

BARCLAYS LIFESKILLS TRAINING PROGRAMME

Curriculum for Graduate
Employability and
Workplace Readiness



Designed for recent graduates from underserved and low-social-capital backgrounds

Trainer Edition | India

About the Programme

This curriculum supports young people who have completed undergraduate education but have not yet secured suitable employment, particularly learners from Tier 2, Tier 3 and Tier 4 institutions and families with limited professional networks. It converts employability concepts into practical behaviours that can be used during job search, recruitment, onboarding and the first months of employment.

Programme promise: Every learner should leave with stronger self-belief, a credible professional profile, practical workplace habits and a clear pathway into employment.

Design Principles

- Respect and dignity: learners are treated as capable adults, not as deficient candidates.
- Practice before theory: demonstrations, role plays, worksheets and reflection are used throughout.
- Context relevance: examples reflect Indian workplaces, first-generation earners and early-career realities.
- Accessibility: plain English, bilingual facilitation where needed, visual tools and peer learning.
- Action orientation: every module produces a tangible output such as a goal plan, email, resume, budget or interview response.

Recommended Delivery

Format	Suggested Duration	Batch Size	Assessment
Instructor-led, activity based	36-48 hours	40-50 learners	Baseline, observation, outputs, mock interview
Blended option	3-4 weeks	Up to 50-60	Weekly assignments and job drives

Suggested Module Sequence

- 01 Programme Foundations** – Build confidence, self-awareness, professional values and a growth mindset.
- 02 Time Management G Goal Setting** – Plan priorities, overcome procrastination and convert aspirations into action.
- 03 Trust, Values G Workplace Integrity** – Act responsibly, build credibility and make ethical choices.
- 04 Emotional Intelligence G Resilience** – Manage emotions, cope with setbacks and build healthy workplace relationships.
- 05 Communication G Presentation Skills** – Speak, listen, write and present with clarity, confidence and respect.
- 06 Critical Thinking G Problem Solving** – Analyse information, question assumptions and make better decisions.
- 07 Professional Grooming G Body Language** – Create a credible first impression while respecting individuality and culture.
- 08 Workplace G Digital Etiquette** – Navigate email, meetings, hybrid work and professional boundaries.
- 09 Resume, Job Search G Interview Readiness** – Present skills effectively and approach recruitment with confidence.
- 10 Financial Literacy for First-Time Earners** – Build sound money habits from the first salary onward.
- 11 Gender Inclusion, Safety G Respect at Work** – Contribute to an equitable, safe and inclusive workplace.
- 12 POSH and Gender Sensitization** – Understanding equality, respecting boundaries, preventing harassment and knowing how to seek help.
- 13 Transition to Employment G Success Plan** – Join, learn, perform and grow during the first three months at work

1

Programme Foundations

Build confidence, self-awareness, professional values and a growth mindset.

Understand

Practise

Apply

This opening module helps learners recognise their strengths, understand the barriers created by limited social capital and adopt a growth mindset. The focus is on agency: learners may not control their starting point, but they can build skills, relationships and evidence of capability.

KNOW	DO	DEMONSTRATE
The meaning of employability, social capital and growth mindset	Identify strengths, transferable skills and development areas	Ownership, curiosity, learning agility and respectful participation

Core Concepts

What Employability Really Means

Employability is the ability to obtain, perform and progress in work. It combines subject knowledge with communication, reliability, problem solving, digital confidence, adaptability and professional behaviour. A degree is valuable, but employers also need evidence that a candidate can understand instructions, work with others, learn quickly and complete responsibilities consistently.

Understanding Social Capital

Social capital means access to people, information and networks that help individuals discover opportunities and understand unfamiliar systems. Some graduates grow up with relatives or family friends who explain interviews, workplace expectations and career choices. Others do not have this advantage. This gap is not a lack of ability. It means that professional networks must be built intentionally through teachers, alumni, mentors, peers, internships, volunteering, industry events and credible online platforms.

Strengths and Transferable Skills

Learners often underestimate skills gained outside formal employment. Organising a college event can show planning and teamwork. Supporting a family business can show customer service and responsibility. Travelling long distances to attend college can show discipline and persistence. The task is to convert experience into evidence using clear examples.

Practical Application

Growth Mindset

A growth mindset is the belief that ability can improve through practice, guidance and feedback. It does not mean ignoring difficulty or pretending that every outcome is positive. It means treating mistakes as information and using them to improve future performance.

Confidence Through Preparation

Confidence is not merely a personality trait. It often grows from preparation, repeated practice and small successful experiences. A learner who practises an introduction ten times will usually feel more confident than someone who only thinks about it.

Practical Habits

Keep a learning notebook, ask one thoughtful question every day, request specific feedback, record small achievements and build a list of people who can provide guidance. These habits gradually increase professional confidence and social capital.

Activity

Create a personal employability map showing strengths, evidence, development areas and three people or networks that can support your progress.

Evidence of Learning

- A completed worksheet, plan, written response or role-play output.
- One specific behaviour the learner will practise during the next seven days.
- A short reflection on what improved after practice or feedback.

2

Time Management & Goal Setting

Plan priorities, overcome procrastination and convert aspirations into action.

Understand

Practise

Apply

Time management is the disciplined use of attention, energy and time. For a first-time employee, it means arriving prepared, meeting deadlines, communicating early when something may slip and balancing work with rest.

KNOW

DO

DEMONSTRATE

Prioritisation, procrastination and SMART goals

Use a weekly plan, task list and the Eisenhower Matrix

Punctuality, follow-through and realistic planning

THE TIME MANAGEMENT MATRIX

DO NOW Urgent + Important Deadlines, crises, critical tasks	SCHEDULE Not Urgent + Important Planning, learning, health, relationships
DELEGATE / ASK Urgent + Less Important Some calls, interruptions, routine requests	LIMIT / REMOVE Not Urgent + Less Important Mindless scrolling, avoidance, low-value tasks

Ask: What deserves my attention first?

Core Concepts

Meaning of Time Management

Time management is the process of planning how available time will be used to complete responsibilities, pursue goals and protect personal well-being. It is not about filling every minute with activity. It is about directing attention toward work that matters and completing commitments without unnecessary stress.

Why It Matters

Good time management improves punctuality, productivity, decision making and quality. It reduces last-minute rushing, missed deadlines and avoidable conflict. For a new employee, it also signals reliability because managers and colleagues can plan confidently around promised work.

Prioritisation

Tasks should be evaluated by importance, urgency, effort, consequences and deadlines. Important but non-urgent tasks such as learning, planning and relationship building are easily postponed, yet they often create the greatest long-term value.

Reflection prompt: Which idea on this page is most relevant to your present situation, and why?

Practical Application

Procrastination and Distraction

Procrastination may arise from fear of failure, confusion, perfectionism, low energy or an unpleasant task. The solution depends on the cause. Break large work into small actions, clarify the first step, set a short timer, remove distractions and begin before motivation appears.

Goal Setting

A useful goal is specific, measurable, achievable, relevant and time-bound. Large goals should be divided into milestones and weekly actions. For example, 'get a job' can become: update resume, identify ten suitable roles, submit five targeted applications and complete two mock interviews.

Planning Tools

Use a calendar for time-bound commitments, a task list for actions and a weekly review for adjustment. Add buffer time for travel and unexpected work. Avoid planning every hour so tightly that one delay destroys the entire schedule.

Activity

Prepare a one-week plan that includes fixed commitments, job search, learning, health, family responsibilities and buffer time.

Evidence of Learning

- A completed worksheet, plan, written response or role-play output.
- One specific behaviour the learner will practise during the next seven days.
- A short reflection on what improved after practice or feedback.

3

Trust, Values & Workplace Integrity

Act responsibly, build credibility and make ethical choices.

Understand

Practise

Apply

Values guide choices when rules are unclear. Trust is built through credible knowledge, reliable action, appropriate openness and low self-orientation. In early careers, integrity is demonstrated in small, repeated behaviours.

KNOW	DO	DEMONSTRATE
Personal values, ethics and the trust equation	Respond to common workplace dilemmas	Honesty, confidentiality, accountability and consistency

Core Concepts

Personal Values

Values are principles that guide choices and behaviour. Common values include honesty, respect, responsibility, compassion, fairness, growth and family. A value system becomes visible when decisions remain aligned with these principles even when no one is watching.

Why Values Matter at Work

Workplaces depend on trust. Employees handle information, money, equipment, customer relationships and deadlines. Small acts such as truthful attendance, accurate reporting and responsible use of resources create a reputation for integrity.

Building a Value System

Reflect on important experiences, identify the principles that influenced your choices and select five core values. Then define what each value looks like in action. For example, responsibility may mean informing a manager early when a deadline is at risk.

Reflection prompt: Which idea on this page is most relevant to your present situation, and why?

Practical Application

The Trust Equation

Trust increases through credibility, reliability and interpersonal safety, while excessive self-orientation reduces it. Credibility comes from accurate knowledge and honest communication. Reliability comes from keeping commitments. Interpersonal safety grows when people listen, respect confidentiality and respond with empathy.

Workplace Integrity

Integrity includes refusing to falsify data, misuse confidential information, claim false expenses or take credit for another person's work. It also includes admitting mistakes early and participating in corrective action.

Ethical Decision Making

When facing a dilemma, identify the facts, stakeholders, possible harm, applicable policy and available options. Choose an action that can be explained openly and that protects fairness, safety and organisational trust.

Activity

Discuss a case involving incorrect data or a missed deadline and prepare an ethical response and communication plan.

Evidence of Learning

- A completed worksheet, plan, written response or role-play output.
- One specific behaviour the learner will practise during the next seven days.
- A short reflection on what improved after practice or feedback.

4

Emotional Intelligence & Resilience

Manage emotions, cope with setbacks and build healthy workplace relationships.

Understand

Practise

Apply

Emotional intelligence helps learners understand reactions, manage stress and work effectively with different personalities. Resilience is not silent suffering; it is the ability to seek support, learn and recover.

KNOW	DO	DEMONSTRATE
Self-awareness, self-management, motivation, empathy and social skills	Use pause-and-respond techniques and constructive coping strategies	Calm communication, empathy and willingness to seek help

EMOTIONAL INTELLIGENCE AT WORK

Self-awareness

Recognise emotions, triggers, strengths and limitations.

Self-management

Pause, regulate reactions and choose constructive behaviour.

Motivation

Continue working toward meaningful goals despite setbacks.

Empathy

Notice another person's perspective and emotional cues.

Social Skills

Communicate, collaborate, resolve conflict and build trust.

Resilience

Recover, seek support and learn from difficult experiences.

Core Concepts

Meaning of Emotional Intelligence

Emotional intelligence is the ability to recognise, understand and manage emotions in oneself and respond appropriately to emotions in others. It influences communication, stress management, teamwork, customer service and decision making.

Self-Awareness

Self-awareness involves recognising emotional states, physical signals, triggers, strengths and limitations. Naming an emotion precisely—such as disappointment, anxiety or irritation—often makes it easier to respond constructively.

Self-Management

Self-management means regulating impulses rather than suppressing every emotion. Useful techniques include pausing, breathing slowly, checking facts, delaying a difficult message and choosing words based on the desired outcome.

Reflection prompt: Which idea on this page is most relevant to your present situation, and why?

Practical Application

Empathy and Social Skills

Empathy is the ability to understand another person's perspective without automatically agreeing with it. Social skills include listening, collaboration, conflict resolution and giving feedback respectfully.

Resilience

Resilience is the ability to recover and continue after setbacks. It does not mean tolerating harmful situations silently. It includes maintaining routines, seeking support, learning from feedback and using organisational or professional help when needed.

Managing Workplace Pressure

Under pressure, focus on what is within control, clarify priorities, break tasks into smaller steps and communicate early. Persistent distress, sleep disruption or inability to function should be treated seriously and discussed with an appropriate support person or professional.

Activity

Use the Pause-Name-Choose method on a recent emotional situation and write a more constructive response.

Evidence of Learning

- A completed worksheet, plan, written response or role-play output.
- One specific behaviour the learner will practise during the next seven days.
- A short reflection on what improved after practice or feedback.

5

Communication & Presentation Skills

Speak, listen, write and present with clarity, confidence and respect.

Understand

Practise

Apply

Communication is a two-way process of expressing ideas and understanding others. This module develops speaking, listening, writing and presentation skills needed in interviews and workplaces.

KNOW	DO	DEMONSTRATE
Verbal, non-verbal, written and visual communication	Use active listening, structured speaking and clear presentation	Clarity, respect, confidence and audience awareness

Core Concepts

Communication as a Two-Way Process

Communication succeeds when a message is expressed clearly and understood accurately. It includes speaking, listening, writing, body language and visual presentation. Effective communication also depends on context, audience, language ability and cultural expectations.

Verbal Communication

Use simple words, a logical sequence and an appropriate tone. State the purpose early, give relevant facts and explain the required action. Avoid unnecessary jargon and overly long explanations.

Active Listening

Active listening means giving full attention, avoiding interruption, asking clarifying questions and summarising what was understood. It reduces mistakes and makes others feel respected.

Reflection prompt: Which idea on this page is most relevant to your present situation, and why?

Practical Application

Written Communication

Professional writing should be clear, concise, correct and courteous. Use headings, short paragraphs and bullet points when they improve readability. Proofread names, dates, figures and attachments.

Presentation Skills

A good presentation has a clear objective, opening, key points, examples and conclusion. Visuals should support the message rather than repeat every spoken sentence. Voice, pace, posture and eye contact affect credibility.

Language Confidence

Learners should prioritise clarity and correct meaning rather than copying a particular accent. Prepare key vocabulary, practise aloud, use short sentences and ask for clarification when necessary.

Activity

Prepare and deliver a two-minute professional introduction, then improve it using peer feedback.

Evidence of Learning

- A completed worksheet, plan, written response or role-play output.
- One specific behaviour the learner will practise during the next seven days.
- A short reflection on what improved after practice or feedback.

6

Critical Thinking & Problem Solving

Analyse information, question assumptions and make better decisions.

Understand

Practise

Apply

Critical thinking helps learners separate facts from assumptions, evaluate options and make decisions with limited information. It is especially valuable in customer service, operations and team problem solving.

KNOW	DO	DEMONSTRATE
Evidence, assumptions, bias, root causes and the Six Thinking Hats	Analyse a problem and propose options	Curiosity, logical reasoning and openness to evidence

Core Concepts

Meaning of Critical Thinking

Critical thinking is the disciplined process of analysing information, checking evidence, questioning assumptions and reaching a reasoned conclusion. It helps people avoid impulsive decisions and recognise when important information is missing.

Facts, Opinions and Assumptions

Facts can be verified. Opinions express judgement or preference. Assumptions are beliefs accepted without sufficient proof. Good decisions require separating these three categories.

Root Cause Analysis

A problem should not be solved only at the level of symptoms. Repeatedly asking why, observing the process and checking data can reveal the underlying cause.

Reflection prompt: Which idea on this page is most relevant to your present situation, and why?

Practical Application

Six Thinking Hats

The white hat focuses on facts, red on feelings, black on risk, yellow on benefits, green on alternatives and blue on process. Using each perspective in sequence helps teams think broadly without turning every discussion into an argument.

Evaluating Options

Compare solutions by impact, cost, time, feasibility, risk and effect on stakeholders. Avoid choosing the first acceptable option without considering alternatives.

Decision Communication

A strong recommendation explains the problem, evidence, options considered, chosen action and expected result. It should also identify uncertainty and any follow-up required.

Activity

Analyse a workplace problem using facts, assumptions, root causes and at least three possible solutions.

Evidence of Learning

- A completed worksheet, plan, written response or role-play output.
- One specific behaviour the learner will practise during the next seven days.
- A short reflection on what improved after practice or feedback.

7

Professional Grooming and Body Language

Creating a positive, respectful and role-appropriate professional presence.

Understand • Practise • Apply

Professional presentation communicates care, preparedness and respect. Standards should be practical, affordable, culturally sensitive and inclusive of different bodies, identities and abilities.

KNOW	DO	DEMONSTRATE
Hygiene, dress, body language and personal space	Prepare for formal, business-casual and virtual settings	Cleanliness, appropriateness, confidence and respect

Core Concepts

Meaning of Professional Grooming

Professional grooming refers to personal hygiene, clothing, footwear, hair and overall presentation appropriate to the role and setting. The objective is not expensive fashion. It is cleanliness, comfort, safety and respect.

Personal Hygiene and Clothing

Regular bathing, oral care, clean nails, fresh clothes and moderate fragrance contribute to a positive impression. Clothing should be clean, well fitted and suitable for the organisation's dress code.

Affordability and Inclusion

Professional presentation should be practical and inclusive. Learners can build a small interview wardrobe using simple, reusable pieces. Standards must respect cultural dress, religious practices, disability and personal identity.

Reflection prompt: Which idea on this page is most relevant to your present situation, and why?

Practical Application

Body Language

Posture, facial expression, gestures, eye contact, personal space and tone influence how others interpret a message. Open posture and balanced eye contact usually signal attention and confidence.

Context and Cultural Sensitivity

Eye contact, touch and personal distance vary across cultures and individuals. Do not assume one style is universally correct. Observe the setting and respect boundaries.

Virtual Presence

For online interviews or meetings, check lighting, background, camera angle, sound and internet stability. Look toward the camera periodically, sit attentively and avoid distracting movement.

Activity

Use a first-impression checklist and record a short practice video to review voice, posture, eye contact and presentation.

Evidence of Learning

- A completed worksheet, plan, written response or role-play output.
- One specific behaviour the learner will practise during the next seven days.
- A short reflection on what improved after practice or feedback.

8

Workplace & Digital Etiquette

Navigate email, meetings, hybrid work and professional boundaries.

Understand

Practise

Apply

Workplace etiquette is the collection of behaviours that help people work respectfully and efficiently. Digital etiquette extends these behaviours to email, messaging, video calls and shared systems.

KNOW	DO	DEMONSTRATE
Email structure, meeting etiquette, confidentiality and digital boundaries	Write professional emails and participate effectively in meetings	Punctuality, responsiveness, privacy and respectful technology use

Core Concepts

Email Etiquette

A professional email needs a specific subject line, suitable greeting, clear purpose, concise information, requested action and polite sign-off. It should be proofread before sending.

Tone and Response Time

Written messages can easily sound abrupt because they lack facial expression and tone of voice. Use courteous language and acknowledge important emails promptly, even when a full response will follow later.

Attachments, CC and Privacy

Check attachments and links before sending. Copy only people who need the information. Use BCC appropriately for privacy and avoid Reply All unless everyone needs the response.

Reflection prompt: Which idea on this page is most relevant to your present situation, and why?

Practical Application

Workplace Etiquette

Arrive on time, prepare for meetings, listen without interrupting, meet deadlines and inform others early about delays. Maintain shared spaces and treat colleagues respectfully regardless of designation.

Digital Responsibility

Use strong passwords, protect confidential data, avoid suspicious links and limit personal use of work systems. Never share one-time passwords or allow unknown people remote access to a device.

Professional Boundaries

Respect personal space, working hours, consent and reporting structures. Avoid gossip, intrusive questions and repeated personal messages after someone has shown discomfort.

Activity

Rewrite an unclear workplace email and prepare a checklist for meetings, technology use and confidentiality.

Evidence of Learning

- A completed worksheet, plan, written response or role-play output.
- One specific behaviour the learner will practise during the next seven days.
- A short reflection on what improved after practice or feedback.

9

Resume, Job Search and Interview Readiness

Presenting skills effectively and approaching recruitment with confidence.

Understand • Practise • Apply

Job-search readiness requires more than a resume. Learners need a credible profile, targeted applications, interview evidence, networking habits and a system for tracking opportunities.

KNOW	DO	DEMONSTRATE
Resume structure, ATS basics, job-search channels and interview methods	Create a targeted resume and answer questions using STAR	Accuracy, preparation, follow-up and confident self-presentation

Core Concepts

Purpose of a Resume

A resume is a concise professional document that shows how education, skills, projects and experience match a role. For fresh graduates, college projects, volunteering, internships and responsibilities can provide valuable evidence.

Core Sections

Include contact details, a focused summary, education, relevant skills, projects, internships, achievements and certifications. Use simple formatting and clear headings.

Writing Strong Evidence

Use action verbs and explain results. Replace 'helped in college event' with 'coordinated registration for 250 participants and resolved attendee queries with a five-member team.'

Reflection prompt: Which idea on this page is most relevant to your present situation, and why?

Practical Application

Job Search Strategy

Use company career pages, job portals, placement cells, alumni, faculty, referrals, apprenticeships and professional groups. Track applications and follow up professionally.

Interview Preparation

Research the organisation, understand the job description, prepare examples and practise common questions. The STAR method—Situation, Task, Action, Result—helps structure behavioural answers.

During and After the Interview

Arrive early, listen carefully, answer honestly and ask thoughtful questions. Thank the interviewer and note lessons for future improvement. Continue applying rather than depending on one opportunity.

Activity

Create a targeted resume and practise a mock interview with a professional introduction and two STAR responses.

Evidence of Learning

- A completed worksheet, plan, written response or role-play output.
- One specific behaviour the learner will practise during the next seven days.
- A short reflection on what improved after practice or feedback.

10

Financial Literacy for First-Time Earners

Managing the first salary with discipline, safety and long-term thinking.

Understand • Practise • Apply

For many learners, the first salary is also the first opportunity to create financial stability for themselves and their families. This module focuses on discipline, safety and practical decision making rather than complex investment products.

KNOW	DO	DEMONSTRATE
Salary structure, budgeting, saving, credit, insurance, taxes and fraud prevention	Create a first-salary budget and emergency-fund plan	Spend consciously, save automatically and avoid harmful debt

FIRST-SALARY FINANCIAL DISCIPLINE

Know Your Pay

Understand gross salary, deductions and take-home income.

Budget First

Assign money to essentials, family, savings, goals and wants.

Save Automatically

Move savings on salary day before discretionary spending.

Build a Safety Net

Start an emergency fund and increase it gradually.

Use Credit Carefully

Borrow only when necessary and understand the full cost.

Protect Yourself

Verify transactions, protect passwords and avoid fraud.

Core Concepts

Understand Your Salary

Read the offer letter and payslip. Distinguish cost to company, gross salary, deductions and take-home pay. Common deductions may include provident fund, employee state insurance where applicable, professional tax and income tax.

Budget Before You Spend

Assign every rupee a purpose. A useful starting framework is 50% for essential needs, 20% for savings, 20% for family responsibilities or goals, and 10% for wants. Actual percentages should reflect income, housing and family circumstances.

Build an Emergency Fund

Start with a small target such as one month of essential expenses and gradually build toward three to six months. Keep emergency money accessible and separate from daily spending.

Banking and Digital Payments

Use a regulated bank account, protect PINs and one-time passwords, verify payment requests and enable transaction alerts. Never share screen access or install unknown applications at another person's request.

Credit and Debt

Credit is borrowed money, not extra income. Understand interest, late fees and repayment dates. Avoid app-based high-cost loans, minimum-payment traps and borrowing for status purchases.

Insurance and Employee Benefits

Understand employer-provided health, accident, life or term cover. Insurance protects against major financial shocks; it is not a substitute for savings.

Saving and Investing Basics

Begin with goals, time horizon and risk. Use only regulated channels and verify claims independently. Avoid products promising guaranteed unusually high returns, pressure-based sales or referral income.

Tax and Documentation

Keep payslips, Form 16, bank statements, investment proofs and nomination details organised. Update nominees and beneficiaries when appropriate.

Family Conversations and Boundaries

Supporting family can be meaningful, but commitments should be planned. Discuss what is affordable, protect emergency savings and avoid taking debt merely to meet social expectations.

Practical Application

Emergency Fund, Credit and Insurance

Build emergency savings gradually. Credit is borrowed money, not extra income, and should be used only with a clear repayment plan. Understand employer insurance and consider protection against major financial shocks.

Digital Safety and Fraud Prevention

Protect PINs, passwords and one-time passwords. Verify payment requests, avoid unknown links and do not install screen-sharing applications at a stranger's request. Be cautious of guaranteed high-return schemes.

Financial Records and Family Conversations

Keep payslips, bank statements, tax documents and nomination details organised. Support family within a planned limit, protect emergency savings and avoid debt taken only to meet social pressure.

Activity

Prepare a first-salary budget, automatic savings plan, emergency-fund target and five personal financial rules.

Evidence of Learning

- A completed worksheet, plan, written response or role-play output.
- One specific behaviour the learner will practise during the next seven days.
- A short reflection on what improved after practice or feedback.

11

Gender Inclusion, Safety and Respect at Work

Supporting fairness, dignity, inclusion and safe workplace behaviour.

Understand • Practise • Apply

An inclusive workplace gives people fair access to opportunity, safety and respect. Learners need to recognise bias, uphold professional boundaries and know that harassment or discrimination should not be normalised.

KNOW	DO	DEMONSTRATE
Gender diversity, inclusion, bias, consent and workplace safety	Respond to inappropriate conduct and use reporting channels	Respect, fairness, bystander responsibility and confidentiality

RESPECTFUL AND INCLUSIVE WORKPLACE

Fairness

Use objective criteria and equal access to opportunity.

Respect

Avoid stereotypes, humiliation and unwanted conduct.

Consent

Accept boundaries clearly and immediately.

Safety

Know policies, reporting channels and escalation options.

Bystander Action

Interrupt safely, support, document or report.

Confidentiality

Share sensitive information only on a need-to-know basis.

Core Concepts

Gender Diversity and Inclusion

Gender diversity means equitable representation and participation of people of all genders. Inclusion means people are heard, respected and able to contribute without unfair disadvantage.

Bias and Stereotypes

Bias can influence hiring, task allocation, evaluation and promotion. Challenge assumptions by focusing on evidence, skills, behaviour and transparent criteria.

Respectful Conduct and Consent

Comments, messages, jokes, touch or invitations can become inappropriate when unwelcome, repeated or linked to power. Respect a clear “no”, avoid retaliation and maintain professional boundaries.

Workplace Harassment and Reporting

Learners should know the organisation’s policy, Internal Committee or designated reporting mechanism and escalation options. Preserve relevant messages or records and seek support from a trusted person.

Bystander Responsibility

A bystander can interrupt safely, redirect the situation, check on the affected person, document facts or report through appropriate channels.

Practical Application

Harassment and Reporting

Learners should understand organisational policy, the Internal Committee or designated mechanism and available escalation options. Preserve relevant evidence and use factual language when reporting.

Bystander Responsibility

A bystander can interrupt safely, redirect, check on the affected person, document facts or report through suitable channels. Safety should guide the choice of action.

Building Inclusion Daily

Use respectful language, share opportunities fairly, avoid interrupting or belittling colleagues and support flexibility without stereotyping. Confidentiality must be maintained.

Activity

Discuss workplace scenarios and decide how to respond, support, document and report safely.

Evidence of Learning

- A completed worksheet, plan, written response or role-play output.
- One specific behaviour the learner will practise during the next seven days.
- A short reflection on what improved after practice or feedback.

POSH and Gender Sensitisation

Understanding equality, respecting boundaries, preventing harassment and knowing how to seek help.

Understand • Practise • Apply

Build participants' understanding of gender, equality, consent, sexual harassment and professional boundaries, while familiarising them with POSH requirements and Plan International's expectations around safeguarding, respectful conduct, prevention of sexual harassment, exploitation and abuse (PSHEA), reporting and confidentiality.

KNOW	DO	DEMONSTRATE
Gender, gender roles, stereotypes, power, discrimination, consent, POSH, sexual harassment, safeguarding and PSHEA	Identify inappropriate behaviour, challenge stereotypes, maintain professional boundaries, respond safely to concerns and identify appropriate reporting channels	Respect, inclusion, accountability, confidentiality, empathy and zero tolerance for harassment and abuse

Core Concepts

Understanding Gender & Gender Sensitisation

- Difference between sex, gender, gender identity and gender roles in simple, accessible language.
- How social norms and stereotypes influence education, careers, leadership, household responsibilities and workplace behaviour.
- Recognising unconscious bias and avoiding assumptions based on gender.
- Promoting equal opportunity, dignity and participation for everyone.
- Understanding that gender can intersect with other identities and circumstances, creating different experiences of inclusion or vulnerability.

Understanding POSH

Introduce the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 in practical, participant-friendly language. The Act establishes provisions covering prevention, complaints, inquiry, the Internal Committee and employer responsibilities.

Participants should understand:

- What constitutes sexual harassment.
- Verbal, non-verbal, physical and digital forms of inappropriate behaviour.
- Unwelcome comments, jokes, messages, gestures, advances or requests.
- The role of power and authority in workplace relationships.
- Workplace situations can include physical workplaces, work-related travel, events, meetings and digital interactions.
- The difference between friendly behaviour and unwelcome behaviour.
- The importance of respecting a clear "No" or indication of discomfort.
- Basic awareness of the Internal Committee/appropriate complaint mechanism and confidentiality.

Consent & Professional Boundaries

- Consent must be freely given, informed and respected.
- Silence or lack of objection should not automatically be treated as consent.
- Consent can be withdrawn.
- Respect personal space, privacy, communication preferences and professional boundaries.
- Avoid unwanted physical contact, intrusive personal questions, sexualised jokes and repeated personal messages.
- Understand appropriate behaviour on WhatsApp, social media, email and other digital platforms.

This builds directly on the existing curriculum's emphasis on respecting personal space, consent, working hours, reporting structures and avoiding repeated personal messages after someone has shown discomfort.

Safeguarding, Gender Equality & PSHEA

Participants should be introduced to the principles relevant to their engagement with Plan International:

- Respect, dignity and inclusion for every participant.
- Do no harm – behaviour must not place programme participants at risk.
- Prevention of sexual harassment, sexual exploitation and sexual abuse (PSHEA).
- No discrimination, exploitation, intimidation or abuse of power.
- Recognising that vulnerabilities can differ based on gender, age, disability, identity and other circumstances.
- Concerns, suspicions or allegations should be reported through the appropriate organisational mechanism rather than ignored or handled informally.
- Maintain confidentiality and share information only through appropriate channels.
- Participants should know what behaviours they can expect from people representing Plan International and how to raise a concern.

Bystander Responsibility “See It. Support It. Report It.”

- Participants practise safe ways of responding when they witness inappropriate conduct:
- Direct: Speak up when it is safe to do so.
- Distract: Interrupt or redirect the situation.
- Delegate: Seek help from a trainer, manager, HR/IC or safeguarding focal point.
- Document: Record factual information where appropriate.
- Support: Check on the affected person without blaming or pressuring them.
- Report: Use the appropriate reporting mechanism.

The existing curriculum already introduces bystander responsibility and recommends safely interrupting, redirecting, checking on the affected person, documenting facts or reporting through appropriate channels.

Activity

Activity 1 – “Is It Appropriate?”

Give participants short workplace scenarios involving:

- A repeated personal message after someone has asked the sender to stop.
- A manager making comments about an employee's appearance.
- A colleague sharing sexual jokes in a WhatsApp group.
- Unwanted physical contact.
- A colleague being excluded from an opportunity because of gender stereotypes.
- A participant witnessing inappropriate behaviour but being unsure what to do.

Participants classify each situation as: **Appropriate** | **Inappropriate** | **Needs clarification** | **Must be reported**

Activity 2 – POSH Myth vs Fact

Examples:

- “It was only a joke.”
- “If the person did not complain immediately, it must be okay.”
- “Only women can experience inappropriate conduct.”
- “A senior person cannot be questioned.”
- “If I witness something, it is none of my business.”
- “Reporting means I am creating trouble.”

Participants discuss why each statement is a **myth or fact**.

Activity 3 — Bystander Role Play

Participants practise the **Direct–Distract–Delegate–Document–Support–Report** approach using realistic early-career workplace situations.

Evidence of Learning

- Completed POSH/Gender Sensitisation scenario worksheet.
- Participation in a role play or case discussion.
- Participant can identify at least three forms of inappropriate conduct.
- Participant can explain what to do and where to seek help if they experience or witness inappropriate conduct.
- Individual Safe & Inclusive Workplace Commitment.
- Short reflection on one behaviour the learner will change or practise.

13

Transition to Employment and Workplace Success

Joining well, learning quickly, building relationships and sustaining performance.

Understand • Practise • Apply

The first few weeks shape reputation, confidence and learning. New employees succeed by understanding expectations, building relationships, asking questions and delivering small commitments consistently.

KNOW	DO	DEMONSTRATE
Onboarding, feedback, learning plans and performance habits	Create a practical 30-60-90 day plan	Reliability, curiosity, coachability and ownership

Core Concepts

The First 30 Days: Learn

Understand the role, policies, team, systems, customers and success measures. Take notes, ask thoughtful questions and confirm priorities.

Days 31-60: Contribute

Complete tasks independently, communicate progress, improve speed and accuracy, and request feedback on specific behaviours.

Days 61-90: Add Value

Take ownership of recurring work, identify one improvement, strengthen cross-team relationships and discuss future development goals.

Receiving Feedback

Listen fully, ask for examples, separate intent from impact, agree on the expected change and follow up with action. Feedback is information for improvement, not a judgement of personal worth.

Professional Support Network

Build relationships with peers, managers, mentors, alumni and subject experts. Offer help, express appreciation and keep in touch respectfully.

Practical Application

Performance Habits

Deliver small commitments accurately, communicate progress and inform the manager early when support is needed. Keep a record of tasks, feedback and learning.

Receiving Feedback

Listen fully, ask for examples, clarify the expected change and act on the advice. Feedback should be treated as information for improvement, while disrespectful conduct can be addressed through appropriate channels.

Sustaining Growth

Continue learning, seek stretch assignments gradually, maintain professional boundaries and review career goals periodically. Success at work depends on reliability, curiosity, adaptability and ethical behaviour.

Activity

Create a workplace success plan covering first-week preparation, learning priorities, relationship building, feedback and performance habits.

Evidence of Learning

- A completed worksheet, plan, written response or role-play output.
- One specific behaviour the learner will practise during the next seven days.
- A short reflection on what improved after practice or feedback.

Assessment Framework

Assessment should measure practical readiness, not only recall. Trainers may combine the following evidence:

Area	Evidence	Suggested Weight	Standard
Participation and practice	Role plays, discussions, peer feedback	20%	Prepared, respectful and improving
Employability portfolio	Resume, email, budget, goals, 90-day plan	35%	Complete, accurate and usable
Communication demonstration	Introduction and presentation	15%	Clear, structured and audience-aware
Mock interview	Content, evidence, body language and questions	20%	Relevant and credible
Professional habits	Punctuality, follow-through and teamwork	10%	Consistent across the programme

Employability Portfolio Checklist

- Personal strengths and transferable-skills map
- SMART goal and weekly time plan
- Professional introduction
- One professional email
- Targeted resume and LinkedIn/profile summary
- Job-search tracker
- STAR interview response bank
- First-salary budget and emergency-fund plan
- 30-60-90 day success plan

Trainer Guidance

- Do not shame learners for language, clothing, family circumstances or lack of exposure.
- Use examples from local industries and entry-level roles available to the cohort.
- Demonstrate each skill before asking learners to perform it.
- Provide private, specific and actionable feedback.
- Encourage learners to seek verified help for legal, financial or mental-health concerns beyond the trainer's expertise.

- Track participation barriers such as travel, caregiving, digital access and language, and adapt delivery where possible.

Safeguarding note: Maintain confidentiality, explain reporting pathways and follow organisational safeguarding protocols if a learner discloses harassment, violence, exploitation or serious distress.

Suggested Pre- and Post-Programme Questions

1. I can introduce myself confidently in a professional setting. (1 = strongly disagree; 5 = strongly agree)
2. I can identify and communicate my transferable skills. (1 = strongly disagree; 5 = strongly agree)
3. I can write a clear professional email. (1 = strongly disagree; 5 = strongly agree)
4. I can prepare a targeted resume and interview examples. (1 = strongly disagree; 5 = strongly agree)
5. I can plan my time and meet commitments. (1 = strongly disagree; 5 = strongly agree)
6. I understand how to budget my first salary and avoid harmful debt. (1 = strongly disagree; 5 = strongly agree)
7. I know how to seek help when I experience inappropriate workplace conduct. (1 = strongly disagree; 5 = strongly agree)
8. I have a clear plan for my first 90 days of employment. (1 = strongly disagree; 5 = strongly agree)

Trainer Disclaimer: *This curriculum should be used along with the Barclays LifeSkills modules suggested for the programme. Trainers may explain the topics using simple language, local examples and situations that Indian students can easily relate to. The additional content and activities in this curriculum are meant to support the Barclays modules and make the training more practical and relevant for learners.*