place 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 Pakistani workforce would undergo a positive transformation in the local as well as international job markets. <p>In order to maintain interest and motivation of the trainees throughout the course, modern techniques such as:</p> <ul style="list-style-type: none"> • 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 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 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. 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 longer time without boredom and loss of interest because they can clearly 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 lecture online link is available in annexure II

(ii) Success Stories

Another effective way of motivating the trainees is by means of 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 by means of 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. 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 at 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

	<p>boost their confidence. It also makes class room atmosphere interesting thus maintaining the trainee interest in training till the end of the course.</p> <p>Depending on suitability to the trade, the weekly lesson plan in this document may suggest case studies to be presented to the trainees. The trainer may adopt a power point presentation or video format for such case studies whichever is deemed suitable but it's important that only those cases are selected that are relevant and of a learning value.</p> <p>The Trainees should be required and supervised to carefully analyze the cases.</p> <p>For the purpose they must be encouraged to inquire and collect specific information / data, actively participate in the discussions and intended solutions of the problem / situation.</p> <p>Case studies can be implemented in the following ways:</p> <ol style="list-style-type: none"> 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)
<p>Entry-level of trainees</p>	<p style="text-align: center;">Matric</p>
<p>Learning Outcomes of the course</p>	<p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Understanding Laser Technology: <ul style="list-style-type: none"> • Gain a comprehensive understanding of the principles and technology behind laser hallmarking, including the types of lasers used and their applications in jewelry marking. 2. Safety Protocols: <ul style="list-style-type: none"> • Learn and adhere to safety protocols associated with operating laser marking machines, including the use of personal protective equipment and safe handling practices. 3. Equipment Familiarity: <ul style="list-style-type: none"> • Become proficient in using laser hallmarking equipment, including laser marking machines, rotary attachments, and associated tools. 4. Design Software Proficiency: <ul style="list-style-type: none"> • Develop proficiency in using design software for creating and customizing marks, logos, and engravings to be applied using the laser. 5. Material Compatibility: <ul style="list-style-type: none"> • Understand the compatibility of different jewelry materials with laser marking and develop skills to mark various materials without compromising their integrity. 6. Precision Marking Techniques: <ul style="list-style-type: none"> • Acquire skills in achieving precise and detailed laser markings on jewelry items, ensuring high quality and accuracy. 7. Customization and Personalization: <ul style="list-style-type: none"> • Learn how to customize and personalize jewelry pieces using laser technology, catering to individual customer preferences and design requirements. 8. Quality Control: <ul style="list-style-type: none"> • Understand and implement quality control measures to ensure consistent and high-quality laser markings on different types of jewelry. 9. Troubleshooting and Maintenance: <ul style="list-style-type: none"> • Develop skills in troubleshooting common issues related to laser marking machines and perform routine maintenance tasks to ensure optimal performance. 10. Regulatory Compliance: <ul style="list-style-type: none"> • Gain knowledge about relevant regulations and standards associated with laser hallmarking in the jewelry industry, ensuring compliance with legal requirements. 11. Efficient Workflow Management: <ul style="list-style-type: none"> • Learn effective workflow management to optimize the laser marking process, including workpiece positioning, batch processing, and minimizing downtime. 12. Customer Interaction: <ul style="list-style-type: none"> • Develop communication skills to effectively interact with customers, understand their marking requirements, and provide guidance on design options.

	<p>13. Record Keeping:</p> <ul style="list-style-type: none"> • Understand the importance of maintaining accurate records of laser marking jobs, including tracking customer preferences, design specifications, and production details. <p>14. Industry Trends and Innovations:</p> <ul style="list-style-type: none"> • Stay informed about current trends and innovations in laser hallmarking technology within the jewelry industry.
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- Multinationals 2- Laser Hall Marking Industries 3- Laser Hall Marking firms 4- Gems and Jewelry Industries
Job Opportunities	<ul style="list-style-type: none"> • Laser Hall Marker • Assistant Laser Hall Marker
No of Students	25
Learning Place	Classroom / Lab
Instructional Resources	<ul style="list-style-type: none"> • Laser marking book https://www.routledgehandbooks.com/pdf/doi/10.1201/9781315310855-4 • Laser engraving machines https://www.welkon.net/downloads/LaserEngravingMachines.pdf • Laser engraving cutting software user manual https://860860.app.netsuite.com/core/media/media.nl?id=1842599&c=860860&h=42641671756ccb6ac042&xt=.pdf • Starting a laser engraving business https://www.troteclaser.com/static/ebook/how-to-start-a-laser-business-TLUK.pdf

MODULES

Weeks	Module Title	Day	Hour	Learning Units	Tasks			
Week 1	M-1 Fundamentals of Laser Hallmarking	1	1,2	Welcome and course orientation	Task 1,2,3			
			3,4	Introduction to the basics of laser technology				
		2	1	Types of lasers used in jewelry hall marking				
			2	Historical context and evolution				
			3,4	Principles of laser operation				
		3	1,2	Applications of lasers in various industries				
			3,4	Overview of laser applications in hallmarking				
		4	1,2	Role of lasers in modern hallmarking processes				
			3,4	Practical considerations in using lasers for hallmarking				
		5	1-4	Discussion and evaluation of tasks				
Week 2	M-1 Fundamentals of Laser Hallmarking	1	1	Laser safety guidelines and protocols	Task 4,5			
			2	Understanding laser safety regulations				
			3,4	Compliance with international safety standards				
		2	1,2	Legal requirements for laser use in jewelry				
			3,4	Identifying potential hazards in hallmarking				
		3	1,2	Implementing safety protocols in laser hallmarking				
			3,4	Practical exercises on laser safety				
		4	1,2	Personal protective equipment (PPE) for laser hallmarking				
			3,4	Emergency procedures and first aid				
		5	1-4	In-depth sessions on safety standards, with hands-on applications				
		Week 3	M-1 Fundamentals of Laser Hallmarking	1		1,2	Case studies of laser applications in hallmarking	Task 6
						3,4	Practical examples and demonstrations	

		2	1,2	Hands-on activities related to laser applications in hallmarking		
			3,4	Group discussions and feedback on practical exercises		
		3	1,2	Emerging trends and innovations in laser hallmarking		
			3,4	Industry-specific applications and challenges	Task 7	
		4	1-4	Overview of hallmarking standards and regulations	Task 8	
		5	1,2	Q&A and review of laser applications in hallmarking		
			3,4	Discussion and evaluation of tasks		
Week 4	M-1 Fundamentals of Laser Hallmarking	1	1	Familiarization with laser hall marking equipment	Task 9	
			2	Overview of hallmarking equipment		
			3,4	Equipment setup and calibration		
		2	1-4	Practical demonstrations and troubleshooting exercises		
			3	1	Overview of common jewelry materials	Task 10
		2		Understanding how different materials react to laser marking		
		4	1,2	3,4	Practical demonstrations on various materials	
				1,2	Maintenance of hallmarking equipment	Task 11
		5	3,4	Practical exercises on equipment maintenance		
			1	Final review of safety and equipment procedures		
			2	Q&A, assessment, and preparation for the next module		
			3	Project work or case studies related to laser hallmarking		
				4	Final assessments, feedback, and module wrap-up	
Week 5	M-2 Laser Marking Techniques and Design	1	1,2	Different laser marking techniques and designs		
			3,4	Deep engraving vs. surface marking		
		2	1	Introduction to Annealing, ablation, and color marking		
			2-4	Practical exercise on Annealing, ablation, and color marking		
		3	1-4	Choosing the right technique for different jewelry pieces	Task 12	
		4	1-4	Practical exercise on different sizes of designs		

		5	1-4	Discussion and evaluation of tasks	
Week 6	Mid-Term	1	1-4	Case Study	
		2	1-4	Group Discussion	
		3	1-4	Project	
		4	1-4	Presentation	
		5	1-4	Mid-term Exam	
Week 7	M-2 Laser Marking Techniques and Design	1	1	Introduction to design software	
			2-4	Basics of design software for laser marking	
		2	1-4	Creating and editing simple designs	
		3	1-4	Importing and exporting design files	
		4	1,2	Advanced Design Techniques	
			3,4	Text and font considerations	
		5	1,2	Vector graphics and logos	
			3,4	Designing for different jewelry shapes and sizes	Task 13
Week 8	M-2 Laser Marking Techniques and Design	1	1-4	Hands-on practice with laser marking machines	
		2	1-4	Implementing different marking techniques on provided jewelry pieces	
		3	1-4	Troubleshooting common issues	
		4	1	Motivation lectures on hallmarking designs and techniques	
			2	Final review of laser marking techniques and designs	
			3,4	Q&A, assessment, and preparation for the next module	
		5	1-3	Project work or case studies related to laser hallmarking techniques and designs	Task 14
			4	Final assessments, feedback, and module wrap-up	
Week 9	M-3 Quality Control and Business Applications	1	1,2	Quality Assurance in Laser Hall Marking	
			3,4	Inspecting and evaluating marked jewelry	
		2	1,2	Addressing common quality issues	
			3,4	Implementing quality control measures	

		3	1,2	Integration with Jewelry Manufacturing Processes	Task 15	
			3,4	Incorporating laser marking into existing manufacturing workflows		
			4	1-4	Collaboration with jewelry designers and manufacturers	
			5	1-4	Case studies of successful integration	
Week 10	M-3 Quality Control and Business Applications	1	1-4	Business and Marketing Strategies		
		2	1-4	Building a successful laser hall marking business		
		3	1-4	Pricing strategies and market positioning		
		4	1-4	Marketing your services to jewelry manufacturers and retailers		
		5	1-4	Discussion and evaluation of tasks	Task 16	
Week 11	M-3 Quality Control and Business Applications	1	1-4	Laser Hallmarking Jewelry Project Implementation	Task 17	
		2	1-4	Capstone projects for students to demonstrate their skills	Task 18	
		3	1-4	Present and showcase the project to peers and instructors		
		4	1-4	Final assessments and evaluations		
		5	1-2	Final assessments and evaluations	Task 21	
Week 12	Final Exams					

Tasks for Certificate in Laser Hallmarking

Task No	Task	Description	Week
1.	Enlisting of skills	Enlist following: Interpersonal skills Characteristics of a laser hall marker	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.	Work Ethics	Generate a report on Institute work ethics and professionalism related to your course	
4.	Practical Exercises on Laser Safety	Students will practice safe startup and shutdown procedures, laser beam path alignment, and emergency stop functionality.	Week 2
5.	Emergency Procedures and First Aid Simulation	Student will simulate hallmarking-related emergencies and assess students' ability to respond effectively.	
6.	Hands-on Applications	Student will utilize the laser hallmarking machine to demonstrate applications derived from the analyzed case studies.	Week 3
7.	Practical Examples and Demonstration	Student will demonstrate how innovative approaches can overcome industry-specific challenges.	
8.	Showcase of Innovative Designs	Student will present prototypes and practical examples of innovative hallmarking designs.	
9.	Practical Demonstrations of hallmarking	Select a variety of jewelry pieces made of different precious metals. These could include gold rings, silver necklaces, or platinum bracelets. Stamping the hallmark on the item to certify its quality.	Week 4
10.	Understanding Material Reactivity	Arrange the materials neatly and have the laser marking equipment ready for use. Perform step-by-step demonstrations for each material. Highlight the differences in how the laser interacts with various surfaces. For example, metals might undergo color changes, plastics may produce contrast, and ceramics might exhibit varying degrees of engraving.	
11.	Maintenance of Hallmarking Equipment	calibrate weighing scales, clean optical components, and inspect for wear.	
12.	Techniques	Student will apply different techniques of hallmarking on jewelry pieces	Week 5
13.	Practical Exercise - Deep Engraving	Student will do the deep engraving technique on a sample jewelry piece, emphasizing the depth and precision.	Week 7

14.	Practical Exercise on Different Sizes of Designs	Make different design templates of varying sizes (small, medium, large).	Week 8
15.	Mock Presentation	Student will present mock presentations where they pitch their marketing proposals to a simulated jewelry manufacturer or retailer.	Week 9
16.	Capstone Project	Develop a practical project on Laser hallmarking on different materials	Week 10

**Motivational Lectures and resources
Laser Hallmarking**

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

Laser marking machine procedure

https://www.youtube.com/watch?v=d_4PfevxLuc&ab_channel=Hindcam

Laser marking book

<https://www.routledgehandbooks.com/pdf/doi/10.1201/9781315310855-4>

Laser engraving machines

<https://www.welkon.net/downloads/LaserEngravingMachines.pdf>

Planning & Integration

<https://www.youtube.com/watch?v=s1qdDRGzK9g>

Annexure-III

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 	<ul style="list-style-type: none"> Podium Projector Computer 		<ul style="list-style-type: none"> Communication Self Confidence Teamwork

works. <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"> • Flip Chart • Marker 	
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Schedule	Mentor Should do
Welcome: 5 min	Short welcome and ask the Mentor to introduce him/herself. Provide a brief welcome to the qualification for the class. Note for Instructor: Throughout this session, please monitor the session to ensure nothing inappropriate is being happened.
Icebreaker: 10 min	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. 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.
Introduction & Onboarding: 20mins	Provide a brief introduction of the qualification to the class and play the “Onboarding Video or Presentation”. In your introduction cover the following: <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	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

	<p>strategy that must be agreed upon so that everyone knows what they are 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. 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. 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.

<u>TOPIC</u>	<u>SPEAKER</u>	<u>LINK</u>
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=chn86sH005U
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=bEU7V5rJTtw
The Power of ATTITUDE	Titan Man	https://www.youtube.com/watch?v=r8LJ5X2ejqU
STOP WASTING TIME	Arnold Schwarzenegger	https://www.youtube.com/watch?v=kzSBrJmXqdg
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>Amjad Ali, who lives in Sadiqabad, is an example of how hard work and perseverance can reap rich rewards. He is a construction manager. After spending so many years in the industry, he learnt some skills of projects however he was lacking disciplined and professional tools to handle the projects. His limitation was not letting him to exceed his current portfolio.</p> <p>His intention and resolve to learn new skills and recognitions lead him to project management trainings.</p>
2.	How he came on board NAVTTC Training/ or got trained through any other source	Attended a formal training of project management from NAVTTC partner institute
3.	Post-training activities	Amjad Ali learnt ne skills and tools to effectively manage the larger projects. His company has lifted its portfolio from small housing projects to mega construction works. He has adopted the skills of knowledge areas to handle every aspect of the project.
4.	Message to others (under training)	<p>Take the training opportunity seriously</p> <p>Impose self-discipline and ensure regularity</p> <p>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.