# Unit III

## Work in Human Services

Work in Human Services involves interaction with people to understand their needs and requirements. From prehistoric times, humans have lived in communities, where helping one another was essential for survival. Caring for the sick and elderly, protecting oneself and others from danger, teaching younger generations and sharing resources—most of this work was in the form of services to others or *sevā*.

Today *sevā* is fundamental to societies and has become a part of our daily life. For example, a student helping an elderly person cross a road, a guard at a school gate guiding parents or volunteers serving people at a temple. At other times, *sevā* is given as part of a job or profession, for example, a doctor treating a patient, a teacher guiding students, a waiter serving food or a tourist guide showing visitors around a monument.

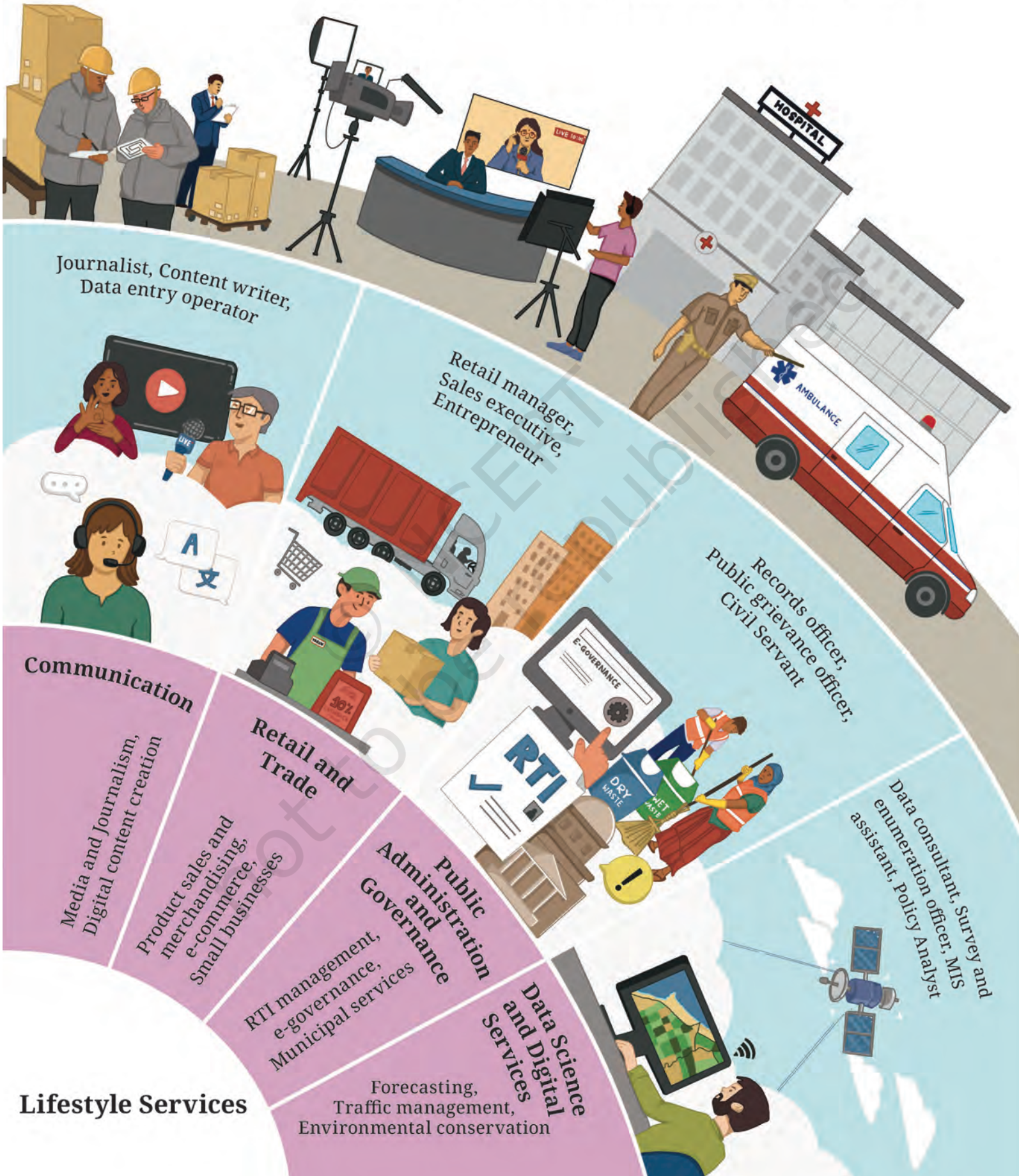
*In the modern world, human services are rapidly expanding and transforming. Advances in digital technology, telehealth, online learning and e-governance are reshaping how people access health care, education and information. At the same time, challenges such as climate change and ageing societies are creating new types of work.*

At the core of human services is empathy–the ability to identify another person's needs by putting oneself in the other's shoes and responding to these needs. In order to do so, compassion for others and the ability to place their needs at the centre are necessary. Compassion in the context of human services means caring for others and a commitment to fulfil their needs.

Empathy involves treating everyone with respect and sensitivity, ensuring that their dignity is maintained, while providing services. This core value is rooted in the Indian ethos of *sevā* and it bridges the process of identifying needs and fulfilling them with dignity. This form of work is, therefore, central to human well-being and social progress. While some services focus on physical health and safety, others nurture the mind, spirit and relationships that hold communities together. In essence, this sector exists to improve the quality of life for individuals and the community as a whole.

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Insurance agent, Financial advisor, Customer care professional
Chef, Hotel staff, Tour guide, Homestay operator
HOTEL
Social worker, Field officer, Legal expert, e-seva kendra officer
Doctor, Nurse, Counsellor, ASHA Worker
Banking and Finance
Insurance services, FinTech services, Financial data analysis
Hospitality and Tourism
Hotel management, Event management, Tourism
Social Work and Community
Advocacy, Community worker, Citizen support
Healthcare and wellness
Healthcare, Medicine, Personal care
Personal and



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The figure overleaf depicts the livelihood ecosystem related to human services. This ecosystem is an interconnected network of resources, people, institutions, activities and environmental factors that enables individuals to earn a living while meeting the needs of end-users, for example, related to health and well-being, finances, entertainment and information. This ecosystem varies across geographies, depending on the availability of digital infrastructure (for example, internet, FinTech platforms, etc.), access to professional expertise (for example, doctors, lawyers or hotel staff), support services (for example, data analysts, technicians, etc.), and the demand for services, like tourism, healthcare or retail at the local and national levels.

Further, this implies that no service is provided in isolation and different kinds of work are deeply connected. For example, if the demand for hospitality and tourism increases, the requirement for banking and finance (for example, to handle payments), transportation and logistics (for example, for a tour), and media and journalism (for example, to promote destinations) also grows. Conversely, if there is a disruption in public administration and governance, it will eventually affect the efficiency of all the other services.

As you can see in the figure, there are many opportunities for work in Human Services. Beyond healthcare and education, the field includes social welfare, safety and emergency services, hospitality, counselling, financial and communication services, retail, and more. Each level in the figure provides details of the kind of work that can be done in this area. The last level shows how these roles are interlinked, supporting individuals and society in a continuous cycle of care and service.

You can choose the work you will do either from options in the Unit or you can identify some other kind of work related to human services. Chapter 9 introduces key concepts and processes that are common across a range of work related to human services. This chapter is mandatory for you. Chapters 10 and 11 use these common concepts and processes to help you understand how to do specific work. At the same time, they also introduce additional concepts and processes that you can learn while doing. Chapters 10 and 11 detail work related to healthcare and tourism, respectively. Chapter 12 contains guidelines for hospitality, event management, data-based services, interior design and public information services.

To reiterate, you can choose to do work either related to any of these seven vocations or you can select something related to human services, that is, entirely different. Remember to consult your teacher and/or an expert for guidance at all points. Work is to be done in groups. Remember – a big part of service is working together with others, for others.

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CHAPTER 9

# Personal and Lifestyle Services




**Figure 9.1:** *Similar services provided in different contexts.*

A parent cooking for their child and a food-cart vendor both provide nourishment. A voluntary group cleaning an area has the same goal as sanitation workers. This is what distinguishes human services from other forms of work–these services are deeply personal and oriented towards the well-being of both self and others. These acts of service shape the world around us (Figure 9.1).

In this chapter, you will

- Understand different aspects of human services
- Explore the value chain of services
- Start developing a service orientation
- Learn how to create a service environment
- Prepare a consent form
- Identify quality criteria
- Explore vocations related to services



Importance of vocation

## 9.1 Introduction

Services provided on an everyday basis in the home or community are informal, while services organised so that large numbers of people can benefit from them are either voluntary or professional. Please note that the word 'professional' refers only to how the work is organised; it does not mean that greater dignity or value is associated with some kinds of work. Dignity is the inherent respect and honour that every person deserves, regardless of their job title. Whether someone is a trained professional or an untrained worker, their work is equally worthy of respect, because it fulfils a human need. Professional services are offered by trained people like nurses, drivers, counsellors, cooks, clerks or technicians, who combine skill and commitment, and act to support others. Yet, all forms of service–informal, voluntary and professional–share the same core value, which is respecting and fulfilling the needs of others. In India, this idea connects with our civilisational ethos of *sevā* (selfless service) and *sahabhāgitā* (working together). When we serve others, we also strengthen ourselves and our community.

In India, the service sector was reported to be contributing nearly 55 per cent of Gross Value Added (GVA), providing work to 30 per cent of the workforce, as per the Economic Survey of India 2024–25, Government of India.

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## Value chain

A service becomes better when each step is planned with care. A smile, a polite gesture and a few kind words make the person receiving the service feel comfortable. Hygienic places make them feel safe, while beautiful surroundings make them happy. Such intangible elements add value to a service.

Thus, when providing a service, value does not only come merely from doing the work, but also from the elements added at each step, for example, the people involved, the effort taken, the environment and the clarity offered to users. Figure 9.2 elaborates this further.



Roadside tea being served with elements of hospitality, hygiene and quality.




This roadside shop has additional elements of seating along with readymade snacks and fruits.




Elements of comfortable seating, decor, and a variety of teas and snacks have been added to this cafe.



The element of beautiful, natural surroundings adds value to the experience of drinking tea.

**Figure 9.2:** *Value chain grows as service options grow from a roadside stall where tea is served with a smile to a restaurant in a beautiful setting*



Value chain of work

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**TASK**
Select any service you have experienced. Find out how the value of this service increases in different scenarios. You can do an Internet search and ask different stakeholders. Identify the elements that add value. Also, list the sources of information you used to gather this data.

## 9.2 Developing service orientation



Service orientation: user at centre

We are both givers and receivers of service. Just as we expect good service when we receive it, we too must offer thoughtful service when it is our turn. The ability to empathise with others helps us understand how to interact with them, and how to identify and respond to their needs.

This way of thinking–valuing people's needs, acting with care and finding satisfaction in serving others–is called service orientation. For example, if we visit a shop and the salesperson listens patiently, explains where things are kept and guides us without irritation, we feel at ease and happy. We are also likely to return to the shop again due to the service provided.

A service orientation comprises four key qualities, namely, keeping the person receiving the service at the centre, fair and ethical decision-making, contribution to society, and organisation and teamwork.

### 9.2.1 Being centred on the user

Every service exists to meet someone's need. Therefore, before starting, ask–Who am I serving? What do they really need? Think about how to make sure users are able to receive the service as intended. Figure 9.3 shows the distribution of clothes and other things, like food items and bedding in a flood relief camp.

The camp is housed in a school, with limited toilets; hence, portable toilets have been organised. People may have been hurt or they may fall ill due to exposure–a first aid centre has been set up to take care of this aspect.

Although the space is mostly makeshift, it has been planned with the user in mind. The basic questions guiding the organisers would have been–What do people need if they are abruptly displaced from their homes (for example, clothes, bedding, medicine, clean water, food, etc.)? What kind of materials will give them immediate relief and make

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them feel more in control of their lives (for example, rations and stoves instead of simply distributing precooked meals)?




**Figure 9.3:** *Distribution of a variety of materials catering to specific needs of flood-affected persons*

In Figure 9.3, different tables consisting of different sections (grocery, clothing, bedding, toys for children, etc.) are placed, so that people can easily move around. Can you think of any other way to organise the space?

Above all, the persons who have been displaced will be distressed. What must be done to ensure that they are treated with the utmost respect and sensitivity?



Service orientation: user at centre



**TASK**

Suppose you are a volunteer in the camp. How will you cater to the different needs of people in the camp (for example, the elderly, children, *divyāṅg*, etc.)?



**PORTFOLIO**

**Observe a service in your neighbourhood**

You must have observed services that people around you use daily, like a ration shop, anganwadi centre, milk booth, bus stop, village water point/handpump, local

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grocer or panchayat help point. Choose any one place that you pass by regularly on your way to school and record the following observations:

1. Name of the service observed
2. How will you identify the service provider (for example, uniform, name plate, and where they are seated, etc.)?
3. How is information communicated to the user (for example, labels, timings, tokens, and announcements, etc.)?
4. Which tools or materials are used (for example, weighing scale, register, phone, tokens, and vessels, etc.)?
5. What are the things that appear to make the users of the service happy? Justify your answer based on your observations.

## 9.2.2 Making fair and ethical decisions



Service orientation: fair and ethical decision making

Fair and ethical decision-making is about reflecting on a situation from all angles and choosing what is correct. When users know they will be treated fairly and ethically, they feel respected and the quality of service improves. In practise, this means choosing actions that are fair, safe, trustworthy and inclusive for everyone, irrespective of their background. It includes:

1. Following agreed processes, like maintaining a queue and serving persons as per their turn, while making exceptions for a few, for example, seats are earmarked for the elderly in public transport;
2. Making sure everyone is treated with dignity and their privacy is maintained, for example, making sure that the door is closed while treating a patient in a clinic;
3. Making decisions that consider everyone's needs, not just of those who speak the loudest or are the nearest, for example, serving customers as per token numbers in a restaurant, and not allowing any person to shout and push to the counter, demanding they be served first; and
4. Maintaining confidentiality by not sharing any data without providing information regarding how it will be used and seeking permission. For example, a photographer cannot share images without due permission and a person conducting a survey cannot share any data with an unauthorised person.

Sometimes, it is difficult to know what to do in unexpected situations, therefore, rules and protocols have to be established to ensure that all the persons providing the service know what is to be done. This also helps with managing conflict.

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**CASELET**

**Consideration of special circumstances**

Anita and her family have migrated from another state. She has taken her grandfather to the Primary Health Centre (PHC), but is unable to read the signs, which are in the state language. The nurse notices that Anita has seated her grandfather on a bench and has been waiting for almost 30 minutes. In the meantime, the queue is growing longer.

What would you do if you were the nurse at the PHC? Would you help Anita skip the queue or ask her to join it now? What processes should be set up to handle not just cases like Anita's but other persons in need (for example, *divyāṅg* and pregnant women)?

Adherence to work related rules and safety protocols is, therefore, critical for efficiency of processes. This helps all members of the team to work towards the same objective smoothly, and with fairness and trust.



Service orientation: contribution to society

## 9.2.3 Contribution to society

Every act of service–big or small–helps improve society. When we try to understand what others need and respond with patience, service does not feel like a burden. Simple actions like helping an older neighbour read a message on their phone, showing a new student the right classroom or helping keep a shared space clean, slowly build a kinder, more responsible community. When these actions are placed in a professional space, for example, an elder care worker, an administrator in a school, a sanitation worker, etc., they become part of professional services. However, often professionals also go beyond the call of duty, and contribute to society and the nation.

We saw this during the COVID-19 pandemic which was declared a global threat by the World Health Organisation (WHO) from March 2020 to May 2023. During the pandemic, many professionals continued to serve others (Figure 9.4). Doctors, nurses and hospital staff worked day and night to care for patients. Sanitation workers kept the streets and hospitals clean. Grocery shop owners, delivery staff and drivers ensured food and medicines reached homes. Police, journalists and volunteers shared accurate information and helped persons in distress. Even when factories, schools and offices were closed, these services never stopped, but

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continued online. These professionals showed that service through care, communication, safety and support is the backbone of every community and remain essential in both ordinary times and emergencies.




**Figure 9.4:** *During the pandemic in 2020, persons from different professions provided a range of services to ensure lives were saved and society continued to function*



Service orientation: organisation and teamwork

## 9.2.4 Organisation and teamwork

In a service environment, teamwork and organisation are extremely important, for ensuring that each professional is working towards the same goal. Many services, such as retail, hospitality and healthcare, depend on a 'chain of service' where one person's work directly affects the next person's. For example, in a restaurant, if the waiter (front-end) does not communicate well with the kitchen staff (back-end), the customer receives the wrong order. Similarly, when nurses change shifts, they ensure the next person is aware of the patient's requirement, and there is no change in the service that the patient was receiving.

This is possible through organisation, which involves detailed planning, ensuring all tools and materials are available, scheduling work as per time available and deadlines, assignment of responsibility, and having standard processes, so that the same quality of service is provided each time.

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**TASK**

Figure 9.5 shows an annual inter-school sports event. It involves participation from 35 schools. Care has been taken to ensure the comfort and safety of all students. Separate areas were allocated for different activities. Water and refreshments have been provided at different points. Which elements do you observe that will help ensure smooth implementation of the event?




**Figure 9.5:** *Organising an inter-school sports event requires a great deal of planning and organisation*

**CASELET**

A community health camp was organised in the Primary Health Centre (PHC) near Government High School on a Saturday. The service team included one doctor, one nurse and volunteers (Figure 9.6) to help with registration and guide visitors, and a teacher to guide the students when needed.

During the first hour, the service moved smoothly. The student volunteers greeted each visitor, checked their names on the list, helped them to fill the registration form and took them to the correct desk without delay. Each visitor was assigned a token and guided to a waiting area. The doctor explained each step of the check-up and told visitors what they needed to do next. The nurse listened carefully to every question and answered without rushing.

Initially, the response of visitors was positive. Some said, "I understood everything the doctor told me." Others said, "I did not have to search for where to go," and "My turn came as soon as I finished registration."

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However, as time passed, certain gaps affected the experience. The registration desk temporarily ran out of forms, which resulted in a crowd. The microphone used for calling token numbers stopped working, leading to confusion. The waiting area became crowded and uncomfortable, because visitors moved the chairs around.

The team responded by collecting extra forms from the office, marking pathways on the floor, using voice announcements and opening the windows for ventilation. These adjustments improved the flow and restored visitors' satisfaction.



**Figure 9.6:** *Volunteer at the health camp*

**Think and Discuss**

During the health camp, certain problems arose, but were dealt with immediately. The team changed certain things and the service improved. According to you, what aspects of services discussed in this section can be observed in the caselet? Which changes would you recommend the next time such a camp is planned? Justify your answer.

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## 9.3 Creating service environments



Service environment: physical, social, safety

Service environment comprises both the physical and social environment, including safety considerations.

**Physical environment**

The physical environment of a service space should be clean, well-organised and safe (Figure 9.7). Some questions that highlight these aspects are – Is the place clean with well-placed furniture? Is it well-ventilated, without any bad odour? Does the place have basic amenities, for example, clean bathrooms, water dispenser and first-aid kit?

**Social environment**

Imagine going to a dental clinic that is neat and well-furnished. It has the best of amenities, but on enquiring about your appointment with the dentist's assistant, you get a very cold response or you are told that your appointment has been cancelled without any prior notice. How would that make you feel? You would not be happy and will probably not return, even though the dentist had a reputation for good work. Interaction with the service user, and service provider's

attitude, attire and communication creates the social environment.

**Safety**

In the context of services, safety is not just about avoiding accidents; it is about building trust. Persons receiving the service must be confident that their needs will be taken care of, they will be heard and respected, and any information they share will be treated as confidential. A safe service space must follow the 'Three Cs'–cleanliness, care and caution. A good service environment is not only about what people see but also about how smoothly things work. It is created when everyone knows what to do, when to do it, how to avoid delay, and what is the second plan of action, for example, if someone gets sick or is unable to do the work.



**Figure 9.7:** *Arranging the physical environment for a school event*



**TASK**

Figure 9.8 shows two scenarios in the same grocer's shop?



**Figure 9.8:** *The same grocer's shop in varying situations*

1. Identify three steps in the picture on the left that help the service move smoothly.
2. Identify three missing steps in the picture on the right that cause delay or confusion.
3. If you had to fix the process in the picture to the right with only one change, what would you choose? Why?

A good service environment is not only about what people see but also about how smoothly things work. It is created when everyone knows what to do, when to do it, how to avoid delay and what is the second plan of action, for example, if someone gets sick or is unable to do the work.

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**CASELET**

Every year, Government High School participates in the 'Swachhta Pakhwada Abhiyan'. This year, students of Grade 9 volunteered to clean the area within the school boundary and a bus stop close to the school (Figure 9.9). A week before the event, they met to plan the work. They formed teams of five each and nominated a team leader.

**Planning and role distribution**

Each team selected one of these responsibilities–material procurement, communications, documentation and photography, and safety and processes. They walked around the area to identify what needed attention–litter near the wall, broken posters, dry leaves under the trees and a corner where water collected after rain. The material procurement team made a list–gloves, brooms, masks, buckets, labelled bins and a first-aid kit. The safety and processes team prepared a duty chart, while the communications team checked for permissions with the panchayat office and informed the traffic policeman. The documentation and photography team accompanied the other teams and started taking notes for their report.




**Figure 9.9:** *Swachh Bharat Swachh Vidyalaya (is a government mission) ensure every school has clean drinking water, along with hygienic toilets and handwashing facilities*

**Providing service**

On the morning of the Abhiyan, the students reached early. They cleaned the space before starting, set up clearly labelled bins (Wet/Dry) and placed drinking-water pots under the large neem tree. The safety team checked that everyone had gloves and masks. Two students stood near the road to guide pedestrians safely around the cleaning site. Another group put up posters on 'Keep Your Surroundings Clean' and 'Use the Right Bin.'

Work began smoothly. Teams spread out, sweeping the dry leaves, collecting them into buckets and scraping posters from the wall. A few Grade 7 students

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who were passing by stopped to help and the Grade 9 group guided them on how to work safely. At the bus stop, a teacher pointed out that the dustbin was overflowing. Within minutes, two students replaced it with a larger bin they had kept ready.

Throughout the activity, the record and documentation group noted how much waste was collected in each category, and how long each team took for their area. The processes and safety team ensured that everyone, especially younger helpers, got drinking water and short rest breaks under the shade. The group took care to keep communication polite and clear, especially while working near pedestrians.

**Cleaning up post-service**

After the clean-up, the students thanked the passersby, who had cooperated, washed the tools and stored them with the left-over cleaning materials. They folded the posters, returned unused materials to the storeroom and handed the filled bins to the sanitation workers

**Review and reflection**

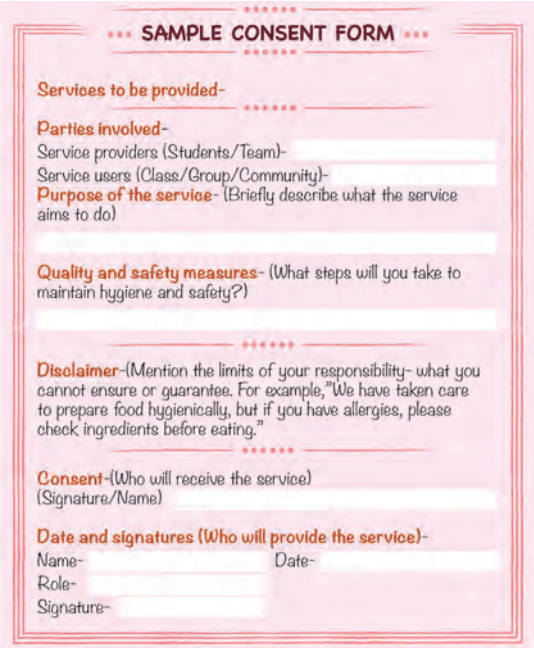
In the afternoon, the group met again to reflect on the experience. They observed that the work was completed efficiently, since roles were clear. However, they realised that they needed more effective adhesive remover for the posters next time and more shade near the bus stop. They also felt proud that their teamwork and thoughtful planning had made the space cleaner, safer and easier for everyone to use.

1. Describe the elements of service orientation demonstrated in the caselet.
2. What kind of service environment has been demonstrated in the caselet? Justify your answer with examples.
3. What kind of safety precautions are necessary for the activity described in the caselet?

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## 9.4 Consent

In human services, a consent form is an agreement between the service provider and the person being helped. It tells the person exactly the service they will receive and what is expected of them in return. Consent acknowledges the right of the service user to make decisions regarding their comfort and safety, and helps build a safe and trusting relationship between the service user and provider. Figure 9.10 shows a sample consent form.



SAMPLE CONSENT FORM

Services to be provided-

Parties involved-
Service providers (Students/Team)-
Service users (Class/Group/Community)-
Purpose of the service- (Briefly describe what the service aims to do)

Quality and safety measures- (What steps will you take to maintain hygiene and safety?)

Disclaimer-(Mention the limits of your responsibility- what you cannot ensure or guarantee. For example,"We have taken care to prepare food hygienically, but if you have allergies, please check ingredients before eating."

Consent-(Who will receive the service)
(Signature/Name)

Date and signatures (Who will provide the service)-
Name- Date-
Role-
Signature-

**Figure 9.10:** *Sample consent form*

Consent is important since it is rooted in respect for every person's right to control what happens to their body and lives. This implies that, in the context of services, service users must have both a complete understanding of what is being offered and willingly give their permission before an action is taken. They must also be aware of potential risks, however, minor they may be.

Consent is critical when data is involved. The service provided must ensure the services user has correctly understood what will be done with any data they provide. Another important aspect of consent is that it can be withdrawn at any point.



Quality

## 9.5 Service quality criteria

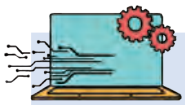
Working in services involves step-by-step practices that we follow 'before', 'during' and 'after' the service, leading to the satisfaction of those receiving the service. Each of these steps can be categorised into input (before), during (process) and after (output) the service. Table 9.1 lists criteria for quality that should be kept in mind while providing any service.

**Table 9.1: Key focus areas and quality parameters at every stage of the service**

| Stage | Key focus areas | Quality parameters |
|---|---|---|
| Input | • Resources, materials and preparation required before starting the service | • Needs of service users identified<br>• Space is clean and hygienic<br>• Tools and materials have been procured<br>• Task checklist has been prepared<br>• Consent has been received<br>• Service environment is oriented towards efficient processes |

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| | | |
|---|---|---|
| Process | • How people, processes and time are managed while delivering service | • Smooth workflow and coordination<br>• Timely and respectful interaction<br>• Adherence to rules and protocols<br>• Safe and hygienic practices, including cyber safety where relevant<br>• Active listening and problem-solving<br>• Confidentiality maintained, where relevant |
| Output | • Reflection and feedback on whether the service met the user's needs and expectations<br>• Clearing the workplace | • Cleaning and safe waste disposal<br>• Feedback collected related to user satisfaction and comfort<br>• Follow-up on feedback in terms of reflections on improvement |



**TECHNOLOGY AND ARTIFICIAL INTELLIGENCE**

Service providers can use AI and technology in various ways to support delivery of services. Technology can help by providing digital maps, signs and kiosks. AI-powered chat assistants can be trained to answer common questions, while multi-language translations and audio guides can be made available through AI tools. AI can be trained to handle tasks that usually consume human time, for example, auto-filling forms, collecting and analysing feedback, and automatic reminders for safety checks or materials. At the same time, safety and ethical use must be kept in mind (please refer to project on AI Assistant in Grade 7 *Kaushal Bodh*).

## 9.6 Selection of vocation

This unit contains details of work related to healthcare and tourism, as well as guidelines on doing work related to hospitality, event management, data-based services, interior design and public information services. This section will help you to decide the vocation you will take up related to human services.



Explore different sources of information

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Explore different sources of information

Mapping resources



**TASK**

**Exploring vocations around us**

Look around you and answer the following questions:

1. What kind of work related to human services do you observe?
2. Briefly describe what the work involves–what are the inputs, what are the key processes and what are the outcomes.

**Mapping resources**

Do you think you can do this work in school? Discuss in a group why or why not. Table 9.2 will help you decide.

**Table 9.2: Mapping resources**

| Work related to human services around us | Will you be able to complete the work in the time allocated? | Do you have adequate space to provide the service? | Have you identified an expert to help you? | Will you be able to manage the resources needed to provide the service? |
|---|---|---|---|---|
| | | | | |



**PORTFOLIO**

Which vocation have you decided to take up and why.

## 9.7 While delivering human services

1. Before you begin any service, whether it is serving water at a community event or helping at a school desk, ensure the service environment is clean, hygienic, welcoming and attractive.
2. Human service is all about interaction. Always let the other person finish speaking before you respond. By listening carefully to their requirements, you ensure that the service you provide actually addresses their needs. Your attire and demeanour also play an important role.
3. Following a set schedule and fixed rules (protocols) ensure that the service is fair for everyone, and that no one has to wait unnecessarily.

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4. Always ask for permission before you start. Whether you are helping an elderly person cross the road or collecting data for a school project, always seek consent. Additionally, keep any personal information you learn about a person private.
5. Plan in advance and allocate responsibility amongst different groups to ensure smooth and efficient delivery of service.
6. A service is not finished until waste is managed–leaving a place cleaner than you found is a hallmark of quality service.
7. Always ask yourself and others, 'How can I do this better next time?' By talking to the persons you served and your teammates, you can identify service gaps (where things went wrong) and discuss how to prevent these gaps.



## 9.8 Assess your learning

1. You read about several situations in the chapter. In your opinion, which actions (not words) showed a strong service orientation in these examples? Which of these actions would you like to practise while providing a service?
2. Imagine two service spaces–one clean, organised and welcoming, the other messy or confusing. In your view, how does the environment change the feelings and behaviour of persons using the service? Explain using an example from your school or neighbourhood.
3. In your opinion, what adds value to service in a shop, for example, the range of materials, the physical arrangements, décor, interaction, labelling of shelves, etc.? Which actions (for example, clear instructions and polite communication) make the biggest difference in user experience?
4. Identify any two safety or hygiene measures you would ensure during a service provided in the school. Explain their importance.
5. During a crowded event, some guests demand to be served first. How will you respond? Are there any actions you could have taken during the preparation stage to prevent this?
6. Imagine you are organising a cloth donation drive in your locality. A big hall is available for collection. Four volunteers are managing the drive and 60 donors are expected in a period of two hours. Plan the event; some guiding questions for the group to think about are given below:
    i. How will you arrange the space for collection, sorting and packaging?
    ii. How will you assign roles?
    iii. What steps will ensure that the process is fast, fair and safe?

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7. Every service ends with review and improvement. Imagine you have managed a cultural event in the community during Diwali. What feedback would you collect after the event, how would you collect it and what would you do with the feedback?
8. Of the tasks that you did, which did you enjoy the most? Which did you enjoy the least? Give examples of what went well and what did not go well. What would you do differently next time?
9. Identify a Voluntary Service activity in your surroundings. For example, Pulse Polio vaccination, village fare, community event, Gram Sabha, Swachhta Abhiyan, animal vaccination drive, etc. Participate in the service and prepare a report of the event.
10. Give examples of how you can apply your learnings in a real-life situation.

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