



# Facilitator Guide



Sector  
Telecom

Sub-Sector  
Service Provider

Occupation  
Customer Service

SCPwD Reference ID: PWD/TEL/Q0100  
Reference ID: Tel/Q0101, Version 1.0 NSQF Level: 4

Customer Care  
Executive  
(Telecom  
Call Centre)  
(Divyangjan)

for Locomotor Disability  
for Low Vision  
for Visual Impairment

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### Note: SCPwD

SCPwD has borrowed the qualification from AMHSSC which is approved by NCVET in the 22nd meeting of NSQC on 25th August 2022 (Link of MOM

<https://ncvet.gov.in/sites/default/files/MoM%2022nd%20NSQC%20held%20on%2025%20August%202022.pdf>

And uploaded on NQR [www.nqr.gov.in](http://www.nqr.gov.in)

The book caters to the job role aligned to the following disabilities as per the NQR codes mentioned below.

For LD- 2022/PWD/SCPWD/05851

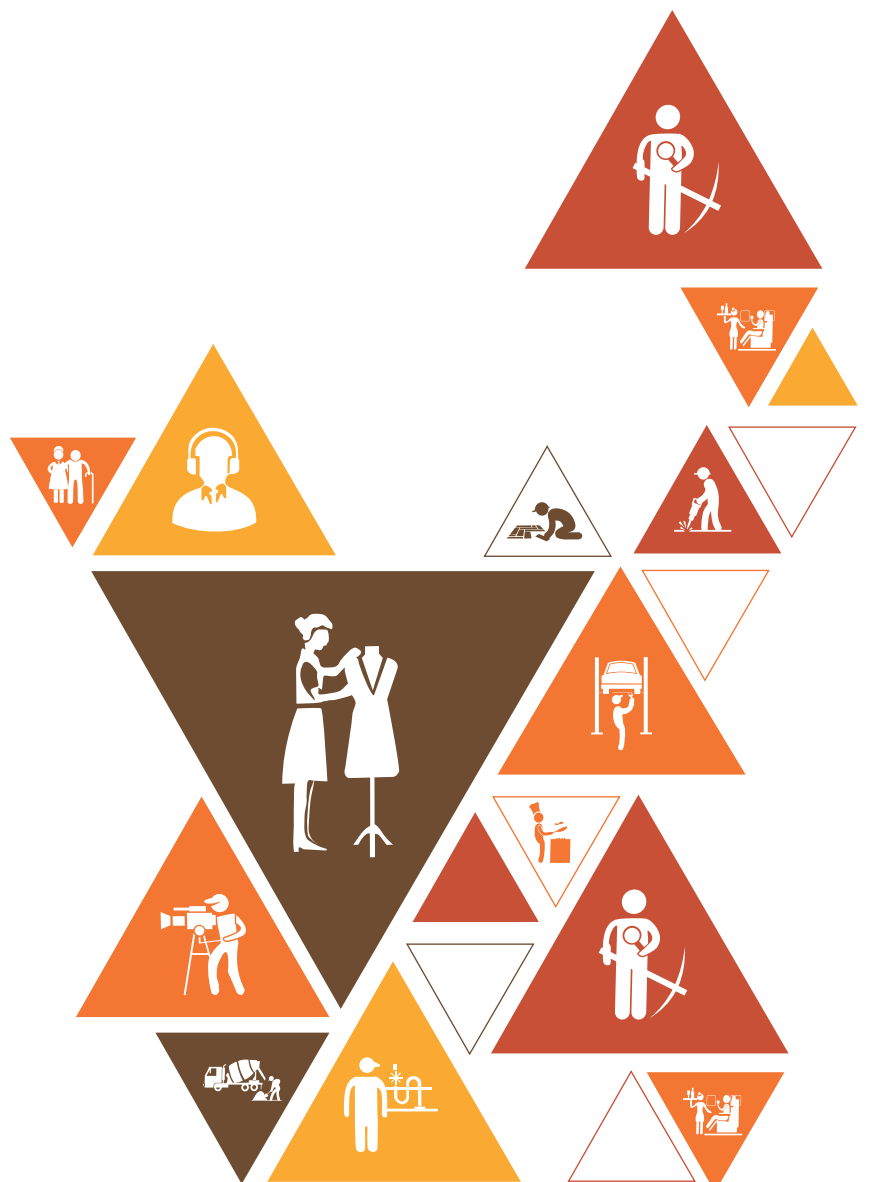
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**Shri Narendra Modi**  
Prime Minister of India

“ Skilling is building a better India.  
If we have to move India towards  
development then Skill Development  
should be our mission. ”



## Acknowledgements

The Telecom Sector Skill Council would like to express its gratitude to all the individuals and institutions who contributed in different ways towards the preparation of this “Facilitator Guide”. Without their contribution it could not have been completed. Special thanks are extended to those who collaborated in the preparation of its different modules. Sincere appreciation is also extended to all who provided peer review for these modules.

The preparation of this Guide would not have been possible without the Telecom Industry’s support. Industry feedback has been extremely encouraging, from inception to conclusion, and it is with their input that we have tried to bridge the skill gaps existing today in the industry.

This Facilitator Guide is dedicated to the aspiring youth who desire to achieve special skills which will be a lifelong asset for their future endeavours.

## About this Guide

In the last five years, the growth of the Indian telecommunications sector has outpaced the overall economic growth. This sector is poised for strong growth of about 15 percent in the short term during 2013–17, driven by growth in organised retail, technological advancements, changing consumer preferences and government support. With over 1 billion subscribers, India is the second largest telecom market in the world.

The sector employs over 2.08 million employees as of 2013, and is slated to employ more than 4.16 million employees by 2022. This implies additional creation of 2.1 million jobs in the nine-year period.

This Facilitator Guide is designed to help trainers impart theoretical and practical skills training to trainees for becoming a Customer Care Executive (Call Centre) in the Telecom Sector.

A Customer Care Executive (Call Centre) in the Telecom industry is also known as Customer Service Representative / Customer Service Associate / Customer Service Advisor / Customer Relationship Officers / Call Centre Executive.

Individuals at this job provide customer service support to an organization by interacting with their customers over the phone. They also handle, follow and resolve customer's queries, requests and complaints in a timely manner.

This Facilitator Guide is based on Customer Care Executive (Call Centre) Qualification Pack (TEL/Q0100) & includes the following National Occupational Standards (NOSs):

1. Attend/Make customer calls (TEL/N0100)
2. Resolving customer query, request, complaint (TEL/N0101)
3. Develop customer relationship (TEL/N0102)
4. Report and review (TEL/N0103)
5. Proactive selling (TEL/N0104)

Post this training, the participant will be able to make & attend customer calls, provide resolution to customer queries & complaints, and hence will be able to develop customer relationship.

We hope that this Facilitator Guide will provide a sound learning support to our young friends to build an attractive career in the telecom industry.

## Symbols Used



Ask



Tips



Notes



Objectives



Do



Activity



Elaborate



Facilitation Notes



Learning Outcomes



Say



Resources

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Transforming the skill landscape

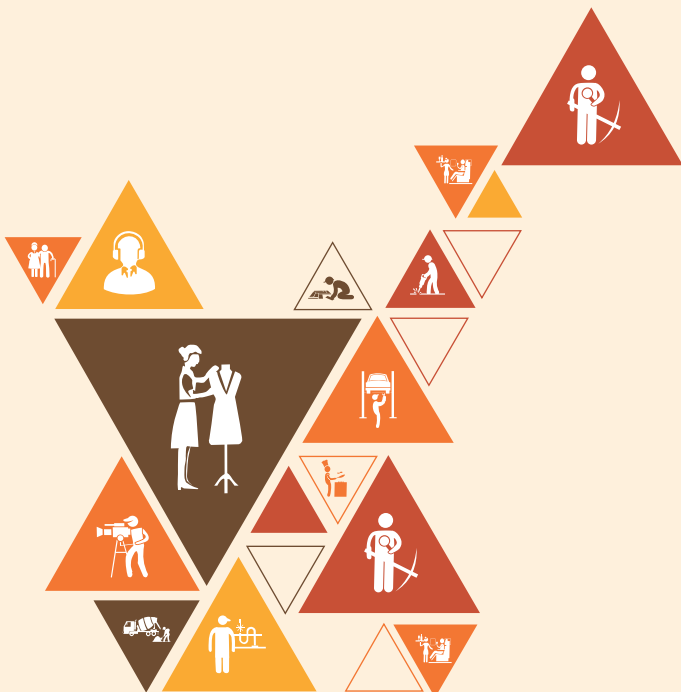


# 1. Introduction

Unit 1.1 - Introduction

Unit 1.2 - Departments and Jobs in a Telecom Call Centre

Unit 1.3 - Help Desk and Customer Care Services



## Key Learning Outcomes

At the end of this module, you will be able to:

1. State the objectives of the program
2. Describe the Telecom industry in India
3. Understand the concept of a call centre and help desk
4. Discuss the hierarchy in a call centre and the career progression of a Customer Care Executive (CCE) in a call centre
5. Understand the roles and responsibilities of a CCE
6. Explain the concept of customer service and its importance in the role of a CCE

## UNIT 1.1: Introduction

### Unit Objectives

At the end of this unit, student will be able to:

- Describe the agenda and importance of the program
- Get an overview of the Telecom Industry in India
- Explain the major players and their market share
- Explain the regulatory framework

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 1.1.1 Note

This is the first session of the program. Introduce yourself the program and its purpose in detail Explain the background, the duration of the assessment and finally how the program will help them to get a job ensure the participants understand how their entire month will be structured and how they will benefit from the course. Answer their questions satisfactorily.

### 1.1.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'.

### 1.1.3 Do

Introduce yourself with your name and background and your role in the training program.

Give them a background of the training program. Talk about:

1. The total duration of the program
2. How will their day be divided
3. Periodic assessments
4. Final assessments
5. Your expectations from them about their conduct, laying ground rules

### 1.1.4 Say

Now that you understand what the program is about let us get to know each other better.

**1.1.5 Say** 

Now let us start the unit by talking about Regulatory Authorities in the Telecom Industry

**1.1.6 Do** 

Share with the participants about the Regulatory Authorities in the Telecom Industry.

**1.1.7 Ask** 

Ask the participants what is their understanding about Regulatory Authorities in the Telecom Industry. Write down their steps on a flip chart/black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

**1.1.8 Elaborate** 

- Refer to Participant handbook to explain the participants in detail about the following
- TRAI - Telephone Regulatory Authority of India
- COAI - Cellular Operators Association of India
- TDSAT - Telecom Disputes Settlement and Appellate Tribunal
- DoT - Department of Telecommunications

**1.1.9 Do** 

Tell the participants to get ready for an activity on regulatory authorities in the telecom industry.

**1.1.10 Activity** 

Ask the participants to refer to Participant handbook and study in detail about the Regulatory Authorities in the Telecom Industry so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to understand about regulatory authorities in telecom industry.

Skill Practice	Time	Resources
Self study	1 hr	Small writing pads, pens and Participant handbook

**1.1.11 Say** 

Now let us talk about major players in telecom industry.

**1.1.12 Do** 

Share with the participants about major players in telecom industry.

**1.1.13 Ask** 

Ask the participants whether they know the top five about major players in telecom industry, if yes tell them to explain any two of them. Write down the points they share on a flip chart/ black board and link it with the points given in the Participant handbook in order to create an interactive and interesting learning session.

**1.1.14 Elaborate** 

Refer to Participant handbook (Pg 4) to explain the participants about major players in telecom industry and its revenue market share.

**1.1.15 Do** 

Tell the participants to get ready for an activity on major players in telecom industry.

**1.1.16 Notes for Facilitation** 

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 1.2: Department and Jobs in a Telecom Call Centre

### Unit Objectives

At the end of this unit, student will be able to:

- State the hierarchy & career path of a CCE in the organization
- Describe the departments and jobs in a Telecom Call Centre
- Discuss the concept of a Call Centre
- List down the function of a Help Desk and list down the role of a CCE and the skills required for the same

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 1.2.1 Note

This is the second session of the program which talks about Department and Jobs in a Telecom Call Centre. Kindly explain about it to the participants to enable them to perform their task effectively.

### 1.2.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 1.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - Explain the Regulatory Authorities in the Telecom Industry
  - List down the major players in telecom industry
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 1.2.4 Say

Now let us begin with a new session which is about Department and Jobs in Telecom Industry. In the previous sessions we have had a clear understanding about the regulatory authority and major players in telecom industry, now we will talk about Department and Jobs in Telecom Industry.



**1.2.5 Do** 

Share with the participants about job criteria of a CCE and departments in telecom industry.

**1.2.6 Ask** 

Ask the participants what is their understanding about job criteria of a CCE and departments in telecom industry. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

**1.2.7 Elaborate** **Job Criteria of a CCE**

- Attracts potential customers by answering product and service questions; suggesting information about other products and services.
- Opens customer accounts by recording account information.
- Maintains customer records by updating account information.
- Resolves product or service problems by clarifying the customer's complaint; determining the cause of the problem; selecting and explaining the best solution to solve the problem; expediting correction or adjustment; following up to ensure resolution.

**1.2.8 Departments in Telecom Call Centre**

- Operation
- Administration & Facilities
- Human Resources
- Finance
- Training & Quality
- Information Technology (IT)
- Process Improvements/Excellence

Refer to Participant handbook (Pg – 7) to explain the participants about job criteria of a CCE.

**1.2.9 Do** 

Tell the participants to get ready for an activity on job criteria of a CCE and departments in telecom industry.

### 1.2.10 Activity

Ask the participants to refer to Participant handbook and study in detail about the job criteria of a CCE and departments in telecom industry so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to understand about job criteria of a CCE and departments in the industry.

Skill Practice	Time	Resources
Self study	1 hr	Small writing pads, pens and Participant handbook

### 1.2.11 Say

Now let us talk about job hierarchy in a telecom call centre.

### 1.2.12 Do

Share with the participants about job hierarchy in a telecom call centre.

### 1.2.13 Ask

Ask the participants what they understand by the term hierarchy; after they have answered this question ask them to explain the job hierarchy in a telecom call centre. Write down the points they share on a flip chart/ black board and link it with the points given in the Participant handbook in order to create an interactive and interesting learning session.

### 1.2.14 Elaborate

Refer to the ladder given in the Participant handbook in order to get a better understanding about the job hierarchy in a telecom call centre.

### 1.2.15 Do

Tell the participants to get ready for an activity on job hierarchy in a telecom call centre.

### 1.2.16 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 1.3: Help Desk and Customer Care Services

### Unit Objectives

At the end of this unit, student will be able to:

- Understand the concept of customer service and its importance

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 1.3.1 Note

This is the third session of the program which talks about Help Desk and Customer Care Services. Kindly explain about it to the participants to enable them to perform their task effectively.

### 1.3.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 1.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - Name the departments in telecom Industry
  - List down the job hierarchy in telecom industry
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 1.3.4 Say

Now let us begin with a new session which is about Help Desk and Customer Care Services. In the previous sessions we have had a clear understanding about the Department and Jobs in a Telecom Call Centre, now we will talk about Help Desk and Customer Care Services.

### 1.3.5 Do

Share with the participants about importance of customer service and characteristics of excellent customer service.

### 1.3.6 Ask

Ask the participants what according to them are the characteristics of excellent customer service. Tell them to explain about each characteristic in detail. Write down the points they share on a flip chart/ black board and link it with the points given in the Participant handbook in order to create an interactive and interesting learning session.

### 1.3.7 Elaborate

#### Characteristics of an excellent customer service:

#### 1. Patience

Stay patient with the customer when they come to you stumped and frustrated, but also be sure to take the time to truly figure out what they want. This is one of the main qualities of an excellent customer service.

#### 2. Attentiveness

The ability to really listen to customers is very crucial for providing great service for a number of reasons. Not only is it important to pay attention to individual customer interactions (watching the language/terms that they use to describe their problems), but it's also important to be mindful and attentive to the feedback that you receive at large.

#### 3. Expediency

The faster you resolve a problem, the happier your client will be and the lower the cost per call will be. And while you shouldn't rush through a customer's problem, there should be a level of efficiency to quickly get to the root of the issue by determining the best solution.

#### 4. Knowledge of the Product

The best forward-facing employees in your company will work on having a deep knowledge of how your product works.

#### 5. Ability to Use "Positive Language"

Language is a very important part of persuasion, and people (especially customers) create perceptions about you and your company based on the language that you use.

Here's an example: Let's say a customer contacts you with an interest in a particular product, but that product happens to be backordered until next month.

Small changes that utilize "positive language" can greatly affect how the customer hears your response.

- Without positive language: "I can't get you that product until next month; it is back-ordered and unavailable at this time."
- With positive language: "That product will be available next month. I can place the order for you right now and make sure that it is sent to you as soon as it reaches our warehouse."

The first example isn't negative by any means, but the tone that it conveys feels abrupt and impersonal, and can be

taken the wrong way by customers.

Conversely, the second example is stating the same thing (the item is unavailable), but instead focuses on when/how the customer will get to their resolution rather than focusing on the negative.

#### 6. Ability to "Read" Customers

You won't always be able to see customers face-to-face, and in many instances (nowadays) you won't even hear a customer's voice!

That doesn't exempt you from understanding some basic principles of behavioral psychology and being able to "read" the customer's current emotional state.

This is an important part of the personalization process as well, because it takes knowing your customers to create a personal experience for them.

More importantly though, this skill is essential because you don't want to mis-read a customer and end up losing them due to confusion and miscommunication.

#### 7. Ability to Handle Surprises

Sometimes the customer support world is going to throw you a curveball.

Maybe the problem you encounter isn't specifically covered in the company's guidelines, or maybe the customer isn't reacting how you thought they would.

Whatever the case, it's best to be able to think on your feet but it's even better to create guidelines for yourself in these sorts of situations.

#### 8. Tenacity

A great work ethic and a willingness to do what needs to be done (and not take shortcuts) is a key skill when providing the kind of service that people talk about.

#### 9. Closing Ability

Being able to close with a customer means being able to end the conversation with confirmed satisfaction (or as close to it as you can achieve) and with the customer feeling that everything has been taken care of (or will be).

Getting booted after a customer service call or before all of their problems have been addressed is the last thing that customers want, so be sure to take the time to confirm with customers that each and every issue they had on deck has been entirely resolved.

Refer to the table given in the Participant handbook (Pg 11) to explain the participants in detail about importance and characteristics of excellent customer service.

### 1.3.8 Do

Tell the participants to get ready for an activity on excellent customer service.

### 1.3.9 Say

Now let us talk about how to establish good rapport.

**1.3.10 Do** 

Share with the participants about establishing good rapport.

**1.3.11 Ask** 

Ask the participants to share their understanding establishing good rapport. Write down the points they share on a flip chart/ black board and link it with the points given in the Participant handbook in order to create an interactive and interesting learning session.

**1.3.12 Elaborate** 

Refer to the ladder given in the Participant handbook in order to understand how to establish good rapport

**1.3.13 Activity** 

Ask the participants to refer to Participant handbook and study in detail about the ways to build rapport so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to learn the ways of building rapport.

Skill Practice	Time	Resources
Self study	.5 hr	Small writing pads, pens and Participant handbook

**1.3.14 Notes for Facilitation** 

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question







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## 2. Key Concepts

Unit 2.1 - Mobile Technologies

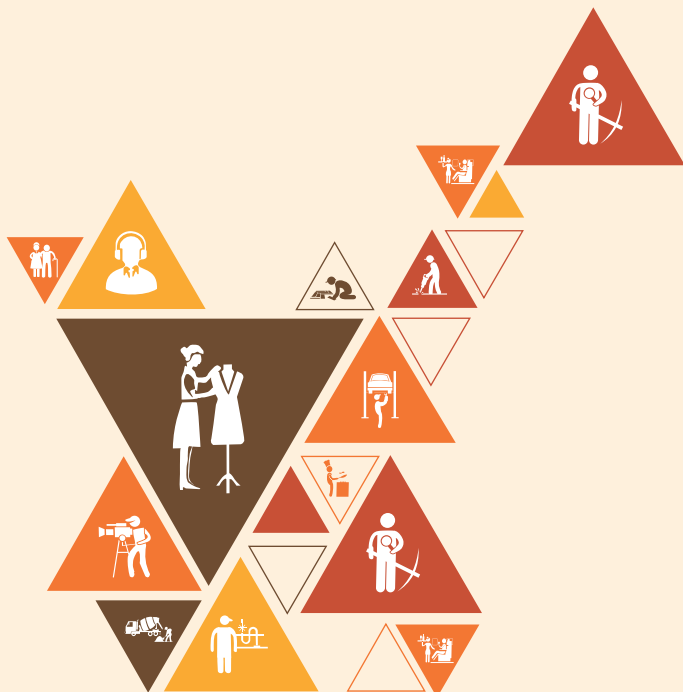
Unit 2.2 - Products and Services

Unit 2.3 - Documentation

Unit 2.4 - Call Centre Specific Concepts

Unit 2.5 - You at the Workplace

Unit 2.6 - Data Confidentiality



## Key Learning Outcomes

At the end of this module, you will be able to:

1. Identify the key people involved in the process of being a CCE
2. Explain the various mobile and data technologies and the concept of call routing
3. Know and understand the various product and service offerings in the telecom sector
4. Outline the documentation process and documents needed for mobile customers
5. Explain the key concepts related to call centres
6. State the importance of workplace ergonomics and respect at workplace
7. Express the importance of data confidentiality in the telecom industry

## UNIT 2.1: Mobile Technologies

### Unit Objectives

At the end of this unit, student will be able to:

- Describe the various Mobile and Data technologies
- Explain the concept of Call Routing

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 2.1.1 Note

This is the fourth session of the program which talks about Mobile Technologies. Kindly explain about it to the participants to enable them to perform their task effectively.

### 2.1.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session

### 2.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What are the characteristic of excellent customer service
  - How can one establish good rapport?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 2.1.4 Say

Now let us begin with a new session which is about Mobile Technologies. In the previous sessions we have had a clear understanding about Help Desk and Customer Care Services, now we will talk about Mobile Technologies.

### 2.1.5 Do

Share with the participants about mobile technologies and data technologies.

### 2.1.6 Ask

Ask the participants what is their understanding about mobile technologies and data technologies. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 2.1.7 Elaborate

Refer to Participant handbook to explain the participants about the following in detail

#### 1. Mobile Technologies

- a) GSM
- b) CDMA

#### 2. Data Technologies

- a) 1G
- b) 2G
- c) 3G
- d) 4G

### 2.1.8 Do

Tell the participants to get ready for an activity on mobile and data technologies.

### 2.1.9 Activity

Divide the participants in four groups and make them play a quiz on mobile and data technologies. The winning group will be awarded with a gift hamper.

At the end of the activity reiterate about mobile and data technologies, in order to conclude the activity in a proper manner.

Debrief: The objective of this activity is to make the participants aware about mobile and data technologies.

Skill Practice	Time	Resources
Quiz	1 hr	Participant handbook

### 2.1.10 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 2.2: Products and Services

### Unit Objectives

At the end of this unit, student will be able to:

- List down various products and services offered

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 2.2.1 Note

This is the fifth session of the program which talks about Products and Services. Kindly explain about it to the participants to enable them to perform their task effectively.

### 2.2.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 2.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - List down and explain the different mobile and data technologies
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 2.2.4 Say

Now let us begin with a new session which is about Products and Services. In the previous sessions we have had a clear understanding about Mobile Technologies, now we will talk about Products and Services.

### 2.2.5 Do

Share with the participants about prepaid, postpaid and roaming services.

## 2.2.6 Ask



Ask the participants to share their understanding about prepaid, postpaid and roaming services. Do they use post paid service or prepaid service? Which out of the two services do they find better and why? Write down the points they share on a flip chart/ black board and link it with the points given in the Participant handbook in order to create an interactive and interesting learning session.

## 2.2.7 Elaborate



### Prepaid Services

In the mobile phone industry, prepaid refers to a type of mobile phone account that requires its owner to purchase call credit before services can be used.

### Postpaid Services

The postpaid mobile phone is a mobile phone for which service is provided by a prior arrangement with a mobile network operator. The user in this situation is billed after the fact according to their use of mobile services at the end of each month. Typically, the customer's contract specifies a limit or "allowance" of minutes, text messages etc., and the customer will be billed at a flat rate for any usage equal to or less than that allowance. Any usage above that limit incurs extra charges. Theoretically, a user in this situation has no limit on use of mobile services and, as a consequence, unlimited credit. This service is better for people with a secured income.

Postpaid service mobile phone typically requires two essential components in order to make the 'post-usage' model viable:

- **Credit history/Contractual commitment:** This is the basis on which the service provider is able to trust the customer with paying their bill when its due and to have legal recourse in case of non-payment.
- **Service:** Most postpaid providers require customers to sign long term (1-3 year) contracts committing to use of the service. Failure to complete the term would make the customer liable for early termination fees.

### Roaming

- Roaming is a general term referring to the extension of connectivity services in a location that is different from the home location where the service was registered.
- Roaming ensures that the wireless device is kept connected to the network, without losing the connection.

Refer to Participant handbook to explain the participants about prepaid, postpaid and roaming services.

## 2.2.8 Do



Share with the participants about Value added services, data services and call management services.

## 2.2.9 Activity

Divide the participants in four groups and make them play a quiz on prepaid, post-paid and roaming services. The winning group will be awarded with a gift hamper. At the end of the practical reiterate about prepaid, post-paid and roaming services in order to conclude the activity in a proper manner.

Debrief: The objective of this activity is to make the participants aware about pre-paid, postpaid and roaming services.

Skill Practice	Time	Resources
Quiz	.5 hr	Participant handbook

## 2.2.10 Say

Now let us discuss about Value added services, data services and call management services.

## 2.2.11 Do

Share with the participants about Value added services, data services and call management services.

## 2.2.12 Ask

Ask the participants what is their understanding about Value added services, data services and call management services. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

## 2.2.13 Elaborate

### Value Added Services

Services which are beyond standard voice call services are known as Value Added Services.

### Data Services

1. Multimedia Messaging Service (MMS)
2. General Packet Radio Service (GPRS)
3. Pocket Internet

### Call Management Services

#### Call Management includes:

- Call Waiting
- Call Hold
- Calling Line Identity Presentation (CLIP) & Calling Line Identity Restriction (CLIR)
- Call Divert/Call Forwarding

- Call Conference
- Call Filter
- Call Barring
- Mobile Communications International (MCI)

Refer to Participant handbook to explain the participants about Value added services, data services and call management services in detail

### 2.2.14 Do

Tell the participants to get ready for an activity on value added, data and call management services.

### 2.2.15 Activity

Divide the participants in four groups and make them play a quiz on value added, data and call management. The winning group will be awarded with a gift hamper.

At the end of the practical reiterate about value added, data and call management services in order to conclude the activity in a proper manner.

Debrief: The objective of this activity is to make the participants aware about value added and call management services.

Skill Practice	Time	Resources
Quiz	.5 hr	Participant handbook

### 2.2.16 Say

Now let us discuss about Mobile Number Portability.

### 2.2.17 Do

Share with the participants about Mobile Number Portability.

### 2.2.18 Ask

Ask the participants to share their understanding about Mobile Number Portability. Have they ever got their mobile number ported, if yes, ask them to share the procedure they followed to get their number ported. Write down the points they share on a flip chart/ black board and link it with the points given in the Participant handbook in order to create an interactive and interesting learning session.



## 2.2.19 Elaborate

### Mobile Number Portability

Mobile Number Portability means the facility which allows a subscriber to retain his mobile telephone number when he moves from one Service Provider to another irrespective of the mobile technology or from one cellular mobile technology to another of the same Service Provider within a licensed service area. The portability process involves three parties- (i) the subscriber interested in moving, (ii) the Donor Operator or service provider from whom the subscriber wants to move and (iii) the Recipient Operator (New Service Provider) to whom the subscriber wants to move.

Refer to Participant handbook to explain the participants in detail about mobile number portability.

## 2.2.20 Do

Tell the participants to get ready for an activity on Mobile Number Portability.

## 2.2.21 Activity

Ask the participants to refer to Participant handbook and study in detail about the Mobile Number Portability, so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to understand about mobile number portability.

Skill Practice	Time	Resources
Self study	1 hr	Small writing pads, pens and Participant handbook

## 2.2.22 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 2.3: Documentation

### Unit Objectives

At the end of this unit, student will be able to:

- List down the documentation process for mobile customers

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 2.3.1 Note

This is the sixth session of the program which talks about Documentation. Kindly explain about it to the participants to enable them to perform their task effectively.

### 2.3.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 2.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What do you understand about prepaid and postpaid services?
  - What do you understand about value added services?
  - What do you know about mobile number portability?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 2.3.4 Say

Now let us begin with a new session which is about Documentation. In the previous sessions we have had a clear understanding about Products and Services, now we will talk about Documentation.

### 2.3.5 Do

Share with the participants about Documentation process.

### 2.3.6 Ask

Ask the participants to share their understanding about Documentation process. Write down the points they share on a flip chart/ black board and link it with the points given in the Participant handbook in order to create an interactive and interesting learning session.

### 2.3.7 Elaborate

#### KYC Documents Include:

- Customer's Application Form
- Proof of address
- Passport size coloured photograph
- Proof of identity

#### List of Documents:

##### Proof of Address

- Water/ Electricity bill
- Telephone (landline or post paid mobile bill)
- Election commission photo ID card
- Ration card
- Aadhaar card
- Proof of gas connection
- Passport (not expired)

##### Proof of Identity

- Aadhaar card
- Passport
- Election / voter's card
- PAN card

Refer to Participant handbook to explain the participants in detail about the documentation process.

### 2.3.8 Do

Tell the participants to get ready for an activity on Documentation process.

### 2.3.9 Activity

Ask the participants to refer to Participant handbook and study in detail about the Documentation process, and ask if they have any doubts regarding the same.

Debrief: The objective of this activity is to understand about documentation process.

Skill Practice	Time	Resources
Self study	1 hr	Small writing pads, pens and Participant handbook

### 2.3.10 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 2.4: Call Centre Specific Concepts

### Unit Objectives

At the end of this unit, student will be able to:

- Outline the key concepts that are specifically related to CCE job
- Explain concepts like first call resolution, service level agreement and TAT

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 2.4.1 Note

This is the seventh session of the program which talks about call centre specific concepts. Kindly explain about it to the participants to enable them to perform their task effectively.

### 2.4.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 2.4.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - List down the KYC Documents?
  - What does proof of address and proof of identity includes?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 2.4.4 Say

Now let us begin with a new session which is about call centre specific concepts. In the previous sessions we have had a clear understanding about Documentation, now we will talk about call centre specific concepts.

### 2.4.5 Do



Share with the participants about attendance, time in office and Call centre metrics.

### 2.4.6 Ask



Ask the participants what is their understanding about Attendance and Time in Office and Call Centre Metrics. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 2.4.7 Elaborate



#### Attendance and Time in Office

- Office Timings
- Call Login Hours
- Timing For Call (Time Zone)

#### Call Centre Metrics

- Average Call Handle Time (ACHT)
- Average Hold Time
- Auxiliary work state
- Customer Satisfaction (CSAT)

Refer to Participant handbook to explain the participants about attendance, time in office and Call centre metrics.

### 2.4.8 Do



Tell the participants to get ready for an activity on attendance, time in office and Call centre metrics.

### 2.4.9 Activity



Ask the participants to refer to Participant handbook and study in detail about the Attendance and Time in Office and Call Centre Metrics, so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to learn about call centre metrics.

Skill Practice	Time	Resources
Self study	1 hr	Small writing pads, pens and Participant handbook

### 2.4.10 Say

Now let us talk about first call resolution, service level agreement and response time/TAT.

### 2.4.11 Do

Share with the participants about first call resolution, service level agreement and response time/TAT.

### 2.4.12 Ask

Ask the participants what is their understanding about first call resolution, service level agreement and response time/TAT. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 2.4.13 Elaborate

Refer to Participant handbook to explain the participants in detail about

- First call resolution,
- Service level agreement and
- Response time/TAT.

### 2.4.14 Activity

Ask the participants to refer to Participant handbook and study in detail about the first call resolution, service level agreement and response time/TAT, so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to understand about first call resolution, service level agreement and response time.

Skill Practice	Time	Resources
Self study	1 hr	Small writing pads, pens and Participant handbook

### 2.4.15 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 2.5: You at the Workplace

### Unit Objectives

At the end of this unit, student will be able to:

- Understand the importance of Workplace Ergonomics

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 2.5.1 Note

This is the eighth session of the program which talks about You at workplace. Kindly explain about it to the participants to enable them to perform their task effectively.

### 2.5.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 2.5.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What do you understand by First Call Resolution?
  - What do you understand by Call Centre Metrics?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 2.5.4 Say

Now let us begin with a new session which is about You at workplace. In the previous sessions we have had a clear understanding about call centre specific concepts, now we will talk about You at workplace.

### 2.5.5 Do

Share with the participants about Workplace Ergonomics, workplace timings and respect at workplace.



## 2.5.6 Ask

Ask the participants what is their understanding about Workplace Ergonomics, workplace timings and respect at workplace. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

## 2.5.7 Elaborate

### Workplace Ergonomics

#### Workstation Essentials

- Office Furniture
- Monitor
- Sufficient work surface
- Work environment

#### Workplace Timings

The CCE gets one hour break during the entire day. The one hour break is divided into three intervals which include two short breaks of 15 minutes each and one long break for lunch/dinner of 30 minutes.

#### Respect at Workplace

Why do we need respect in the workplace?

- Improve team communication
- Strengthen employee retention
- Enhance organizational health
- Boost morale
- Reduce absenteeism
- Create stronger corporate culture and reputation
- Increase productivity

Refer to Participant handbook to explain the participants in detail about Workplace Ergonomics, workplace timings and respect at workplace

## 2.5.8 Do

Tell the participants to get ready for an activity on Workplace Ergonomics.

## 2.5.9 Activity



Divide the participants in four groups and make them play a quiz on Workplace Ergonomics, workplace timings and respect at workplace. The winning group will be awarded with a gift hamper.

At the end of the activity, reiterate about workplace ergonomics, workplace timings and respect at workplace in order to conclude the activity in a proper manner.

Debrief: The objective of this activity is to make the participants aware about workplace ergonomics.

Skill Practice	Time	Resources
Quiz	2 hrs	Participant handbook

## 2.5.10 Notes for Facilitation



- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 2.6: Data Confidentiality

### Unit Objectives

At the end of this unit, student will be able to:

- List down the importance of data confidentiality

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 2.6.1 Note

This is the ninth session of the program which talks about Data Confidentiality. Kindly explain about it to the participants to enable them to perform their task effectively.

### 2.6.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 2.6.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What do you understand by Workplace Ergonomics?
  - Why does one need respect at workplace?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 2.6.4 Say

Now let us begin with a new session which is about Data Confidentiality. In the previous sessions we have had a clear understanding about You at workplace, now we will talk about Data Confidentiality.

### 2.6.5 Do

Share with the participants about Information Security and Client Confidentiality.

### 2.6.6 Ask



Ask the participants what is their understanding about Information Security and Client Confidentiality. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 2.6.7 Elaborate



Refer to Participant handbook to explain the participants in detail about

- **Information security** is the practice of defending information from unauthorized access, use, disclosure, disruption, modification, perusal, inspection, recording or destruction. It is a general term that can be used regardless of the form the data may take.
- **Client confidentiality** is the principle that an institution or individual should not reveal information about their clients to a third party without the consent of the client or a clear legal reason.

### 2.6.8 Do



Tell the participants to get ready for an activity on Information Security and Client Confidentiality.

### 2.6.9 Activity



Ask the participants to refer to Participant handbook and study in detail about the Information Security and Client Confidentiality, so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to make the participants aware about information security and client confidentiality.

Skill Practice	Time	Resources
Quiz	1 hr	Small writing pads, pens and Participant handbook

### 2.6.10 Notes for Facilitation



- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question



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## 3. Soft Skills and Professional Skills

Unit 3.1 – Telephone Etiquette

Unit 3.2 – Dealing with Different Types of Customers

Unit 3.3 – Time Management

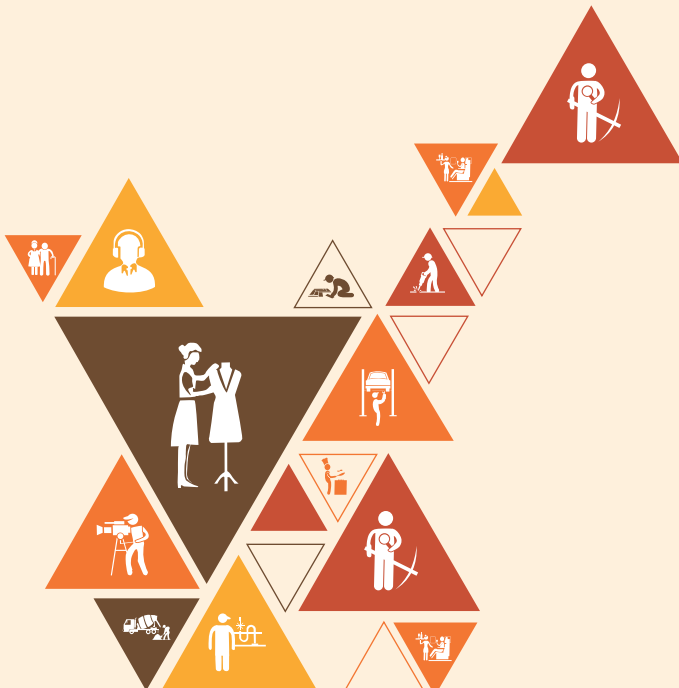
Unit 3.4 – Communication Skills

Unit 3.5 – Assertiveness and Decision Making Skills

Unit 3.6 – Objection Handling

Unit 3.7 – Comprehension and Problem Solving Skills

Unit 3.8 – Selling Skills



TEL/N0100,  
TEL/N0101,  
TEL/N0102,  
TEL/N0103,  
TEL/N0104

## Key Learning Outcomes

At the end of this module, you will be able to:

1. State the basic etiquettes required for making and attending calls
2. Show how to open and close a call using predefined scripts
3. Classify customer behaviour and deal with them accordingly
4. List the dos and don'ts of dealing with complaints
5. Explain the importance of time management and that of being organized
6. Understand the importance of communication in the workplace
7. Practice effective communication in the workplace
8. Understand the importance of decision making and assertiveness for your role
9. Practice decision making skills as required for your role
10. Handle objections and criticism from the customer with empathy
11. Identify, comprehend, and resolve customer issues
12. Recognise the needs of customers and identify ways to influence them to buy

## UNIT 3.1: Telephone Etiquettes

### Unit Objectives

At the end of this unit, student will be able to:

- Discuss about telephone etiquette required by a CCE
- Demonstrate the opening and closing of a call using predefined scripts

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 3.1.1 Note

This is the tenth session of the program which talks about Telephone Etiquette. Kindly explain about it to the participants to enable them to perform their task effectively.

### 3.1.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 3.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - Why do you think data confidentiality measures are taken in any organization?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 3.1.4 Say

Now let us begin with a new session which is about Telephone Etiquette. In the previous sessions we have had a clear understanding about Data Confidentiality, now we will talk about Telephone Etiquette.

### 3.1.5 Do

Share with the participants about Telephone Etiquette and Sales Call Etiquette.

### 3.1.6 Ask



Ask the participants what is their understanding about Telephone Etiquette and Sales Call Etiquette. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 3.1.7 Elaborate



#### Telephone Etiquette

The customer's impression of a CCE and the organization is influenced entirely by what the CCE says, and even more so, by how he/she says it. The voice reveals what a CCE thinks and feels regardless of the words he/she uses.

- When picking up the phone, introduce your company and yourself to the caller.
- Avoid using slangs.
- Make use of phrases such as "May I help you", "You are welcome", and "Thank you".
- Put the receiver down gently. Never slam the phone.
- Always speak clearly so that the other person can understand what you are saying.

#### Sales Call Etiquette

On a sales call, the customer needs to be convinced and for that its important that he places his faith in you. He should trust you enough over the phone to be convinced to part with his money or at least agree to give you an appointment. To ensure this, there are scripts which should be followed on a sales call.

- Opening script
- Follow-up script
- Hold
- Hold script
- Mute
- Transfer/Escalate
- Escalation script
- Ending the Call

Refer to Participant handbook to explain the participants in detail about Telephone Etiquette and Sales Call Etiquette

### 3.1.8 Do



Tell the participants to get ready for an activity on Telephone Etiquette and Sales Call Etiquette.



### 3.1.9 Activity

Divide the class into two groups and then ask both the groups about sharing their views regarding the telephone etiquette and sales call etiquette tell them to ask questions on the same topic, the answers to which will be given by the opposite group.

At the end of the activity, reiterate important points about Telephone Etiquette and Sales Call Etiquette in order to conclude the activity in a proper manner.

Debrief: The objective of this activity is to learn about telephone, and sales call etiquette.

Skill Practice	Time	Resources
Group Discussion	2 hrs	Small writing pads and pens

### 3.1.10 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 3.2: Dealing with Different Types of Customers

### Unit Objectives

At the end of this unit, student will be able to:

- Understand the behaviour of customer and deal with them according to the situation and their mood
- List the dos and don'ts of dealing with complaints

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 3.2.1 Note

This is the eleventh session of the program which talks about Dealing with different types of customers. Kindly explain about it to the participants to enable them to perform their task effectively.

### 3.2.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 3.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What do you understand by telephone etiquettes?
  - What do you understand by sales call etiquettes
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 3.2.4 Say

Now let us begin with a new session which is about Dealing with different types of customers. In the previous sessions we have had a clear understanding about Telephone Etiquette, now we will talk about Dealing with different types of customers.

### 3.2.5 Do

Share with the participants about customer behaviour and dealing with complaints.

### 3.2.6 Ask

Ask the participants what is their understanding about customer behaviour and dealing with complaints. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 3.2.7 Elaborate

#### Customer behaviour

When dealing with any customer, you should consider factors that may be affecting their behaviour. Choosing the correct way of approaching these situations can greatly increase the chance of a positive outcome, and ultimately make your job more satisfying.

#### Dealing with complaints

**1. Impulsive Customer:** These Customers are difficult to advice as they want to buy in urge but don't have any specifications in mind.

##### How to handle?

- Display all the useful products in front of the customers.
- Give as much information as you can.

**2. Need-based customers:** These customers are product-specific and only tend to buy items which they are habitual to or have a specific need.

##### How to handle?

- Handle positively, give them ways and reasons to switch to other division products.
- Identify and confirm customer expectations.

Refer to Participant handbook to explain the participants in detail about customer behaviour and dealing with complaints.

### 3.2.8 Do

Tell the participants to get ready for an activity on customer behaviour and dealing with complaints.

### 3.2.9 Activity

Divide the participants in two groups and make them play a quiz on customer behaviour and dealing with complaints. The winning group will be awarded with a gift hamper.

Debrief: The objective of this activity is to make the participants aware about the behaviour of customers and how to deal with the complaints of customers.

Skill Practice	Time	Resources
Quiz	1 hr	Participant handbook

### 3.2.10 Activity

Ask the participants to enact the following situations by pairing themselves. Ask one of them to become a customer and the other a CCE.

#### Situation

- Customer has called up to deactivate the ring tone which was earlier activated against his wish. The issue has not been sorted out in last 31 days.
- Customer wants to change his plan and is not able to decide which plan to choose, help him choose the right plan.

Debrief: The objective of this activity is to learn how to handle different situations which arise in a call centre.

Skill Practice	Time	Resources
Skill Practical	2 hrs	Participant handbook

### 3.2.11 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 3.3: Time Management

### Unit Objectives

At the end of this unit, student will be able to:

- Describe the importance of time management and being organised at the workplace

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

#### 3.3.1 Note

This is the twelfth session of the program which talks about Time Management. Kindly explain about it to the participants to enable them to perform their task effectively.

#### 3.3.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

#### 3.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - How should a CCE deal with complaints?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

#### 3.3.4 Say

Now let us begin with a new session which is about Time Management. In the previous sessions we have had a clear understanding about Dealing with different types of customers, now we will talk about Time Management.

#### 3.3.5 Do

Share with the participants about Time management, being punctual and being organised.

### 3.3.6 Ask



Ask the participants what is their understanding about Time management, being punctual and being organised. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 3.3.7 Elaborate



#### 1. Time Management

##### Time Management includes:

- Effective planning
- Setting goals and objectives
- Setting deadlines
- Delegation of responsibilities
- Prioritizing activities as per their importance
- Spending the right time on the right activity

#### 2. Being Punctual

- Strengthens and reveals your integrity
- Shows you are dependable
- Builds your self-confidence
- Shows your respect for others
- Shows your humility

#### 3. Being Organised

- Being more focused and goal-oriented
- Being more productive
- Providing a good example for those that work with you and for you
- Working more economically, e.g. eliminating missed payments and late fees
- Reduction in work clutter and consequently reduction in stress
- Achieving a better work-life balance, which is very good for your health
- Setting and reaching goals more efficiently

Refer to Participant handbook to explain the participants in detail about Time management, being punctual and being organised

### 3.3.8 Do



Tell the participants to get ready for an activity on Time management, being punctual and being organised.

### 3.3.9 Activity

Tell the participants that its quiz time and they will be asked questions in order to check their progress.

Debrief: The objective of this activity is to make the participants understand the importance of time management.

Skill Practice	Time	Resources
Quiz	2 hrs	Participant handbook

### 3.3.10 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 3.4: Communication Skills

### Unit Objectives

At the end of this unit, student will be able to:

- State the importance of communication in the workplace
- Practice effective communication at the workplace

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 3.4.1 Note

This is the thirteenth session of the program which talks about Communication Skills. Kindly explain about it to the participants to enable them to perform their task effectively.

### 3.4.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 3.4.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - List down your activities for a day. Then arrange them on the basis of their priority. Identify what is important and what is not so important?
  - What can you do to make sure that you are managing your time efficiently?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 3.4.4 Say

Now let us begin with a new session which is about Communication Skills. In the previous sessions we have had a clear understanding about Time Management, now we will talk about Communication Skills.

### 3.4.5 Do

Share with the participants about Communication Skills, art of listening and art of asking questions/probing.



### 3.4.6 Ask



Ask the participants what is their understanding about Communication Skills, art of listening and art of asking questions/probing. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 3.4.7 Elaborate



#### 1. Communication Skills

##### What is Communication?

- Communication is the process of sending and receiving information among people.
- The purpose of communication is to get your message across to others. In fact, a message is successful only when both the sender and the receiver perceive it in the same way.

#### 2. Art of Listening

Effective listening is an active endeavour. It's much more than just hearing what customers say. Good listeners project themselves into the customer's mind. Through effective listening, the Customer Care Executive demonstrates concern for the customer's needs by selecting appropriate merchandise to present to the customers.

##### Techniques for active listening include:

- Repeating or rephrasing information
- Summarizing conversations
- Tolerating silences

#### 3. Art of asking questions/probing

Executives should ask questions for several reasons. First, questions get the customer to participate in the sales process. By asking questions, executives encourage customers to actively engage in a conversation rather than passively listening to them. Participating in a conversation makes them more likely to hear and remember what's said. Second, questions show customers that the salesperson is interested in them. Finally, salespeople can collect valuable information using questions.

Refer to Participant handbook to explain the participants in detail about Communication Skills, art of listening and art of asking questions/probing.

### 3.4.8 Do



Tell the participants to get ready for an activity on Communication Skills, art of listening and art of asking questions/probing.

### 3.4.9 Activity

Ask the participants to pair themselves and ask them to communicate with each other by following the guidelines of effective communication and also ask them to practice the art of asking questions by following its guidelines which are mentioned in the Participant handbook.

At the end of the activity, reiterate important points related to communication skills, art of listening and art of asking questions/probing, in order to conclude the activity in a proper manner.

Debrief: The objective of this activity is to learn the various ways of communication.

The facilitator must ensure that all the participants practice the art of listening and asking questions, so that they are able to handle the customers, confidently.

Skill Practice	Time	Resources
Skill Practical	2 hrs	Participant handbook

### 3.4.10 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 3.5: Assertiveness and Decision Making Skills

### Unit Objectives

At the end of this unit, student will be able to:

- Understand the importance of assertiveness
- Describe the importance of decision making skills
- Practice decision making skills based on urgency and priority

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 3.5.1 Note

This is the fourteenth session of the program which talks about Assertiveness and Decision Making Skills. Kindly explain about it to the participants to enable them to perform their task effectively.

### 3.5.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 3.5.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - Why is communication important?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 3.5.4 Say

Now let us begin with a new session which is about Assertiveness and Decision Making Skills. In the previous sessions we have had a clear understanding about Communication Skills, now we will talk about Assertiveness and Decision Making Skills.

### 3.5.5 Do

Share with the participants about Assertiveness and Decision Making Skills.

### 3.5.6 Ask

Ask the participants what is their understanding about Assertiveness and Decision Making Skills. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 3.5.7 Elaborate

#### 1. Assertiveness

Sometimes a customer will demand special attention and will ask for every favour he/she can get. A CCE should be able to communicate clearly what kind of behaviour is acceptable and what is not. This doesn't mean putting a customer back in his/her place in an aggressive manner. A CCE is just communicating what he/she wants in a calm and assertive manner.

#### Assertive Individuals

- Stand up for their rights while respecting the rights of others.
- Communicate what they want in a clear manner.
- Have positive self-esteem and a good self-image.

#### Being Assertive

- While on phone use a pleasant firm voice, have clear pronunciation, maintain moderate speed and pitch, must have proper information.

#### 2. Decision Making Skills

##### Anatomy of a Decision

1. Define the problem
2. Re-evaluate the situation
3. Gather information
4. Think of alternatives
5. Choose an alternative
6. Put your decision to work

Refer to Participant handbook to explain the participants in detail about Assertiveness and Decision Making Skills.

### 3.5.8 Do

Tell the participants to get ready for an activity on Assertiveness and Decision Making Skills.

### 3.5.9 Activity

Ask the participants to refer to Participant handbook and study in detail about the Assertiveness and Decision Making Skills, so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to learn the about assertiveness and decision making skills.

Skill Practice	Time	Resources
Self study	1 hr	Small writing pads, pens and Participant handbook

### 3.5.10 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 3.6: Objection Handling

### Unit Objectives

At the end of this unit, student will be able to:

- Handle objections and criticism
- Empathize with customer's problems, criticism, and suggestions

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 3.6.1 Note

This is the fifteenth session of the program which talks about Objection Handling. Kindly explain about it to the participants to enable them to perform their task effectively.

### 3.6.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 3.6.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What do you understand by assertiveness?
  - What do you understand by decision making skills?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 3.6.4 Say

Now let us begin with a new session which is about Objection Handling. In the previous sessions we have had a clear understanding about Assertiveness and Decision Making Skills, now we will talk about Objection Handling.

### 3.6.5 Do

Share with the participants about Objection Handling, coping with criticism and expressing empathy towards customers.

### 3.6.6 Ask

Ask the participants what is their understanding about Objection Handling, coping with criticism and expressing empathy towards customers. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 3.6.7 Elaborate

Refer to Participant handbook to explain the participants in detail about

#### **Objection Handling,**

- It is one of the stages where CCE has to handle certain objection and resistance of the customers. There are certain times when the customer argues and differs from the demonstration and explanation given by the CCE to him. So in order to satisfy, negotiate and make the deal finalize CCE has to persuade the customers by satisfying the customer by taking certain step. So these steps taken by the CCE in order to persuade the customer are called objection handling.

#### **Coping with criticism**

- Dealing with criticism positively is an important life skill.
- At some point in your life you will be criticised, perhaps in a professional way. Sometimes it will be difficult to accept – but that all depends on your reaction. You can either use criticism in a positive way to improve, or in a negative way that can lower your self-esteem and cause stress

#### **Expressing empathy towards customers**

- Empathy, the art of seeing a situation through a customer's eyes, is an essential component to a successful customer service culture.

Refer to Participant handbook (Pg 53, 54) to explain the participants in detail about objection handling, coping with criticism and expressing empathy towards customers.

### 3.6.8 Do

Tell the participants to get ready for an activity on Objection Handling.

### 3.6.9 Activity

Divide the participants into four groups and ask them to perform a role play on the given situation.

#### **Situation**

An irate customer calls you with a complain that his mobile network always troubles him during his travel. How will you handle it? After the role play reiterate the points which leads to objection handling in order to conclude the session in a proper manner.

Debrief: The objective of this activity is to learn about objection handling.

The facilitator must ensure that all the participants demonstrate the situation, so that they know how to handle different types of customers.

Skill Practice	Time	Resources
Situation	2 hrs	Small writing pads and pens

### 3.6.10 Notes for Facilitation



- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question



## UNIT 3.7: Comprehension and Problem Solving Skills

### Unit Objectives

At the end of this unit, student will be able to:

- Identify customer's problems and offer a solution to them
- Educate customers and communicate the resolution

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 3.7.1 Note

This is the sixteenth session of the program which talks about Comprehension and Problem Solving Skills. Kindly explain about it to the participants to enable them to perform their task effectively.

### 3.7.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 3.7.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What do you understand by objection handling?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 3.7.4 Say

Now let us begin with a new session which is Comprehension and Problem Solving Skills. In the previous sessions we have had a clear understanding about Objection Handling, now we will talk about Comprehension and Problem Solving Skills.

### 3.7.5 Do

Share with the participants about Comprehension and Problem Solving Skills.

### 3.7.6 Ask

Ask the participants what is their understanding about Comprehension and Problem Solving Skills. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 3.7.7 Elaborate

**Problem Solving Skills**

For a CCE to work effectively and efficiently, it is necessary to identify and comprehend problems right at the first step. It helps in achieving more work in less time.

**Problem-Solving**

- Recognize that there is a problem
- Identify the problem
- Generate alternative solutions
- Evaluate the solution
- Choose among the alternative solutions
- Implement the chosen solution

Refer to Participant handbook to explain the participants in detail about Problem Solving Skills

### 3.7.8 Do

Tell the participants to get ready for an activity on Problem Solving Skills.

### 3.7.9 Activity

Divide the participants into four groups and ask them to perform a role play on the given situation.

**Situation**

Imagine that the payments have not been properly credited to a customer's account. What do you do to solve the problem?

After the role play reiterate the points which leads to problem solving in order to conclude the session in a proper manner.

**Debrief:**

The objective of this activity is to understand about problem solving skills.

The facilitator must ensure that all the participants demonstrate the given situation, so that they are able to confidently solve the problem of customers.

Skill Practice	Time	Resources
Role play	2 hrs	Small writing pads and pens

### 3.7.10 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 3.8: Selling Skills

### Unit Objectives

At the end of this unit, student will be able to:

- Recognise the need of customers and how to influence them to buy
- Understand the sales process

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 3.8.1 Note

This is the seventeenth session of the program which talks about Selling Skills. Kindly explain about it to the participants to enable them to perform their task effectively.

### 3.8.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 3.8.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What do you understand by Problem solving?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 3.8.4 Say

Now let us begin with a new session which is Selling Skills. In the previous sessions we have had a clear understanding about Comprehension and Problem Solving Skills, now we will talk about Selling Skills.

### 3.8.5 Do

Share with the participants about Selling Skills.

### 3.8.6 Ask

Ask the participants what is their understanding about Selling Skills. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 3.8.7 Elaborate

#### What is selling?

Selling is trying to make sales by persuading someone to buy one's product or service. It has different parts like advertising, promotion, public relations and direct marketing. Selling involves a salesperson who helps the customer fulfill his needs and facilitates the matching of what you have to offer with what the buyer wants to buy.

#### Selling Process

- Before the sale
- During the sale
- After the sale

Refer to Participant handbook to explain the participants in detail about Selling Process

### 3.8.8 Do

Tell the participants to get ready for an activity on Selling Process.

### 3.8.9 Activity

Divide the participants into four groups and ask them to perform a role play on the given situation.

#### Situation

You have to call a customer and sell a new scheme that your organization has launched. How will you sell the service After the role play reiterate the steps of selling process in order to conclude the session in a proper manner.

Debrief: The objective of this activity is to learn the process of selling.

The facilitator must ensure that all the participants demonstrate the situation provided to them, so that they are able to perform confidently sell the product according to the customers requirement.

Debrief: The objective of this activity is to learn the process of selling.

The facilitator must ensure that all the participants demonstrate the situation provided to them, so that they are able to perform confidently sell the product according to the customers requirement.

Skill Practice	Time	Resources
Role play	2 hrs	Small writing pads and pens

### 3.8.10 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question



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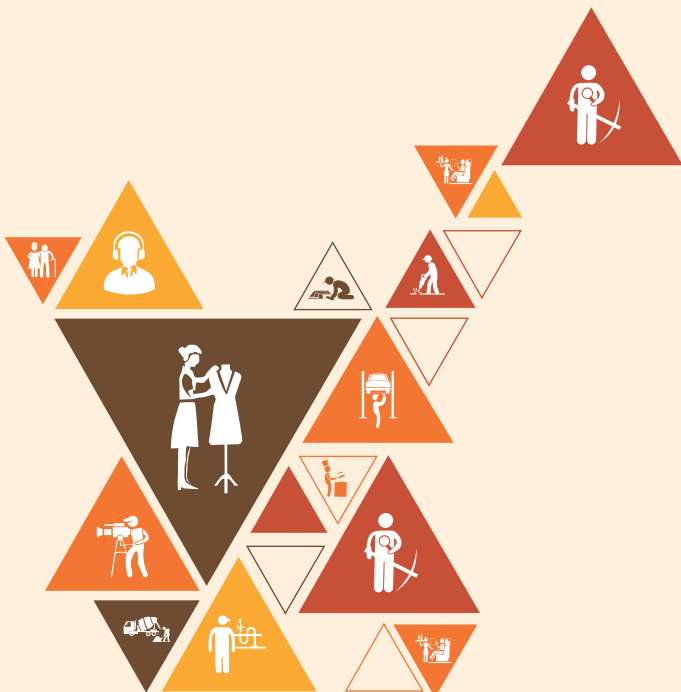


## 4. Technical Skills

Unit 4.1 – Understanding CRM

Unit 4.2 – Making and Receiving Calls

Unit 4.3 – Understanding and Using Software Applications



TEL/N0100,  
TEL/N0101,  
TEL/N0102,  
TEL/N0103,  
TEL/N0104

## Key Learning Outcomes

At the end of this module, you will be able to:

1. Use CRM effectively with complete and correct tagging
2. Explain how to make and attend calls
3. Demonstrate how to do call transfer, call hold and call forward.
4. Demonstrate the usage of different IT applications used to search customer details in the database
5. Show how to fetch information about products, processes and services for the customer



## UNIT 4.1: Understanding CRM

### Unit Objectives

At the end of this unit, student will be able to:

- Explain the concept and benefits of CRM

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 4.1.1 Note

This is the seventeenth session of the program which talks about Understanding CRM. Kindly explain about it to the participants to enable them to perform their task effectively.

### 4.1.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 4.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What do you think is the purpose of sales?
  - List any four barriers to effective problem solving.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 4.1.4 Say

Now let us begin with a new session which is Understanding CRM. In the previous sessions we have had a clear understanding about Selling Skills, now we will talk about Understanding CRM.

### 4.1.5 Do

Share with the participants about CRM and its benefits.

### 4.1.6 Activity

- Instruct everyone to tie a balloon to their left foot (you need balloon and strings for all participants)
- Divide the large group into several smaller groups
- Instruct everyone about the team's mission and the game duration:
- "All teams have the same goal: to protect the team balloons. The game goes for 10 minutes, at the end we will count and announce the team with highest number of the full balloons."
- Say go and count down 10 minutes.

Debrief: The objective of this activity is to revitalize the participants, and relax their minds so that they return to the training program refreshed and more receptive to learning.

Skill Practice	Time	Resources
Balloon Battle	1 hr	Ballons, threads/rubber bands

### 4.1.7 Ask

Ask the participants what is their understanding about CRM and its benefits. Write down their steps on a flip chart/black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 4.1.8 Elaborate

#### What is CRM?

An acronym for Customer Relationship Management, the term refers to a systematic approach to handling customer relationships.

Refer to Participant handbook to explain the participants in detail about benefits of CRM.

### 4.1.9 Do

Tell the participants to get ready for an activity on CRM and its benefits.

### 4.1.10 Activity

Add an activity of class discussion. Ask the participants to come up with all words they could think of - relating to CRM. Collate the words, add your own relevant ones in the flip chart. Make a Vocabulary Wall for the class - and pin up this chart for passive learning.

Debrief: The objective of this activity is to learn CRM and its benefits.

The facilitator must ensure that all the participants participate in the discussion, so that they have a clear understanding about CRM.

Skill Practice	Time	Resources
Class Discussion	3 hrs	CRM software, Participant Handbook, Notepad, Pens

### 4.1.11 Activity

Description - Divide the class into pairs and have them each to have 1 CCE and 1 irate customer. Have a conversation of how you would handle an irate customer who wishes to escalate the issue he/she is facing.

Debrief: The objective of this activity is to make the participants understand how to handle irate customers.

The facilitator must ensure that all the participants demonstrate the steps involved in handling irate customers, so that they all get the confidence of handling different types of customers, in near future.

Skill Practice	Time	Resources
Role Play	4 hrs	Participant Handbook, Notepad, Pens

### 4.1.12 Activity

Ask the participants to refer to Participant handbook and study in detail about the CRM and its benefits, so that when they are asked question regarding it they are able to answer it.

Skill Practice	Time	Resources
Self study	.5 hr	Small writing pads, pens and Participant handbook

### 4.1.13 Activity

Divide the participants in groups of 5 and discuss how different customers will have different expectations. Tell them recall all their different friends and relatives and discuss how their expectations will be different from others and write the different ways in which these different types of customers should be treated.

Debrief: The objective of this activity is to learn about the expectations of customers and the ways in which different types of customers should be treated.

Skill Practice	Time	Resources
Group Discussion	2 hrs	Small writing pads, pens and Participant handbook

### 4.1.14 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 4.2: Making and Receiving Calls

### Unit Objectives

At the end of this unit, student will be able to:

- Explain the concept of Making and Receiving Calls
- Demonstrate how to make and receive calls
- Demonstrate how to do call transfers, call hold and call forward

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 4.2.1 Note

This is the eighteenth session of the program which talks about Making and Receiving Calls. Kindly explain about it to the participants to enable them to perform their task effectively.

### 4.2.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session

### 4.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What is CRM?
  - What are common security questions?
  - Why is it important to verify a caller?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 4.2.4 Say

Now let us begin with a new session which is about Making and Receiving Calls. In the previous sessions we have had a clear understanding about Understanding CRM, now we will talk about Making and Receiving Calls.

### 4.2.5 Do



Share with the participants about Making and Receiving Calls and Concept of Call Transfer, Call Hold and Call Forward.

### 4.2.6 Ask



Ask the participants what is their understanding about Making and Receiving Calls and Concept of Call Transfer, Call Hold and Call Forward . Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session

### 4.2.7 Activity



- The facilitator should wrap a small gift with many different layers of paper.
- On each layer the facilitator should write a task or a question.
- Example of the tasks: Sing a song; hug the person next to you etc.
- Example of questions: What is your favourite colour? What are your hobbies?
- The facilitator should start the music or clap the hand if there is no music
- The participants should pass the parcel around the circle
- When the facilitator stops the music or the clapping, the person who is holding the parcel should tear of one layer of paper and carry out the task or answer the question written on the paper
- The game continues until all the layers have been unwrapped.
- The gift goes to the last person who take off the wrapping.

Debrief: The objective of this activity is to revitalize the participants, and relax their minds so that they return to the training program refreshed and more receptive to learning.

Skill Practice	Time	Resources
Passing the Parcel	1 hr	Small writing pads, pens and Participant handbook

### 4.2.8 Elaborate



Refer to Participant handbook to explain the participants in detail about

- Making and Receiving Calls
- Concept of Call Transfer, Call Hold and Call Forward

### 4.2.9 Activity



Divide the class in pairs and ask them to prepare a 10 min role play about any of the following topics:

Making a call to a customer; Receiving a call, Call Transfer, Call Hold and Call Forward. Give them 1 hour to discuss and prepare. Once done, ask all groups to share their presentation with the class. Discuss which ones were ideal and which had scope for improvement.

Debrief: The objective of this activity is to learn the process of making call, receiving call, transferring call, putting call on hold and forwarding call.

Skill Practice	Time	Resources
Group Discussion	5 hrs	Small writing pads, pens and Participant handbook

#### 4.2.10 Do

Tell the participants to get ready for an activity on Making and Receiving Calls and Concept of Call Transfer, Call Hold and Call Forward.

#### 4.2.11 Activity

Divide the participants in two groups and make them play a quiz on the various concepts learnt in CRM. The winning group will be awarded with a gift hamper. At the end of the activity, reiterate about the various CRM concepts in order to conclude the activity in a proper manner.

Debrief: The objective of this activity is to make the participants aware about CRM concepts.

Skill Practice	Time	Resources
Quiz activity on CRM concepts	4 hrs	Small writing pads, pens and Participant handbook

#### 4.2.12 Activity

Ask the participants to refer to Participant handbook and study in detail about the Making and Receiving Calls and Concept of Call Transfer, Call Hold and Call Forward, so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to learn about call transfer, call hold, call forward and making and receiving call.

Skill Practice	Time	Resources
Self study	.5 hr	Small writing pads, pens and Participant handbook

#### 4.2.13 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 4.3: Understanding and Using Software Applications

### Unit Objectives

At the end of this unit, student will be able to:

- Understand different software applications used
- Explain different software applications used to search customer details in database and use relevant applications effectively

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 4.3.1 Note

This is the nineteenth session of the program which talks about Understanding and Using Software Applications. Kindly explain about it to the participants to enable them to perform their task effectively.

### 4.3.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 4.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - Within how many seconds should you answer a call?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 4.3.4 Say

Now let us begin with a new session which is about Understanding and Using Software Applications. In the previous sessions we have had a clear understanding about Making and Receiving Calls, now we will talk about Understanding and Using Software Applications.

### 4.3.5 Do

Share with the participants about Various Software Applications.

### 4.3.6 Ask



Ask the participants what is their understanding about Various Software Applications . Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 4.3.7 Elaborate



#### Various Software Applications

Telecom Call Centre Executives will need to work on multiple applications like:

- Intranet site and Call taking application
- Customer Information System and account information
- Call Log and Billing System

Refer to Participant handbook to explain the participants in detail about Various Software Applications

### 4.3.8 Do



Tell the participants to get ready for an activity on Various Software Applications.

### 4.3.9 Activity



Divide the class into 5 groups and allow them to take a hands-on on the 5 software applications CCEs use. Let each group take turns and get a hand on all 5 applications.

Debrief: The objective of this activity is to learn about various software applications.

Skill Practice	Time	Resources
Skill practical	5 hrs	Participant handbook, Pens, Notepad

### 4.3.10 Activity



Divide the participants in two groups and make them play a quiz on various software applications. The winning group will be awarded with a gift hamper.

At the end of the activity, reiterate about various software application, in order to conclude the activity in a proper manner.

Debrief: The objective of this activity is to make the participants aware about various software applications.

Skill Practice	Time	Resources
Quiz	5 hrs	Participant handbook



### 4.3.12 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question





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## 5. Computer Knowledge and Practice

Unit 5.1 – Introduction to Computers

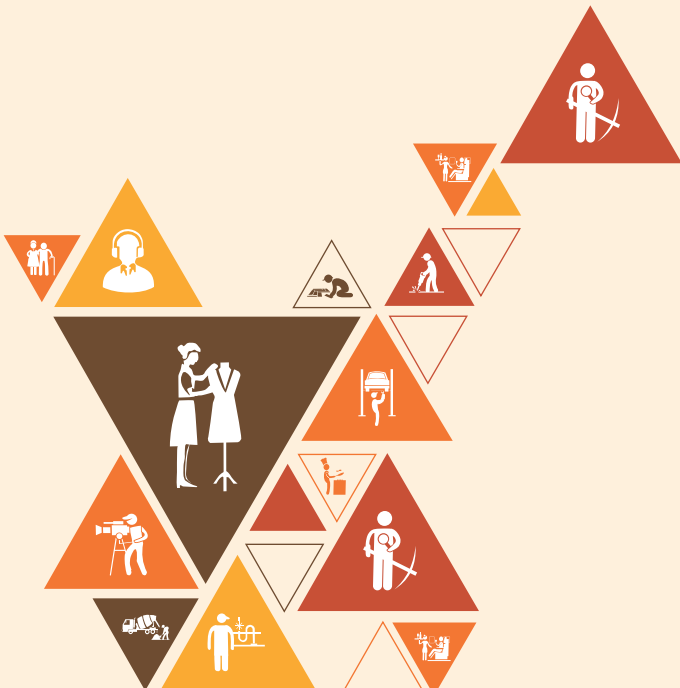
Unit 5.2 – Basics of MS Word

Unit 5.3 – Basics of MS Powerpoint

Unit 5.4 – Basics of MS Excel

Unit 5.5 – Internet and Network

Unit 5.6 – Typing Practice



TEL/N0100,  
TEL/N0101,  
TEL/N0102,  
TEL/N0103,  
TEL/N0104

## Key Learning Outcomes

At the end of this module, you will be able to:

1. Define a computer and its different parts
2. Discuss about MS Word
3. Discuss about MS PowerPoint
4. Discuss about MS Excel
5. Discuss about Internet and network
6. Practice how to type effectively

## UNIT 5.1: Introduction to Computer

### Unit Objectives

At the end of this unit, student will be able to:

- Define a computer and its different parts

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 5.1.1 Note

This is the twentieth session of the program which talks about Computers. Kindly explain about it to the participants to enable them to perform their task effectively.

### 5.1.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 5.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What are different applications on which a Customer Care Executive needs to work?
  - What is the importance of switching between different applications?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 5.1.4 Say

Now let us begin with a new session which is about Introduction to computers. In the previous sessions we have had a clear understanding about Software Applications, now we will talk about Introduction to computers.

### 5.1.5 Do

Share with the participants about computer hardware and software.

### 5.1.6 Ask



Ask the participants what is their understanding about computer hardware and software. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 5.1.7 Elaborate



#### Computer Hardware

Computer hardware comprises physical components that make up the computer system. These are physical and mechanical components of a computer system, such as the electronic circuit, chips, monitor, disks, disk drives, keyboard, modem, and printer. All computer equipment can be grouped into one of the following 4 categories of hardware devices:

- Input Devices
- Processing devices
- Output Devices
- Storage Devices

#### Software

Software is a collection of instructions that can be 'run' on a computer. These instructions tell the computer what to do. Software is instructions that tell computer hardware what to do. Softwares are divided into two parts:

1. System Software
2. Application Software

Refer to Participant handbook to explain the participants in detail about Computer hardware and software.

### 5.1.8 Do



Tell the participants to get ready for an activity on computer hardware and software.

### 5.1.9 Activity



Ask the participants to refer to Participant handbook and study in detail about the computer hardware and software, so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to understand about computer hardware and software.

Skill Practice	Time	Resources
Self study	15 min	Small writing pads, pens and Participant handbook

### 5.1.10 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 5.2: Microsoft Word

### Unit Objectives

At the end of this unit, student will be able to:

- Discuss the use of MS-Word

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 5.2.1 Note

This is the twenty-first session of the program which talks about MS Word. Kindly explain about it to the participants to enable them to perform their task effectively.

### 5.2.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 5.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What do you understand by computer hardware?
  - What do you understand by computer software?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 5.2.4 Say

Now let us begin with a new session which is about MS Word. In the previous sessions we have had a clear understanding about computers, now we will talk about MS Word.

### 5.2.5 Do

Share with the participants about MS Word and starting with MS Word.



### 5.2.6 Ask

Ask the participants what is their understanding about MS Word. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 5.2.7 Elaborate

Refer to Participant handbook to explain the participants in detail about:

1. MS Word
2. Starting with MS word
  - Opening Word
  - Create a New Document
  - Opening a document

### 5.2.8 Do

Tell the participants to get ready for an activity on MS Word.

### 5.2.9 Activity

Ask the participants to perform the activity of opening word, creating a new document and opening a document in the system provided to them.

Debrief: The objective of this activity is to learn how to open a file and create a document.

The facilitator must ensure that all the participants participate in this activity, so that they become well versed with the process of opening file and creating a new document in MS Word.

Skill Practice	Time	Resources
Skill Practical	15 min	Participant handbook, computer

### 5.2.10 Say

Now let us discuss about tools used in MS Word.

### 5.2.11 Do

Share with the participants about tools used in MS Word.

### 5.2.12 Ask

Ask the participants what is their understanding about the title bar and ribbon. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 5.2.13 Elaborate

#### Title Bar

- Quick Access Toolbar
- Windows Control Buttons

#### The Ribbon

- Home Tab
- Insert Tab
- Page Layout Tab
- Reference Tab
- Mailing Tab
- Review Tab
- View Tab

Refer to Participant handbook to explain the participants about the title bar and ribbons.

### 5.2.14 Do

Tell the participants to get ready for an activity on MS Word.

### 5.2.15 Activity

Divide the class in four groups and ask the participants to make a chart on title bar and ribbons. The best chart will be pinned on the board in order to encourage passive learning.

At the end of the practical reiterate the importance of title bar and ribbons in order to conclude the activity in a proper manner.

Debrief: The objective of this activity is to learn about title bar and ribbons.

The facilitator must ensure that all the participants are grouped properly while preparing chart on title bar and ribbon.

Skill Practice	Time	Resources
Chart making	15 min	Chart, pencil, sketch pens, scale and eraser

### 5.2.16 Say

Let us now talk about typing text, formatting text and document.

### 5.2.17 Do

Let us now talk about typing text, formatting text and document.

### 5.2.18 Ask

Ask the participants what is their understanding about Let us now talk about typing text, formatting text and document. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 5.2.19 Elaborate

Refer to Participant handbook to explain the participants in detail about

1. Typing text
2. Formatting text and document

**Formatting text includes:**

- Character Formatting
- Modifying Fonts

**Formatting document includes:**

- Adjusting Line Spacing
- Paragraph Formatting
- Page Orientation
- Bulleted or Numbered List
- Insert Bulleted or Numbered List
- Select Bullets or Numbering Style

### 5.2.20 Do

Tell the participants to get ready for an activity on MS Word.

### 5.2.21 Activity

Ask the participants to type a paragraph of their choice and create a heading as well and apply the following formatting:

Skill Practice	Time	Resources
Skill Practical	15 min	Participant handbook, computer

**Heading**

Font: Book Antique

Font Colour: Olive Green

Font Size: Bold, Italics

Alignment: Center

Shortcut: Alt+V

**Paragraph**

Font: Comic sans MS

Font Size: 12 point

Font Colour: Orange

Font Style: Italics

Alignment: Justify

Shortcut: Alt+N

**5.2.22 Say** 

Let us now talk about working with graphics.

**5.2.23 Do** 

Share with the participants about working with graphics.

**5.2.24 Ask** 

Ask the participants what is their understanding about graphics. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

**5.2.25 Elaborate** 

Refer to Participant handbook to explain the participants in detail about graphics.

**5.2.26 Do** 

Tell the participants to get ready for an activity on MS Word.

### 5.2.27 Activity

Ask the participants to practice inserting shapes, clip art, pictures, text boxes in the system provided to them.

Debrief: The objective of this activity is to learn how to insert shapes, clip art, pictures, and text boxes.

The facilitator must ensure that all the participants participate in this activity, so that they become well versed with the process of insert shapes, clip art, pictures, and text boxes.

Skill Practice	Time	Resources
Skill Practical	15 min	Participant handbook, computer

### 5.2.28 Say

Let u now talk about advanced formatting techniques and creating table.

### 5.2.29 Do

Share with the participants about advanced formatting techniques and creating table.

### 5.2.30 Ask

Ask the participants what is their understanding about advanced formatting techniques and creating table. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 5.2.31 Elaborate

Refer to Participant handbook to explain the participants about advanced formatting techniques and creating table.

Advanced formatting techniques include:

- Create Columns
- SmartArt Graphic

### 5.2.32 Do

Tell the participants to get ready for an activity on MS Word.

### 5.2.33 Activity

Ask the participants to practice creating columns and smart art graphics and adding and deleting shapes in smart art graphics.

Debrief: The objective of this activity is to learn about advanced formatting techniques and creating table.

The facilitator must ensure that all the participants practice creating column and smart art graphics and adding and deleting shapes in smart art graphics.

Skill Practice	Time	Resources
Skill Practical	15 min	Participant handbook, computer

### 5.2.34 Activity

Ask the participants to practice inserting a table, adding row and column to a table and then also practice deleting the table and its content.

Debrief: The objective of this activity is to learn how insert table, and add row and column to a table.

Skill Practice	Time	Resources
Skill Practical	.5 hr	Participant handbook, computer

### 5.2.35 Activity

Ask the participants to practice adding and deleting a comment.

Debrief: The objective of this activity is to learn how to add and delete comments.

Skill Practice	Time	Resources
Skill Practical	.5 hr	Participant handbook, computer

### 5.2.36 Say

Let us now talk about track changes and mail merge.

### 5.2.37 Do

Share with the participants about track changes and mail merge.

### 5.2.38 Ask

Ask the participants what is their understanding about track changes and mail merge. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 5.2.39 Elaborate

Refer to Participant handbook to explain the participants in detail about

- Track Changes
- Mail Merge

### 5.2.40 Do

Share with the participants about track changes and mail merge.

### 5.2.41 Activity

Ask the participants to practice how to make track changes and practice mail merging.

Debrief: The objective of this activity is to learn how to make track changes and perform mail merge

The facilitator must ensure that all the participants practice track changes and mail merge, so that they are able to use it as and when required.

Skill Practice	Time	Resources
Skill Practical	.5 hr	Participant handbook, computer

### 5.2.42 Say

Let us conclude the session by talking about header, footer, page note and finishing a document.

### 5.2.43 Do

Share with the participants about header, footer, page note and finishing a document.

### 5.2.44 Ask

Ask the participants what is their understanding about header, footer, page note. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 5.2.45 Elaborate

Refer to Participant handbook to explain the participants in detail about:

- Adding Page Numbers
- Adding Header or Footer
- Remove page numbers, headers, and footers
- Finalising a document

### 5.2.46 Do

Tell the participants to get ready for an activity on MS Word

### 5.2.47 Activity

Ask the participants to practice how to add page number, header and footer and how to remove it.

1. Create 5 page document and insert the following:
  - a. Header: " Computer Education" (Centre Align)
  - b. Footer: Page No (Left Align)
2. Create a new word file with the name H and F under your folder
3. Create 10 pages and give the Header Footer as following
  - a. For first five pages:
    - Header: IIM (Lucknow) (Centre Align)
    - Footer:<Page No> (Centre Align)
  - b. For last five pages:
    - Header: NIFM (Faridabad) (Right Align)
    - Footer:<Page No> (Right Align)

Skill Practice	Time	Resources
Skill Practical	.5 hr	Participant handbook, computer

### 5.2.48 Do

Tell the participants to get ready for an activity on MS Word



### 5.2.49 Activity

Tell the participants that its quiz time and they will be asked questions in order to check their progress.

Debrief: The objective of this activity is to learn about MS Word.

Skill Practice	Time	Resources
Quiz	15 min	Participant handbook

### 5.2.51 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 5.3: Microsoft PowerPoint

### Unit Objectives

At the end of this unit, student will be able to:

- Describe the use of MS-PowerPoint

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 5.3.1 Note

This is the twenty-second session of the program which talks about MS Power Point. Kindly explain about it to the participants to enable them to perform their task effectively.

### 5.3.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 5.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What are the tools used in MS Word?
  - What are the steps involved in formatting a text and document?
  - How do you create a table?
  - What do you understand by mail merge?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 5.3.4 Say

Now let us begin with a new session which is about MS Power Point. In the previous sessions we have had a clear understanding about MS Word, now we will talk about MS Power Point.

**5.3.5 Do**

Share with the participants about MS Power Point and Ribbon.

**5.3.6 Ask**

Ask the participants what is their understanding about MS Power Point and Ribbon. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

**5.3.7 Elaborate**

Refer to Participant handbook to explain the participants in detail about the following:

1. Microsoft PowerPoint 2010
2. Ribbon

The Ribbon contains several categories for formatting the design and elements of your presentation. These include: Home, Insert, Design, Transitions, Animations, Slide Show, Review and View.

These icons are convenient but will not bring up dialogue boxes that allow you to change the settings of these actions. You should use whichever method works the best for you.

**5.3.8 Do**

Tell the participants to get ready for an activity on MS Power Point.

**5.3.9 Activity**

Ask the participants to refer to Participant handbook and study in detail about MS Power Point and Ribbon so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to understand about MS Power Point.

Skill Practice	Time	Resources
Self Study	.5hr	Small writing pads, pens and Participant handbook

**5.3.10 Say**

Now let us talk about creating new presentation and formatting text.

**5.3.11 Do**

Share with the participants about creating new presentation and formatting text.

**5.3.12 Ask** 

Ask the participants to share their understanding about track changes and mail merge. Write down the points they share on a designing in order to create an interactive and interesting PPT.

**5.3.13 Elaborate** 

Refer to Participant handbook to explain the participants in detail about the following:

- Creating new presentation
- Formatting text

**5.3.14 Do** 

Tell the participants to get ready for an activity on MS Power Point.

**5.3.15 Activity** 

Ask the participants to perform the activity of creating new presentation and formatting text in the system provided to them.

Debrief: The objective of this activity is to learn how to create new presentation and format text.

The facilitator must ensure that all the participants participate in this activity, so that they are able to create a presentation if need arises.

Skill Practice	Time	Resources
Skill Practical	.5 hr	Participant handbook, Computer

**5.3.16 Say** 

Now let us talk about adding design theme and working with graphics.

**5.3.17 Do** 

Share with the participants about adding design theme and working with graphics.

**5.3.18 Ask** 

Ask the participants what is their understanding about adding design theme and working with graphics. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

**5.3.19 Elaborate** 

A theme includes a background design, colour scheme, font types, font sizes, and placeholder positions in one package. Every new presentation starts out with the default theme, called Office theme, which is a white background and black text.

However you can change the theme to a wide variety of options. To find and apply a theme, click the Design tab on the Ribbon.

1. The Themes group provides thumbnails of different design options.
2. To see additional themes, click the More arrow button on the right of the group.
3. When you point and hover on any theme thumbnail, a preview of the theme will appear on the slide. To apply the theme to your slides, click on the thumbnail design you like.

Refer to Participant handbook to explain the participants in detail about Working with Graphics

Working with graphics includes:

- Inserting ClipArt , Insert Shapes, Inserting Pictures, Modifying Graphics, Inserting WordArt, Inserting SmartArt and Inserting Tables or Charts

### 5.3.20 Do

Share with the participants about inserting hyperlink and creating photo album.

### 5.3.21 Activity

Ask the participants to perform the activity of adding design theme and working with graphics in the system provided to them. Ask them to practice inserting ClipArt Shapes, Pictures, WordArt, SmartArt, Tables or Charts.

Debrief: The objective of this activity is to learn how to add design themes and work with graphics.

The facilitator must ensure that all the participants practice inserting ClipArt, Pictures, Word Art, SmartArt, so that they are able to use it as and when required.

Skill Practice	Time	Resources
Skill Practical	.5 hr	Participant handbook, computer

### 5.3.22 Say

Now let us talk about inserting hyperlink and creating photo album.

### 5.3.23 Ask

Ask the participants what is their understanding about inserting hyperlink and creating photo album. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 5.3.24 Elaborate

Refer to Participant handbook to explain the participants in detail about inserting hyperlink and creating photo album.

**5.3.25 Activity** 

Ask the participants to perform the activity of inserting hyperlink and creating photo album in the system provided to them.

Debrief: The objective of this activity is to learn how to insert hyperlink and create photo album.

The facilitator must ensure that all the participants practice inserting hyperlink and creating photo album, so that they are able to use it as and when required.

Skill Practice	Time	Resources
Skill Practical	.5 hr	Participant handbook, Computer

**5.3.26 Do** 

Tell the participants to get ready for an activity on MS Power Point.

**5.3.27 Activity** 

Ask the participants to perform the activity of starting a slide show and finalizing presentations.

Debrief: The objective of this activity is to understand how to start a slide show.

Skill Practice	Time	Resources
Skill Practical	.5 hr	Participant handbook, Computer

**5.3.29 Say** 

Now let us talk about starting a slide show and finalizing presentations.

**5.3.30 Do** 

Share with the participants about starting a slide show and finalizing presentations.

**5.3.31 Ask** 

Ask the participants what is their understanding about starting a slide show and finalizing presentations. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

**5.3.32 Elaborate** 

Refer to Participant handbook to explain the participants in detail about starting a slide show and finalizing presentations.

**5.3.33 Do** 

Tell the participants to get ready for an activity on MS Power Point.

### 5.3.34 Activity

Ask the participants to refer to Participant handbook and study in detail about short cut commands in power point presentations so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to make the participants aware about the short cut commands used in power point presentation.

Skill Practice	Time	Resources
Skill Practical	.5 hr	Participant handbook, Computer

### 5.3.35 Say

Let us conclude the session by talking about short cut commands in power point presentations.

### 5.3.36 Do

Share with the participants about short cut commands in power point presentations.

### 5.3.37 Ask

Ask the participants what is their understanding about short cut commands in power point presentations. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 5.3.38 Elaborate

Refer to Participant handbook to explain the participants in detail about short cut commands in power point presentations.

### 5.3.39 Do

Tell the participants to get ready for an activity on MS Power Point.

### 5.3.40 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 5.4: Microsoft Excel

### Unit Objectives

At the end of this unit, student will be able to:

- Describe the use of MS Excel

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 5.4.1 Note

This is the twenty-third session of the program which talks about MS Excel. Kindly explain about it to the participants to enable them to perform their task effectively.

### 5.4.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 5.4.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What do you understand by MS Power Point?
  - How to create a new presentation?
  - How to add design theme?
  - How to insert hyperlink?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 5.4.4 Say

Now let us begin with a new session which is about MS Excel. In the previous sessions we have had a clear understanding about MS Power Point, now we will talk about MS Excel.

### 5.4.5 Do

Share with the participants about MS Excel and Ribbon.



### 5.4.6 Ask

Ask the participants what is their understanding about MS Excel and Ribbon. Write down their steps on a flip chart/black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 5.4.7 Elaborate

Refer to Participant handbook to explain the participants in detail about the following:

1. Microsoft PowerPoint 2010
2. Ribbon

The ribbon contains all of the commands you will need in order to do common tasks. It has multiple tabs, each with several groups of commands, and you can add your own tabs that contain your favourite commands. Some groups have an arrow in the bottom-right corner that you can click to see even more options.

Tabs available in MS Excel

- Home Tab
- Insert Tab
- Page Layout Tab
- Formulas Tab
- Data Tab
- Review Tab
- View Tab

### 5.4.8 Do

Share with the participants about MS Excel and Ribbon.

### 5.4.9 Activity

Ask the participants to refer to Participant handbook and study in detail about MS Excel and Ribbon so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to learn about MS Excel.

Skill Practice	Time	Resources
Self Study	15 min	Small writing pads, pens and Participant handbook

### 5.4.10 Say

Now let us talk about components in the workbook and starting with MS Excel.

**5.4.11 Do** 

Share with the participants about components in the workbook and starting with MS Excel.

**5.4.12 Ask** 

Ask the participants what is their understanding about components in the workbook and starting with MS Excel. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

**5.4.13 Elaborate** 

Refer to Participant handbook to explain the participants in detail about entering data in worksheet and cut, copy, paste data.

**5.4.14 Do** 

Tell the participants to get ready for an activity on MS Excel.

**5.4.15 Activity** 

Ask the participants to perform the activity of entering data in worksheet and cut, copy, paste data.

Debrief: The objective of this activity is to learn how to cut, copy, paste data.

The facilitator must ensure that all the participants practice this on the systems provided to them so that when they are asked to cut, copy or paste data, they are able to do it comfortably.

Skill Practice	Time	Resources
Skill Practical	15 min	Participant handbook, Computer

**5.4.16 Say** 

Let us now talk about how to set column width and row height and merge or split cell.

**5.4.17 Do** 

Share with the participants about how to set column width and row height and merge or split cell.

**5.4.18 Ask** 

Ask the participants what is their understanding about setting column width and row height and merging or splitting cell. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 5.4.19 Elaborate

Refer to Participant handbook to explain the participants in detail about setting column width and row height and merging or splitting cell.

### 5.4.20 Do

Share with the participants about components in the workbook and starting with MS Excel.

### 5.4.21 Activity

Ask the participants to perform the activity of setting column width and row height and merging or splitting cell.

Debrief: The objective of this activity is to learn how to set column width, row height and merge or split cell.

Skill Practice	Time	Resources
Skill Practical	15 min	Participant handbook, computer

### 5.4.22 Say

Let us now talk about formatting spread sheet.

### 5.4.23 Do

Share with the participants about formatting spread sheet.

### 5.4.24 Ask

Ask the participants what is their understanding about formatting spread sheet. Write down their steps on a flip chart/black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 5.4.25 Elaborate

Refer to Participant handbook to explain the participants in detail about formatting spread sheet

Formatting spread sheet includes:

- Wrap Text
- Format Numbers
- Cell Borders, Cell and Text Colouring
- Remove Cell Fill
- Conditional Formatting

**5.4.26 Do** 

Tell the participants to get ready for an activity on MS Excel.

**5.4.27 Activity** 

Ask the participants to perform the activity of formatting spread sheet.

Debrief: The objective of this activity is to learn how to format spreadsheet.

The facilitator must ensure that all the participants practice formatting of spread sheet, so that they are able to use it as and when required.

Skill Practice	Time	Resources
Skill Practical	15 min	Participant handbook, computer

**5.4.28 Say** 

Let us now talk about Formulas in Excel.

**5.4.29 Do** 

Share with the participants about Formulas in Excel.

**5.4.30 Ask** 

Ask the participants what is their understanding about Formulas in Excel. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

**5.4.31 Elaborate** 

Formulas are equations that perform calculations on values in your worksheet. A formula always starts with an equal sign (=). An example of a simple formula is  $=5+2*3$  that multiplies two numbers and then adds a number to the result. Microsoft Office Excel follows the standard order of mathematical operations. In the preceding example, the multiplication operation ( $2*3$ ) is performed first, and then 5 is added to its result.

You can also create a formula by using a function which is a prewritten formula that takes a value, performs an operation and returns a value. For example, the formulas  $=SUM(A1:A2)$  and  $SUM(A1,A2)$  both use the SUM function to add the values in cells A1 and A2.

Depending on the type of formula that you create, a formula can contain any or all of the following parts:

1. Functions: A function, such as  $PI()$  or  $SUM()$ , starts with an equal sign (=).
2. Cell references: You can refer to data in worksheet cells by including cell references in the formula. For example, the cell reference A2 returns the value of that cell or uses that value in the calculation.
3. Constants: You can also enter constants, such as numbers (such as 2) or text values, directly into a formula.

4. Operators: Operators are the symbols that are used to specify the type of calculation that you want the formula to perform.

Refer to Participant handbook to explain the participants in detail about Formulas in Excel

### 5.4.32 Do

Tell the participants to get ready for an activity on MS Excel.

### 5.4.33 Activity

Ask the participants to study about various formulas used in MS Excel.

Debrief: The objective of this activity is to learn about different formulas used in MS Excel.

Skill Practice	Time	Resources
Self Study	15 min	Participant handbook, Computer

### 5.4.34 Say

Let us now talk about consolidation and data validation.

### 5.4.35 Do

Share with the participants about consolidation and data validation.

### 5.4.36 Ask

Ask the participants what is their understanding about consolidation data validation. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 5.4.37 Elaborate

Refer to Participant handbook to explain the participants in detail about consolidation and data validation.

### 5.4.38 Do

Tell the participants to get ready for an activity on MS Excel.

### 5.4.39 Activity

Ask the participants to refer to Participant handbook and study in detail about consolidation and data validation so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to learn about consolidation and data validation.

Skill Practice	Time	Resources
Self Study	15 min	Small writing pads, pens and Participant handbook

### 5.4.40 Say

Let us now talk about creating chart in MS Excel.

### 5.4.41 Do

Share with the participants about creating chart in MS Excel.

### 5.4.42 Ask

Ask the participants what is their understanding about creating chart in MS Excel. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 5.4.43 Elaborate

Refer to Participant handbook to explain the participants in detail about steps of creating chart in MS Excel.

Creating chart in MS Excel includes.

- Getting to know the elements of a chart
- Change Chart Name
- Change Chart Style
- Chart or Axis Titles
- Data Labels
- Legend
- Move or Resize Chart

### 5.4.44 Do

Tell the participants to get ready for an activity on MS Excel.

### 5.4.45 Activity

Ask the participants to perform the activity of creating a chart in MS Excel and perform the following activities as well.

- Change Chart Name
- Change Chart Style
- Chart or Axis Titles
- Data Labels
- Legend
- Move or Resize Chart

Skill Practice	Time	Resources
Skill Practical	15 min	Participant handbook, Computer

### 5.4.46 Say

Let us now talk about Pivot Table and Chart Report.

### 5.4.47 Do

Share with the participants about Pivot Table and Chart Report.

### 5.4.48 Ask

Ask the participants what is their understanding about Pivot Table and Chart Report. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 5.4.49 Elaborate

Refer to Participant handbook to explain the participants in detail about Pivot Table and Chart Report.

### 5.4.50 Do

Tell the participants to get ready for an activity on MS Excel.

### 5.4.51 Activity

Ask the participants to refer to Participant handbook and study in detail about Pivot Table and Chart Report so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to understand about pivot table and chart report.

Skill Practice	Time	Resources
Self Study	15 min	Small writing pads, pens and Participant handbook

### 5.4.52 Say

Let us now talk about Advanced Spreadsheet Modification.

### 5.4.53 Do

Share with the participants about Advanced Spreadsheet Modification.

### 5.4.54 Ask

Ask the participants what is their understanding about Advanced Spreadsheet Modification. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 5.4.55 Elaborate

Refer to Participant handbook to explain the participants in detail about Advanced Spreadsheet Modification.

Once you have created a basic spreadsheet, there are numerous things you can do to make working with your data easier. Some of these elements are hiding, freezing and splitting rows. You can also sort and filter data, these features are quite helpful when working with a large amount of data.

Advanced Spreadsheet Modification includes:

- Hide or Display Rows and Columns
- Hide Rows or Columns
- Unhide Rows or Columns
- Freezing/Splitting Rows and Columns
- Freezing vs. splitting
- Moving or Copying Worksheets
- Move or Copy to a Different Workbook
- Sorting Data
- Using Filter
- Filtering options and custom filters
- Filtering dates
- Removing a filter



**5.4.56 Do** 

Tell the participants to get ready for an activity on MS Excel.

**5.4.57 Activity** 

Ask the participants to perform the activity of Advanced Spreadsheet Modification.

Debrief: The objective of this activity is to learn about advanced spreadsheet modification.

Skill Practice	Time	Resources
Skill Practical	.5 hr	Participant handbook, Computer

**5.4.58 Say** 

Let us now talk about Finalising a spreadsheet.

**5.4.59 Do** 

Share with the participants about Finalising a spreadsheet.

**5.4.60 Ask** 

Ask the participants what is their understanding about Finalising a spreadsheet. Write down their steps on a flip chart/black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

**5.4.61 Elaborate** 

Refer to Participant handbook to explain the participants in detail about Finalising a spreadsheet.

**5.4.59 Do** 

Share with the participants about Finalising a spreadsheet.

**5.4.63 Activity** 

Ask the participants to perform the activity of Finalising a spreadsheet.

Debrief:

The objective of this activity is to learn how to finalise a spreadsheet.

The facilitator must ensure that all the participants practice the process of finalising a spread sheet.

Skill Practice	Time	Resources
Skill Practical	15 min	Participant handbook, Computer

**5.4.64 Say** 

Let us now talk about Shortcut Commands in MS Excel 2010.

**5.4.65 Do** 

Share with the participants about Shortcut Commands in MS Excel 2010.

**5.4.66 Ask** 

Ask the participants what is their understanding about Shortcut Commands in MS Excel 2010. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

**5.4.67 Elaborate** 

Refer to Participant handbook to explain the participants in detail about Shortcut Commands in MS Excel 2010.

**5.4.68 Do** 

Tell the participants to get ready for an activity on MS Excel.

**5.4.69 Activity** 

Ask the participants to refer to Participant handbook and study in detail about short cut commands in MS Excel so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to make the participants aware about the short cut commands used in MS Excel.

Skill Practice	Time	Resources
Self Study	15 min	Small writing pads, pens and Participant handbook

**5.4.70 Notes for Facilitation** 

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 5.5: Internet and Network

### Unit Objectives

At the end of this unit, student will be able to:

- Discuss about the internet and network
- Outline the use of different applications of internet

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 5.5.1 Note

This is the twenty-fourth session of the program which talks about Internet and Network. Kindly explain about it to the participants to enable them to perform their task effectively.

### 5.5.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 5.5.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What are the formulas of MS Excel?
  - What do you understand by advanced spread sheet modification?
  - How do you create a chart?
  - What are the short cut commands used in MS Excel?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 5.5.4 Say

Now let us begin with a new session which is Internet and Network. In the previous sessions we have had a clear understanding about MS Excel, now we will talk about Internet and Network.

**5.5.5 Do**

Share with the participants about Internet and Network.

**5.5.6 Ask**

Ask the participants what is their understanding about Internet and Network. Write down their steps on a flip chart/black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

**5.5.7 Elaborate****Network Includes:**

A network is a system of interconnected computers. A network is a group of two or more computer systems linked together. There are many types of computer networks, including:

Local Area Networks (LANs): The computers are geographically close together (that is, in the same building).

Wide Area Networks (WANs): The computers are farther apart and are connected by telephone lines or radio waves.

Metropolitan Area Networks (MANs): A data network designed for a town or city.

Refer to Participant handbook to explain the participants in detail about different applications of internet.

**5.5.8 Do**

Share with the participants about Internet and Network.

**5.5.9 Activity**

Tell the participants that its quiz time and they will be asked questions in order to check their progress.

Debrief: The objective of this activity is to understand in detail about internet and network.

Skill Practice	Time	Resources
Quiz	2 hrs	Participant handbook

**5.5.10 Notes for Facilitation**

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 5.6: Typing Practice

### Unit Objectives

At the end of this unit, student will be able to:

- Understand about the keyboard
- Do typing in an efficient way

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 5.6.1 Note

This is the twenty-fifth session of the program which talks about Typing Practice. Kindly explain about it to the participants to enable them to perform their task effectively.

### 5.6.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 5.6.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What are the types of social media?
  - What is profile and inbox button?
  - What do you understand by media sharing network?
  - What do you understand by internet based network?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 5.6.4 Say

Now let us begin with a new session which is Typing Practice. In the previous sessions we have had a clear understanding about Internet and Network, now we will talk about Typing Practice.

**5.6.5 Do**

Share with the participants about keyboard and special key and their uses.

**5.6.6 Ask**

Ask the participants what is their understanding about keyboard and special key and their uses. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

**5.6.7 Elaborate**

Refer to Participant handbook to explain the participants about keyboard and special key and their uses.

**5.6.8 Do**

Tell the participants to get ready for an activity on special key and their uses.

**5.6.9 Activity**

Tell the participants that its quiz time and they will be asked questions in order to check their progress.

Debrief: The objective of this activity is to learn about the special keys and their uses.

Skill Practice	Time	Resources
Quiz	2 hrs	Participant handbook

**5.6.10 Say**

Let us talk about body posture.

**5.6.11 Do**

Let us talk about body posture.

**5.6.12 Ask** 

Ask the participants what is their understanding about body posture. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

**5.6.13 Elaborate** 

Refer to Participant handbook to explain the participants in detail about body posture

**5.6.14 Do** 

Tell the participants to get ready for an activity on body posture.

**5.6.15 Activity** 

Ask the participants to refer to Participant handbook and study in detail about Body Posture so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to practice correct body posture.

Skill Practice	Time	Resources
Self Study	.5 hr	Small writing pads, pens and Participant handbook

**5.6.16 Notes for Facilitation** 

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question







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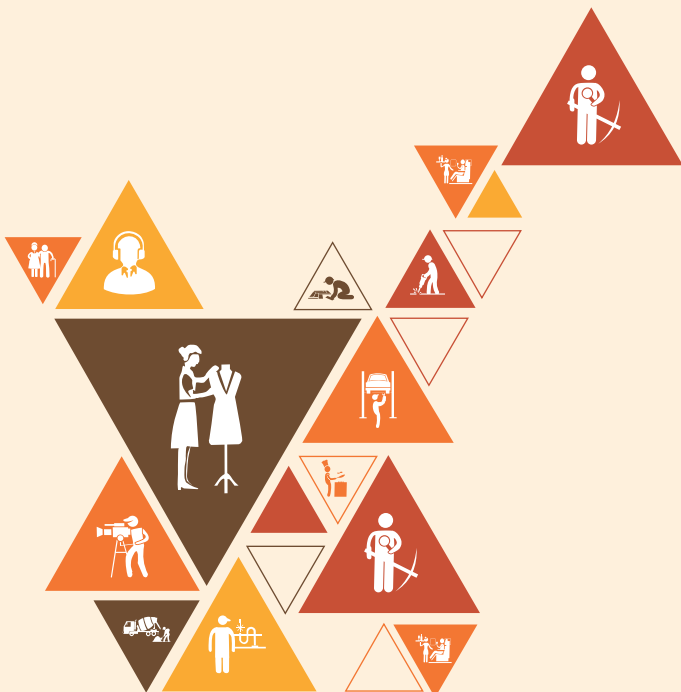
## 6. Language Skills

Unit 6.1 – Listening Skills

Unit 6.2 – Speaking Skills

Unit 6.3 – Reading and Comprehension Skills

Unit 6.4 – Writing Skills



TEL/N0100,  
TEL/N0101,  
TEL/N0102,  
TEL/N0103,  
TEL/N0104

## Key Learning Outcomes

At the end of this module, you will be able to:

1. Understand the importance of listening as a skill for a CCE
2. Practice effective listening skills
3. Use effective speaking skills in your role
4. Demonstrate reading and keep yourself updated on latest news
5. Practice effective writing skills

## UNIT 6.1: Listening Skills

### Unit Objectives

At the end of this unit, student will be able to:

- Explain the concept and importance of listening skills for a CCE

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 6.1.1 Note

This is the twenty-sixth session of the program which talks about Listening Skills. Kindly explain about it to the participants to enable them to perform their task effectively.

### 6.1.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 6.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What do you know about typing skills?
  - What should be the body posture while typing?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 6.1.4 Say

Now let us begin with a new session which is Listening Skills. In the previous sessions we have had a clear understanding about Typing Practice, now we will talk about Listening Skills.

### 6.1.5 Ask

Ask the participants what is their understanding about listening skills. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

## 6.1.6 Elaborate

### What is listening?

Listening is one of the most important skills we can possess, but it often gets overlooked. Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. Listening is the ability to accurately receive messages in the communication process. A good listener will listen not only to what is being said, but also to what is left unsaid or only partially said. Listening involves observing body language and noticing inconsistencies between verbal and nonverbal messages. For example, if someone tells you that they are happy with their life but through gritted teeth or with tears filling their eyes, you should consider that the verbal and non-verbal messages are in conflict. How well you listen has a major impact on your job effectiveness and on the quality of your relationships with the customers.

### We listen:

- To obtain information
- To understand
- To learn

### Importance of listening for your job role:

A customer care executive is the first face to whom customers interact with. The motive for a customer to call in call centre is to listen to their queries, requests and complaints. So the role of listening is very crucial to your job.

### As a Customer Care Executive you should:

- Interpret customer's requirement and suggest related product/offer/scheme
- Respond to customer's Q R C (Query, Request, Complaint) with a relevant answer.
- Gauge customer's communication style and respond appropriately
- Give clear instructions to customers

Refer to Participant handbook to explain the participants about guidelines of effective listening.

## 6.1.7 Do

Tell the participants to get ready for an activity on listening skills

## 6.1.8 Activity

Tell the participants that its quiz time and they will be asked questions on listening skills, in order to check their progress.

Debrief: The objective of this activity is to understand about listening skills.

The facilitator must ensure that all the participants get a chance to participate in the quiz.

Skill Practice	Time	Resources
Quiz	2 hrs	Participant handbook

## 6.1.9 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 6.2: Speaking Skills

### Unit Objectives

At the end of this unit, student will be able to:

- Discuss the concept and importance of speaking skills

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

#### 6.2.1 Note

This is the twenty-seventh session of the program which talks about Speaking Skills. Kindly explain about it to the participants to enable them to perform their task effectively.

#### 6.2.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

#### 6.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What do you understand by listening skills?
  - What are the guidelines for effective listening?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

#### 6.2.4 Say

Now let us begin with a new session which is Speaking Skills. In the previous sessions we have had a clear understanding about Listening Skills, now we will talk about Speaking Skills.

#### 6.2.5 Do

Share with the participants about speaking skills and its components.

### 6.2.6 Ask



Ask the participants what is their understanding about speaking skills and its components. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 6.2.7 Elaborate



#### What is speaking?

Speaking is an interactive process in constructing meaning that involves producing, receiving, and processing information orally.

#### Importance of speaking for your job role:

As a Customer Care Executive, it is very important to be effective at speaking. So, how you speak to the customers creates an image in the mind of the customer. So you have to speak effectively. Practice is the key for effective speaking. All the good speakers and successful people practice a lot before.

#### Components of Speaking Skills

The important components of speaking skills are:

- Tone
- Comprehension
- Grammar
- Vocabulary
- Pronunciation
- Fluency
- Body language
- Rate of Speech

Refer to Participant handbook to explain the participants in detail about Speaking skills and its components.

### 6.2.8 Do



Tell the participants to get ready for an activity on various elements of speech.

### 6.2.9 Activity



Ask them to do an impromptu speech on a subject of their choice. Watch out for rate of speech, vocabulary, excessive jargon etc.

Debrief: The objective of this activity is to learn about the various elements of speech and its use while speaking.

Skill Practice	Time	Resources
Impromptu speech	3 hrs	Participant handbook

### 6.2.10 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question



## UNIT 6.3: Reading and Comprehension Skills

### Unit Objectives

At the end of this unit, student will be able to:

- Understand the concept and importance of reading and comprehension skills.

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 6.3.1 Note

This is the twenty-seventh session of the program which talks about Reading and Comprehension Skills. Kindly explain about it to the participants to enable them to perform their task effectively.

### 6.3.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 6.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - Why is body language important for a CCE?
  - Write any five components of speaking.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 6.3.4 Say

Now let us begin with a new session which is Reading and Comprehension Skills. In the previous sessions we have had a clear understanding about Speaking Skills, now we will talk about Reading and Comprehension Skills.

### 6.3.5 Do

Share with the participants about Reading and Comprehension Skills.

**6.3.6 Ask**

Ask the participants what is their understanding about speaking skills and its components. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

**6.3.7 Elaborate**

Refer to Participant handbook to explain the participants about Reading and Comprehension Skills.

**6.3.8 Do**

Tell the participants to get ready for an activity on reading and comprehension skills.

**6.3.9 Activity**

Ask the participants to refer to Participant handbook and study in detail about the Reading and Comprehension Skills, so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to understand about reading skills and how to apply this skill in daily life.

Skill Practice	Time	Resources
Self Study	.5 hr	Small writing pads, pens and Participant handbook

**6.3.10 Notes for Facilitation**

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 6.4: Writing Skills

### Unit Objectives

At the end of this unit, student will be able to:

- Understand the concept and importance of writing skills

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 6.4.1 Note

This is the twenty-eighth session of the program which talks about Writing Skills. Kindly explain about it to the participants to enable them to perform their task effectively.

### 6.4.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 6.4.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - Write the three techniques of effective reading.
  - Write three ways in which you could skim while reading.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 6.4.4 Say

Now let us begin with a new session which is Writing Skills. In the previous sessions we have had a clear understanding about Reading and Comprehension Skills, now we will talk about Writing Skills.

### 6.4.5 Do

Share with the participants about Writing Skills.

### 6.4.6 Ask

Ask the participants what is their understanding about speaking skills and its components. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 6.4.7 Elaborate

Refer to Participant handbook to explain the participants about Reading and Comprehension Skills.

### 6.4.8 Do

Tell the participants to get ready for an activity on writing skills.

### 6.4.9 Activity

Ask the participants to refer to Participant handbook and study in detail about the writing Skills, so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to understand the importance of writing skill in the life of a CCE.

Skill Practice	Time	Resources
Self Study	.5 hr	Small writing pads, pens and Participant handbook

### 6.4.10 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question



## Key Learning Outcomes

At the end of this module, you will be able to:

1. Understand the concept of inbound and outbound calls
2. Demonstrate how to attend and make calls effectively

## UNIT 7.1: Introduction

### Unit Objectives

At the end of this unit, student will be able to:

- Outline the concept of Inbound and Outbound Calls

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 7.1.1 Note

This is the twenty-eighth session of the program which talks about Inbound and Outbound calls. Kindly explain about it to the participants to enable them to perform their task effectively.

### 7.1.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 7.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - Why is writing skill so important for a CCE?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 7.1.4 Say

Now let us begin with a new session which is about Inbound and Outbound calls. In the previous sessions we have had a clear understanding about writing skills, now we will talk about Inbound and Outbound calls.

### 7.1.5 Do

Share with the participants about Inbound and Outbound calls.

### 7.1.6 Activity

- Instruct everyone to tie a balloon to their left foot (you need balloon and strings for all participants)
- Divide the large group into several smaller groups
- Instruct everyone about the team's mission and the game duration:
- "All teams have the same goal: to protect the team balloons. The game goes for 10 minutes, at the end we will count and announce the team with highest number of the full balloons." Say go and count down 10 minutes.

Debrief: The objective of this activity is to revitalize the participants, and relax their minds so that they return to the training program refreshed and more receptive to learning.

Skill Practice	Time	Resources
Balloon Battle	3 hrs	Ballons, threads/rubber bands

### 7.1.7 Ask

Ask the participants what is their understanding about Inbound and Outbound calls. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 7.1.8 Elaborate

Refer to Participant handbook to explain the participants in detail about Inbound and Outbound calls.

### 7.1.9 Do

Tell the participants to get ready for an activity on Inbound and Outbound calls.

### 7.1.10 Activity

- The facilitator should wrap a small gift with many different layers of paper.
- On each layer the facilitator should write a task or a question.
- Example of the tasks: Sing a song; hug the person next to you etc.
- Example of questions: What is your favourite colour? What are your hobbies?
- The facilitator should start the music or clap the hand if there is no music
- The participants should pass the parcel around the circle
- When the facilitator stops the music or the clapping, the person who is holding the parcel should tear of one layer of paper and carry out the task or answer the question written on the paper
- The game continues until all the layers have been unwrapped.
- The gift goes to the last person who take off the wrapping.



Debrief: The objective of this activity is to revitalize the participants, and relax their minds so that they return to the training program refreshed and more receptive to learning.

Skill Practice	Time	Resources
Passing the Parcel	3 hrs	Small writing pads, pens and Participant handbook

### 7.1.11 Activity

Ask the participants to refer to Participant handbook and study in detail about Inbound and Outbound calls, so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to make the participants aware about the difference between inbound and outbound calls.

Skill Practice	Time	Resources
Self Study	15min	Small writing pads, pens and Participant handbook

### 7.1.12 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 7.2: Attend and Make Calls

### Unit Objectives

At the end of this unit, student will be able to:

- Describe the concept of attend and make calls

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 7.2.1 Note

This is the twenty-ninth session of the program which talks about Attend and Make calls. Kindly explain about it to the participants to enable them to perform their task effectively.

### 7.2.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 7.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What do you understand by inbound and outbound calls?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 7.2.4 Say

Now let us begin with a new session which is about Attend and Make calls. In the previous sessions we have had a clear understanding about Inbound and Outbound calls, now we will talk about Attend and Make calls.

### 7.2.5 Do

Share with the participants about how to attend and make calls.

### 7.2.6 Ask

Ask the participants what is their understanding about attending and making calls. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 7.2.7 Activity

Ask the participants to refer to Participant handbook and study in detail about the process of attending and making calls to a customer, so that when they are asked to do call, they are able to do it.

Debrief: The objective of this activity is to understand how to attend and make calls.

The facilitator must ensure that all the participants practice the process of attending and making call, so that they do not hesitate when they are asked to attends a customers call, and are able to talk confidently.

Skill Practice	Time	Resources
Attending and Making calls to a customer	4 hrs	Phones, Small writing pads, pens and Participant handbook

### 7.2.8 Elaborate

Refer to Participant handbook to explain the participants in detail about

- How to open calls
- How to answer calls

### 7.2.9 Do

Tell the participants to get ready for an activity on opening and answering a call.

### 7.2.10 Activity

Ask the participants to refer to Participant handbook and study in detail about opening and answering a call, so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to understand how to open and answer a call.

Skill Practice	Time	Resources
Self Study	.5 hr	Small writing pads, pens and Participant handbook

### 7.2.11 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question



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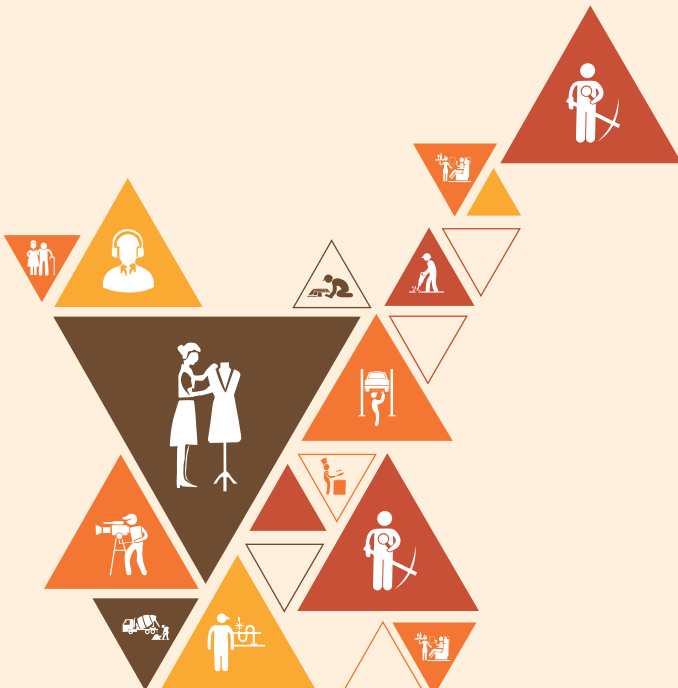
## 8. Resolve Customer Query/Request/Complaint (QRC)

Unit 8.1 – Introduction

Unit 8.2 – Customer Verification Process

Unit 8.3 – Addressing QRC

Unit 8.4 – Escalation



TEL/N0101

## Key Learning Outcomes

At the end of this module, you will be able to:

1. Identify and address customer Query/Request/Complaint (QRC)
2. Know how to escalate customer QRC as necessary
3. Know verification parameters to verify customer details

## UNIT 8.1: Introduction

### Unit Objectives

At the end of this unit, student will be able to:

- Introduce different types of calls made by customers in a call centre
- Introduce type of Query calls at a call centre
- Explain the concept of Resolutions and Complaints

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 8.1.1 Note

This is the thirtieth session of the program which talks about resolving customers QRC. Kindly explain about it to the participants to enable them to perform their task effectively.

### 8.1.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 8.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - How to open and answer calls?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 8.1.4 Say

Now let us begin with a new session which is about resolving customers QRC. In the previous sessions we have had a clear understanding about attending and making calls, now we will talk about resolving customers QRC.

### 8.1.5 Do

Share with the participants about meaning of query, customer request and customer complaint.

### 8.1.6 Ask

Ask the participants what is their understanding about query, customer request and customer complaint. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 8.1.7 Elaborate

Refer to Participant handbook to explain the participants in detail about

- Query
- Complaint
- Request

### 8.1.8 Do

Tell the participants to get ready for an activity on query, request and complaint.

### 8.1.9 Activity

Ask one participant becomes a customer and the other a CCE. The customer has to inquire about a monthly rental plan. The CCE has to know the requirements of the customer and then suggest a plan accordingly. The customer will then request the CCE to change his plan.

All the other participants have to observe and record/document the conversation of the customer and the CCE.

Debrief: The objective of this activity is to make the participants well aware about the difference between a query, request and complaint.

Skill Practice	Time	Resources
Skill Practical	2 hrs	Participant handbook

### 8.1.10 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question



## UNIT 8.2: Customer Verification Process

### Unit Objectives

At the end of this unit, student will be able to:

- Explain the customer verification process

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 8.2.1 Note

This is the thirty-first session of the program which talks about customer verification process. Kindly explain about it to the participants to enable them to perform their task effectively.

### 8.2.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 8.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What do you understand by customer query, request and complaint?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 8.2.4 Say

Now let us begin with a new session which is about customer verification process. In the previous sessions we have had a clear understanding about attending and making calls, now we will talk about resolving customers QRC.

### 8.2.5 Do

Share with the participants about customer verification process.

### 8.2.6 Ask

Ask the participants what is their understanding about customer verification process. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 8.2.7 Elaborate

Refer to Participant handbook to explain the participants in detail about

- Verification Scenarios
- Verification Parameters

### 8.1.8 Do

Tell the participants to get ready for an activity on verification process.

### 8.2.9 Activity

Divide the batch into two teams. Each team to send one volunteer at a time. Both volunteers will indulge in a conversation where one will be the associate and the other will be the customer. Rest of the team will note down observation in terms of- whether the call requires verification or does not require verification. And if the call requires verification to be carried out, whether or not the associate should proceed with the customer's request.

Debrief: The objective of this activity is to understand the verification process

The facilitator must ensure that all the participants participate in this process of verification, so that in near future, when they have to perform verification, they can do it confidently.

Skill Practice	Time	Resources
Skill Practical	3 hrs	Participant handbook

### 8.2.10 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 8.3: Addressing QRC

### Unit Objectives

At the end of this unit, student will be able to:

- Explain how to address customer QRC

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 8.3.1 Note

This is the thirty-second session of the program which talks about Addressing QRC. Kindly explain about it to the participants to enable them to perform their task effectively.

### 8.3.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 8.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What do you understand by customer query, request and complaint?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 8.3.4 Say

Now let us begin with a new session which is about customer Addressing QRC. In the previous sessions we have had a clear understanding about attending and making calls, now we will talk about resolving customers QRC.

### 8.3.5 Do

Share with the participants about Addressing QRC.

### 8.3.6 Ask

Ask the participants what is their understanding about Addressing QRC. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 8.3.7 Elaborate

Refer to Participant handbook to explain the participants in detail about Addressing QRC.

### 8.3.8 Do

Tell the participants to get ready for an activity on addressing QRC.

### 8.3.9 Activity

Divide the class into two groups. Ask group A to perform the first situation and group B to perform the second situation.

Group A: Pick out two participants from the group. Ask one of them to become a CCE and the other a customer and ask them to perform the situation given to them.

Group B: Pick out two participants from the group. Ask one of them to become a CCE and the other a customer and ask them to perform the situation given to them.

The rest of the participants will observe and make notes in order to share their views about the situation with the class.

Situation

1. A customer yells at you because he is not happy with the services of his mobile network. He has previously also requested to look into the matter, but still the problem persists. He is upset and wants an immediate solution.
2. A customer calls you to request a change in caller id. You are explaining him the process. But he is not able to understand it.

At the end of the activity, reiterate the points which lead to handling of QRC in order to conclude the activity in a proper manner.

Skill Practice	Time	Resources
Situation	2 hrs	Small writing pads and pens

### 8.3.10 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 8.4: Escalation

### Unit Objectives

At the end of this unit, student will be able to:

- Understand the Escalation Process

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 8.4.1 Note

This is the thirty-third session of the program which talks about Escalation Process. Kindly explain about it to the participants to enable them to perform their task effectively.

### 8.4.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 8.4.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - How to address QRC ?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 8.4.4 Say

Now let us begin with a new session which is about customer Escalation Process. In the previous sessions we have had a clear understanding about Addressing QRC, now we will talk about Escalation Process.

### 8.4.5 Do

Share with the participants about Escalation Process.

### 8.4.6 Ask

Ask the participants what is their understanding about Escalation Process. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 8.4.7 Elaborate

Refer to Participant handbook to explain the participants in detail about Escalation Process.

### 8.4.8 Do

Tell the participants to get ready for an activity on escalation process.

### 8.4.9 Activity

Ask the participants to list down a few scenarios when they may need to escalate the problem to the supervisor and share it with the class.

Debrief: The objective of this activity is to make the participants well aware about the escalation process.

Skill Practice	Time	Resources
Scenarios	3 hrs	Small writing pads and pens

### 8.4.10 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question







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## 9. Develop Customer Relationship

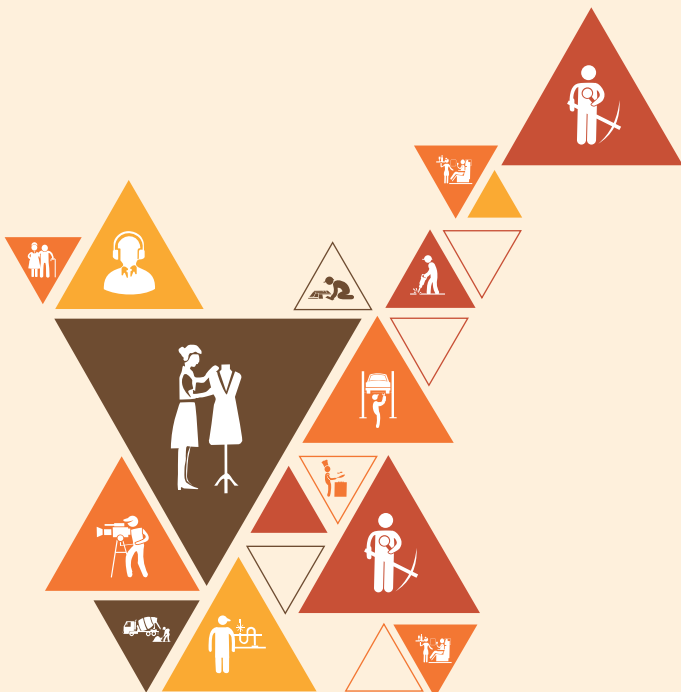
Unit 9.1 – Introduction

Unit 9.2 – Customer Categorization

Unit 9.3 – Customer Feedback

Unit 9.4 – Customer Satisfaction

Unit 9.5 – Introducing Customer to New Services



TEL/N0102

## Key Learning Outcomes

At the end of this module, you will be able to:

1. Explain the importance of developing customer relationship
2. Classify customers into different categories and service them accordingly
3. Understand the feedback recording process
4. Provide complete resolution of customer issues in an effective manner
5. Know how to escalate customer issue to guarantee customer satisfaction
6. Practice introducing new services to customers

## UNIT 9.1: Introduction

### Unit Objectives

At the end of this unit, student will be able to:

- Explain the concept of customer relationship

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 9.1.1 Note

This is the thirty-fourth session of the program which talks about Customer Relationship. Kindly explain about it to the participants to enable them to perform their task effectively.

### 9.1.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 9.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What do you understand by escalation process ?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 9.1.4 Say

Now let us begin with a new session which is about Customer Relationship. In the previous sessions we have had a clear understanding about Escalation Process, now we will talk about Customer Relationship.

### 9.1.5 Do

Share with the participants about Customer Relationship.

### 9.1.6 Ask



Ask the participants what is their understanding about Customer Relationship. Write down their steps on a flip chart/black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 9.1.7 Elaborate



#### What do you understand by the term customer relationship?

It is an association that exists or existed between an organisation and its customers. Customer relationship can be built based on products or services.

Customer Relationship is important for industry. Maintaining customer relationship in a telecom industry is a key factor as organisations in this industry generally have long term association with their customers. The process of maintaining a good relationship with customer is called CRM (Customer Relationship Management).

CRM helps the organisation to understand what their customers need. It also helps the organisation to cater to those needs efficiently, effectively and accurately.

Customer Relationship Management process also requires maintaining information more than a human brain can retain, hence companies use CRM tools and applications. Here are some advantages of CRM.

Refer to Participant handbook to explain the participants in detail about Customer Relationship

### 9.1.8 Do



Tell the participants to get ready for an activity on customer relationship.

### 9.1.9 Activity



Ask the participants to refer to Participant handbook and study in detail about Customer Relationship, so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to understand about customer relationship.

Skill Practice	Time	Resources
Self study	15 min	Small writing pads, pens and Participant handbook

### 9.1.10 Notes for Facilitation



- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 9.2: Customer Categorization

### Unit Objectives

At the end of this unit, student will be able to:

- Describe the concept of customer categorization
- List down the importance and types of customers

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 9.2.1 Note

This is the thirty-fifth session of the program which talks about Customer Categorisation. Kindly explain about it to the participants to enable them to perform their task effectively.

### 9.2.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 9.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - List down five things that you will do to ensure a good Customer Relationship?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 9.2.4 Say

Now let us begin with a new session which is about Customer Categorisation. In the previous sessions we have had a clear understanding about Customer Relationship, now we will talk about Customer Categorization.

### 9.2.5 Do

Share with the participants about Customer Categorisation, its importance and its types.

### 9.2.6 Ask



Ask the participants what is their understanding about Customer Categorisation, its importance and its types. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 9.2.7 Elaborate



#### What is customer categorisation?

In today's world telecom companies have millions of customers. It becomes difficult to offer each customer products and services that are most suitable to their requirements. To overcome this problem and to offer customised products and services companies have adopted customer categorization based on a lot of criterias broadly categorised as Land Line and Cell phone.

#### Why is it important to categorise customer?

With the large range of products and services offered by telecom companies today, it becomes impossible to offer customised services unless you categorise customers to understand their needs. This will in turn help the company improve customer satisfaction which would have a direct impact to increase profits.

Refer to Participant handbook to explain the participants in detail about types of categorisation.

### 9.2.8 Do



Share with the participants about Customer Categorisation, its importance and its types.

### 9.2.9 Activity



A customer calls you up and he wants a new private number which he wants to keep confidential. What will you do?

Skill Practice	Time	Resources
Situation	1 hr	Small writing pads and pens

### 9.2.10 Notes for Facilitation



- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 9.3: Customer Feedback

### Unit Objectives

At the end of this unit, student will be able to:

- Describe the concept of customer feedback
- Outline the importance and advantages of customer feedback

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 9.3.1 Note

This is the thirty-sixth session of the program which talks about Customer Feedback. Kindly explain about it to the participants to enable them to perform their task effectively.

### 9.3.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 9.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What do you understand by customer categorisation?
  - Why is it important to categorise customers?
  - List the types of categorisation.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 9.3.4 Say

Now let us begin with a new session which is about Customer Feedback. In the previous sessions we have had a clear understanding about Customer Categorisation, now we will talk about Customer Feedback.

### 9.3.5 Do

Share with the participants about importance and advantages of customer feedback.

### 9.3.6 Ask

Ask the participants what is their understanding about importance and advantages of customer feedback. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 9.3.7 Elaborate

#### Importance of Customer Feedback

Customer feedback allows telecom companies to better understand how customers rate and use their products or service as against competitive products. It is of high importance for determining where a company's products and services excel or fall short against customer's expectation and against alternate service providers in the market. For example, customers may like the network coverage of ABC Telecom as against XYZ Telecom, which means that XYZ Telecom would need to improve on their network coverage.

Customer feedback can help telecom companies in evaluating how employees treat customers. Customer Service Satisfaction surveys are a common type of marketing research. Companies can determine through surveys whether customers are getting their questions answered and problems resolved. Additionally, a company can determine if some customer service representatives are being rude to customers, especially if the topic of rudeness comes up frequently during the surveys.

Advantages of customer feedback includes:

- Get Honest Opinions
- Improve Relations
- Inexpensive Business Advice
- More Customers, Positive Changes
- Capturing in Timely Manner

Refer to Participant handbook to explain the participants in detail about advantages of customer feedback

### 9.3.8 Do

Tell the participants to get ready for an activity on importance and advantages of customer feedback.

### 9.3.9 Activity

Tell the participants that its quiz time and they will be asked questions on customer feedback, in order to check their progress.

Debrief: The objective of this activity is to understand the importance of customer feedback.

Skill Practice	Time	Resources
Quiz	1 hr	Participant handbook

### 9.3.10 Say

Let us now talk about feedback recording process.



**9.3.11 Do** 

Share with the participants about feedback recording process.

**9.3.12 Ask** 

Ask the participants what is their understanding about feedback recording process. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

**9.3.13 Elaborate** 

**Feedback recording process includes:**

- Take Customer Details
- Check for similar feedback in history
- Create a feedback / Complaint Reference Number
- Type the feedback in customer words
- Provide customer with reference number, Ensure to submit/save

Refer to Participant handbook to understand in detail about Feedback Recording Process

**9.3.14 Do** 

Tell the participants to get ready for an activity on feedback recording process.

**9.3.15 Activity** 

Pick up two participants from the class. Ask one of them to become a customer and the other a CCE and enact the given the situation. The rest of the participants will observe and note down points and share it with the class.

**Situation**

A customer had requested your organization to change his 3G plan and convert it to a 2G plan some 3 days back. You have to take his feedback, document it and process it for rectification. (The customer's request was not met and he is not happy with the service.)

At the end of the practical reiterate the important points regarding feedback recording process in order to conclude the activity in a proper manner.

Skill Practice	Time	Resources
Situation-Role play	1 hr	Participant handbook

### 9.3.16 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 9.4: Customer Satisfaction

### Unit Objectives

At the end of this unit, student will be able to:

- Explain the concept of Customer Satisfaction
- Describe the escalation process

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 9.4.1 Note

This is the thirty-seventh session of the program which talks about Customer Satisfaction. Kindly explain about it to the participants to enable them to perform their task effectively.

### 9.4.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 9.4.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What do you understand by customer feedback?
  - What is the feedback recording process? Explain.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 9.4.4 Say

Now let us begin with a new session which is about Customer Satisfaction. In the previous sessions we have had a clear understanding about Customer Feedback, now we will talk about Customer Satisfaction.

### 9.4.5 Do

Share with the participants about customer satisfaction and complete resolution.

**9.4.6 Ask**

Ask the participants what is their understanding about customer satisfaction and complete resolution. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

**9.4.7 Elaborate**

Refer to Participant handbook to explain the participants in detail about customer satisfaction and complete resolution

**9.4.8 Do**

Tell the participants to get ready for an activity on customer satisfaction and complete resolution.

**9.4.9 Activity**

Ask the participants to refer to Participant handbook and study in detail about customer satisfaction and complete resolution, so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to learn the importance of customer satisfaction.

Skill Practice	Time	Resources
Self study	.5 hr	Small writing pads, pens and Participant handbook

**9.4.10 Say**

Now let us talk about steps involved in handling angry customers and escalation process.

**9.4.11 Do**

Share with the participants about steps involved in handling angry customers and escalation process.

**9.4.12 Ask**

Ask the participants what is their understanding about steps involved in handling angry customers escalation process. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

**9.4.13 Elaborate**

Steps involved in handling angry customers:

- Greet

- Listen
- Acknowledge
- Apologise or Thank
- Reconfirm
- Reassure

Escalation Process includes:

- Take permission for hold
- Place on hold
- Inform before you transfer
- Introduce before you disconnect
- Acknowledge
- Apologise or Thank
- Reconfirm
- Reassure

Refer to Participant handbook to explain the participants in detail about steps involved in handling angry customers and escalation process

#### 9.4.14 Do

Tell the participants to get ready for an activity on handling angry customers and escalation process.

#### 9.4.15 Activity

Tell the participants that its quiz time and they will be asked questions on handling different customers and escalation process.

Debrief: The objective of this activity is to make the participants well aware about ways of handling angry customers and escalation process.

Skill Practice	Time	Resources
Quiz	2 hrs	Participant handbook

#### 9.4.16 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 9.5: Introducing Customers to New Services

### Unit Objectives

At the end of this unit, student will be able to:

- Learn the importance of introducing new products and services.

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 9.5.1 Note

This is the thirty-eighth session of the program which talks about Introducing customers to new services. Kindly explain about it to the participants to enable them to perform their task effectively.

### 9.5.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 9.5.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What do you understand by customer satisfaction?
  - What are the steps involved in handling angry customer?
  - What do you understand by escalation process and what are the steps involved in it?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 9.5.4 Say

Now let us begin with a new session which is about Introducing customers to new services. In the previous sessions we have had a clear understanding about Customer satisfaction, now we will talk about Introducing customers to new services.

**9.5.5 Do** 

Share with the participants about Introducing customers to new services.

**9.5.6 Ask** 

Ask the participants what is their understanding about Introducing customers to new services. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

**9.5.7 Elaborate** 

Refer to Participant handbook to explain the participants in detail about Introducing customers to new services

**9.4.8 Do** 

Tell the participants to get ready for an activity on ways of introducing customers to new services.

**9.5.9 Activity** 

Ask the participants to refer to Participant handbook and study in detail about Introducing customers to new services, so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to learn how to introduce customers to new services.

Skill Practice	Time	Resources
Self study	.5 hr	Small writing pads, pens and Participant handbook

**9.5.10 Notes for Facilitation** 

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question







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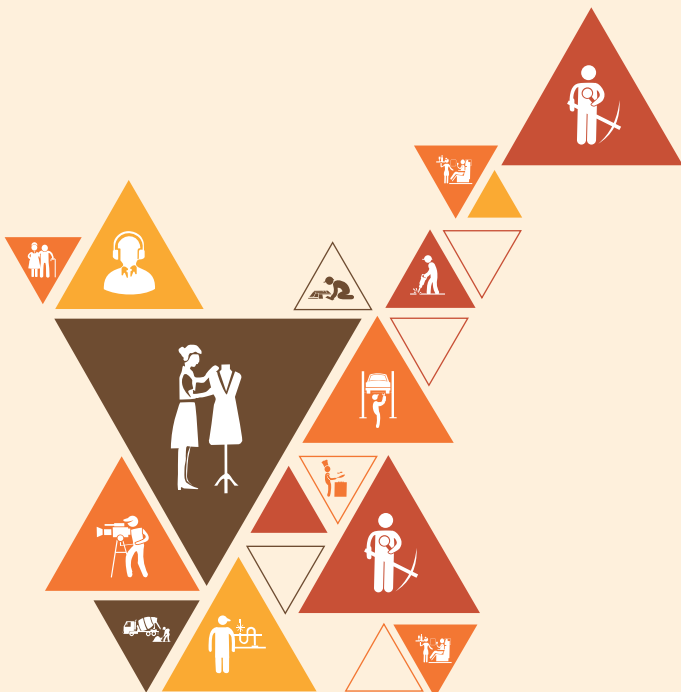
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## 10. Report and Review

Unit 10.1 – Self Reports

Unit 10.2 – Review with Supervisors



TEL/N0103

## Key Learning Outcomes

At the end of this module, you will be able to:

1. Monitor and manage self-performance through reports and review process
2. Understand the performance parameters to make self-reports
3. Practice self-review with superiors

## UNIT 10.1: Self-Reports

### Unit Objectives

At the end of this unit, student will be able to:

- Describe the concept of reports and review
- Describe the concept of self-reports
- List down the performance parameters to make reports

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 10.1.1 Note

This is the thirty-ninth session of the program which talks about Self Report. Kindly explain about it to the participants to enable them to perform their task effectively.

### 10.1.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 10.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What are the few factors to be considered while upgrading the customers to a new product or a service?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 10.1.4 Say

Now let us begin with a new session which is about Self Report. In the previous sessions we have had a clear understanding about Introducing customers to new services, now we will talk about Self Report.

**10.1.5 Do** 

Share with the participants about Performance Parameter.

**10.1.6 Ask** 

Ask the participants what is their understanding about Performance Parameter. Write down their steps on a flip chart/black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

**10.1.7 Elaborate** 

Refer to Participant handbook to explain the participants in detail about Performance Parameter.

**10.1.8 Do** 

Tell the participants to get ready for an activity on Performance Parameter.

**10.1.9 Activity** 

Ask the participants to make a call from your mobile and follow the hold and transfer procedure.

Debrief: The objective of this activity is to learn about the hold and transfer procedure.

The facilitator must ensure that all the participants perform the procedure, so that they are able to use the procedure as and when required.

Skill Practice	Time	Resources
Skill Practical	3 hrs	Participant handbook

**10.1.10 Notes for Facilitation** 

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 10.2: Review with Superiors

### Unit Objectives

At the end of this unit, student will be able to:

- Discuss and practice how to review self-reports with superiors

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 10.2.1 Note

This is the fortieth session of the program which talks about Review with Superiors. Kindly explain about it to the participants to enable them to perform their task effectively.

### 10.2.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 10.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - Name three Time-Based Performance Parameters.
  - Name three Soft Skills Performance Parameters.
  - What is Hold time?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 10.2.4 Say

Now let us begin with a new session which is about Review with Superiors. In the previous sessions we have had a clear understanding about Self Report, now we will talk about Review with Superiors.

**10.2.5 Do** 

Share with the participants about Review with Superiors and Review Period.

**10.2.6 Activity** 

Divide the participants in four groups and make them play a quiz on Self Reporting, Performance Parameters & Review with Supervisors. The winning group will be awarded with a gift hamper.

Skill Practice	Time	Resources
Quiz	2 hrs	Small writing pads, pens and Participant handbook

**10.2.7 Ask** 

Ask the participants what is their understanding about Review with Superiors and Review Period.. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

**10.2.8 Elaborate** 

Review Period includes: Monthly, Quarterly, Half Yearly and Annual

Refer to Participant handbook to explain the participants in detail about Review with Superiors and Review Period

**10.2.9 Do** 

Tell the participants to get ready for an activity on Review with Superiors and Review Period.

**10.2.10 Activity** 

Ask the participants to refer to Participant handbook and study in detail about Review with Superiors and Review Period, so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to understand about review period and review with superiors.

Skill Practice	Time	Resources
Self study	.5 hr	Small writing pads, pens and Participant handbook

**10.2.11 Notes for Facilitation** 

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question



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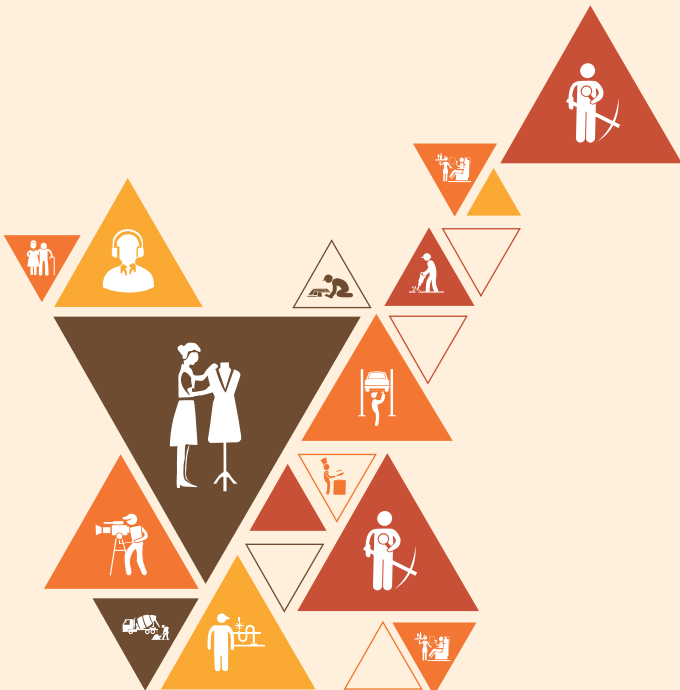
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# 11. Proactive Selling

Unit 11.1 – Proactive Selling



TEL/N0104

## Key Learning Outcomes

At the end of this module, you will be able to:

1. Identify opportunities for pro-active selling at the call centres
2. Practice up-selling and cross-selling



## UNIT 11.1: Proactive Selling

### Unit Objectives

At the end of this unit, student will be able to:

- Explain the concept of proactive selling

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 11.1.1 Note

This is the forty-first session of the program which talks about Proactive Selling. Kindly explain about it to the participants to enable them to perform their task effectively.

### 11.1.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 11.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - What are the review periods?
  - Why are reviews done?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 11.1.4 Say

Now let us begin with a new session which is about Proactive Selling. In the previous sessions we have had a clear understanding about Review with Superiors, now we will talk about Proactive Selling.

### 11.1.5 Do

Share with the participants about Proactive Selling and steps involved in selling.

### 11.1.6 Activity

Generate a list of words related to the topic. For example, if discussing goal setting, ask participants to give you words related to the topic. Participants may suggest: 'objectives,' 'action plan,' 'targets,' 'planning,' 'achievement,' etc. Write all suggestions on the board, clustering by theme where possible. You can use this opportunity to introduce essential terms, too.

Debrief: The objective of this activity is to revitalize the participants, and relax their minds so that they return to the training program refreshed and more receptive to learning.

Skill Practice	Time	Resources
Word Tree	3 hrs	Chalk/Marker, blackboard/Flipchart

### 11.1.7 Ask

Ask the participants what is their understanding about Proactive Selling and steps involved in selling. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 11.1.8 Elaborate

Refer to Participant handbook to explain the participants in detail about Proactive Selling and steps involved in selling.

### 11.1.9 Do

Tell the participants to get ready for an activity on Proactive Selling.

### 11.1.10 Activity

Divide the participants in four groups and make them play a quiz on Proactive selling. The winning group will be awarded with a gift hamper.

Debrief: The objective of this activity is to make the participants aware about proactive selling.

Skill Practice	Time	Resources
Quiz	1 hr	Small writing pads, pens and Participant handbook

### 11.1.11 Activity

Ask the participants to refer to Participant handbook and study in detail about Proactive Selling and steps involved in selling, so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to make the participants well aware about the steps involved in proactive selling.

Skill Practice	Time	Resources
Self study	1 hr	Small writing pads, pens and Participant handbook

### 11.1.12 Say

Let us now talk about up-selling and cross-selling.

### 11.1.13 Do

Share with the participants about up-selling and cross-selling.

### 11.1.14 Activity

Divide the class into 4 groups and ask them to perform the act of up-selling and cross-selling by following the steps in the Participant Handbook.

Debrief: The objective of this activity is to learn about up-selling and cross- selling.

The facilitator must ensure that all the participants demonstrate the steps involved in the process of up-selling and cross-selling, so that when they are asked to up-sell or cross-sell a product, they are able to do it confidently.

Skill Practice	Time	Resources
Skill practical	4 hrs	Small writing pads, pens and Participant handbook

### 11.1.15 Ask

Ask the participants what is their understanding about up-selling and cross-selling. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 11.1.16 Elaborate

Refer to Participant handbook to explain the participants in detail about up-selling and cross-selling.

**11.1.17 Do** 

Tell the participants to get ready for an activity on up-selling and cross-selling.

**11.1.18 Activity** 

Ask the participants to refer to Participant handbook and study in detail about up-selling and cross-selling, so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to learn the process of up-selling and cross-selling.

Skill Practice	Time	Resources
Self study	1 hr	Small writing pads, pens and Participant handbook

**11.1.19 Notes for Facilitation** 

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question



## Key Learning Outcomes

At the end of this module, you will be able to:

1. Understand what is an interview
2. Develop the skills to participate in an interview effectively
3. Know the commonly asked questions in an interview
4. Revise and integrate the learnings of the training program

## UNIT 12.1: Interview

### Unit Objectives

At the end of this unit, student will be able to:

- Define interview skills

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 12.1.1 Note

This is the forty-second session of the program which talks about Interview. The participants should be explained about it in a proper way so that they can perform their task in a proper way

### 12.1.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 12.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - List the steps followed in Selling?
  - What is Cross-Selling?
  - What is Up-Selling
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 12.1.4 Say

Now let us begin with a new session which is about Interview. In the previous sessions we have had a clear understanding about Proactive Selling, now we will talk about Interview.

### 12.1.5 Do

Share with the participants about Interview and its importance.

### 12.1.6 Ask

Ask the participants what is their understanding about Interview and its importance. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

### 12.1.7 Elaborate

#### Interview

An interview is a conversation where questions are asked and answers are given. In common parlance, the word "interview" refers to a one-on-one conversation with one person acting in the role of the interviewer and the other in the role of the interviewee. The interviewer asks the questions and the interviewee responds. Interviews usually involve a transfer of information from interviewee to interviewer, which is usually the primary purpose of the interview, although information transfers can happen in both directions simultaneously.

#### Before the Interview:

- Read about the job/occupation.
- Interview people in the department
- Build your network
- Practice interviewing
- Dress for success
- Visit the organization
- Have an agenda, know what you want the interviewer to learn about you
- Anticipate what questions will be asked
- Know your Knowledge, Skills, Abilities and Accomplishments
- Know who is interviewing you
- Prepare and practice answers to typical questions

#### During the Interview:

- RELAX!
- Answer the questions using the "PROVE IT" Method
- Ask intelligent questions about the organization
- Don't volunteer negative information about yourself
- Be honest
- Be believable, be yourself
- Say positive things about your former supervisors and working conditions
- Find ways to let the interviewer know you are a team player



**After the Interview:**

- Evaluate the interview
    1. What questions were asked?
    2. What did you say that seemed to interest the interviewer?
    3. Did you present your Knowledges, Skills and Abilities well?
    4. Did you learn what you need to know about this job?
    5. What did you forget to say?
    6. Did you get a commitment from the interviewer?
    7. Do you know what the next step is in the hiring process?
    8. Write a thank you note to the interviewer
  - **Follow up**
    1. Contact the interviewer for feedback
    2. Express your interest in the position even after the position is filled
- Refer to Participant handbook ( Pg 197, 198) to explain the participants in detail about Interview and its importance

**12.1.8 Do** 

Tell the participants to get ready for an activity on interview skills.

**12.1.9 Activity** 

Make pairs. In each pair, one person will act as an interviewee and another the interviewer. Both have to present the whole process of the interview in front of the group.

Debrief: The objective of this activity is to learn about the interview skills.

Skill Practice	Time	Resources
Skill practical	4 hrs	Small writing pads, pens and Participant handbook

**12.1.10 Notes for Facilitation** 

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 12.2: Questions in an Interview

### Unit Objectives

At the end of this unit, student will be able to:

- Gain knowledge about the commonly asked questions in an interview

### Resources to be Used

Participant Handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

### 12.2.1 Note

This is the forty-third session of the program which talks about Questions in an Interview. Kindly explain about it to the participants to enable them to perform their task effectively.

### 12.2.2 Say

Good morning and a very warm welcome to this training program 'Customer Care Executive (Call Centre)'. Before we begin this session let us have a quick recap of the previous session.

### 12.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - Have you ever faced an interview? What happened? What according to you happens in an interview?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 12.2.4 Say

Now let us begin with a new session which is about Questions in an Interview. In the previous sessions we have had a clear understanding about Interview, now we will talk about Questions in an Interview.

**12.2.5 Do** 

Share with the participants about Questions in an Interview.

**12.2.6 Ask** 

Ask the participants what is their understanding about Questions in an Interview. Write down their steps on a flip chart/ black board and link it with the steps given in the Participant handbook in order to create an interactive and interesting learning session.

**12.2.7 Elaborate** 

Refer to Participant handbook to explain the participants in detail about question in an Interview.

**12.2.8 Activity** 

Ask the participants to refer to Participant handbook and study in detail about the Questions in an interview sessions, so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to make the participants well aware about the questions asked in an interview.

Skill Practice	Time	Resources
Quiz	3 hrs	Small writing pads, pens and Participant handbook

**12.2.9 Do** 

Tell the participants to get ready for an activity on questions asked in an interview.

**12.2.10 Activity** 

Ask the participants to refer to Participant handbook and study in detail about the questions asked in an interview, so that when they are asked question regarding it they are able to answer it.

Debrief: The objective of this activity is to identify and learn about the questions asked in an interview.

Skill Practice	Time	Resources
Self study	2hr	Small writing pads, pens and Participant handbook

### 12.2.11 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question



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# 13. Employability and Entrepreneurship Skills

Unit 13.1 – Personal Strengths & Value Systems

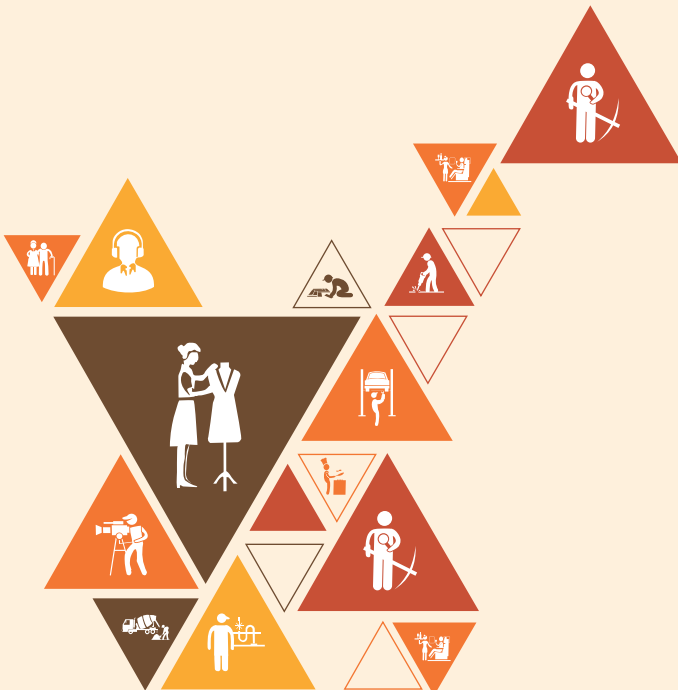
Unit 13.2 – Digital Literacy: A Recap

Unit 13.3 – Money Matters

Unit 13.4 – Preparing for Employment & Self Employment

Unit 13.5 – Understanding Entrepreneurship

Unit 13.6 – Preparing to be an Entrepreneur



## Key Learning Outcomes

At the end of this module, you will be able to:

1. Explain the meaning of health
2. List common health issues
3. Discuss tips to prevent common health issues
4. Explain the meaning of hygiene
5. Discuss the purpose of Swacch Bharat Abhiyan
6. Explain the meaning of habit
7. Discuss ways to set up a safe work environment
8. Discuss critical safety habits to be followed by employees
9. Explain the importance of self-analysis
10. Discuss motivation with the help of Maslow's Hierarchy of Needs
11. Discuss the meaning of achievement motivation
12. List the characteristics of entrepreneurs with achievement motivation
13. List the different factors that motivate you
14. Discuss the role of attitude in self-analysis
15. Discuss how to maintain a positive attitude
16. List your strengths and weaknesses
17. Discuss the qualities of honest people
18. Describe the importance of honesty in entrepreneurs
19. Discuss the elements of a strong work ethic
20. Discuss how to foster a good work ethic
21. List the characteristics of highly creative people
22. List the characteristics of highly innovative people
23. Discuss the benefits of time management
24. List the traits of effective time managers
25. Describe effective time management technique
26. Discuss the importance of anger management
27. Describe anger management strategies
28. Discuss tips for anger management
29. Discuss the causes of stress
30. Discuss the symptoms of stress
31. Discuss tips for stress management

32. Identify the basic parts of a computer
33. Identify the basic parts of a keyboard
34. Recall basic computer terminology
35. Recall basic computer terminology
36. Recall the functions of basic computer keys
37. Discuss the main applications of MS Office
38. Discuss the benefits of Microsoft Outlook
39. Discuss the different types of e-commerce
40. List the benefits of e-commerce for retailers and customers
41. Discuss how the Digital India campaign will help boost e-commerce in India
42. Describe how you will sell a product or service on an e-commerce platform
43. Discuss the importance of saving money
44. Discuss the benefits of saving money
45. Discuss the main types of bank accounts
46. Describe the process of opening a bank account
47. Differentiate between fixed and variable costs
48. Describe the main types of investment options
49. Describe the different types of insurance products
50. Describe the different types of taxes
51. Discuss the uses of online banking
52. Discuss the main types of electronic funds transfers
53. Discuss the steps to prepare for an interview
54. Discuss the steps to create an effective Resume
55. Discuss the most frequently asked interview questions
56. Discuss how to answer the most frequently asked interview questions
57. Discuss basic workplace terminology
58. Discuss the concept of entrepreneurship
59. Discuss the importance of entrepreneurship
60. Describe the characteristics of an entrepreneur
61. Describe the different types of enterprises
62. List the qualities of an effective leader
63. Discuss the benefits of effective leadership
64. List the traits of an effective team
65. Discuss the importance of listening effectively
66. Discuss how to listen effectively
67. Discuss the importance of speaking effectively

68. Discuss how to speak effectively
69. Discuss how to solve problems
70. List important problem solving traits
71. Discuss ways to assess problem solving skills
72. Discuss the importance of negotiation
73. Discuss how to negotiate
74. Discuss how to identify new business opportunities
75. Discuss how to identify business opportunities within your business
76. Explain the meaning of entrepreneur
77. Describe the different types of entrepreneurs
78. List the characteristics of entrepreneurs
79. Recall entrepreneur success stories
80. Discuss the entrepreneurial process
81. Describe the entrepreneurship ecosystem
82. Discuss the purpose of the Make in India campaign
83. Discuss key schemes to promote entrepreneurs
84. Discuss the relationship between entrepreneurship and risk appetite
85. Discuss the relationship between entrepreneurship and resilience
86. Describe the characteristics of a resilient entrepreneur
87. Discuss how to deal with failure
88. Discuss how market research is carried out
89. Describe the 4 Ps of marketing
90. Discuss the importance of idea generation
91. Recall basic business terminology
92. Discuss the need for CRM
93. Discuss the benefits of CRM
94. Discuss the need for networking
95. Discuss the benefits of networking
96. Discuss the importance of setting goals
97. Differentiate between short-term, medium-term and long-term goals
98. Discuss how to write a business plan
99. Explain the financial planning process
100. Discuss ways to manage your risk
101. Describe the procedure and formalities for applying for bank finance
102. Discuss how to manage your own enterprise
103. List important questions that every entrepreneur should ask before starting an enterprise



## UNIT 13.1: Personal Strengths & Value Systems

### Unit Objectives

At the end of this unit, students will be able to:

- Explain the meaning of health
- List common health issues
- Discuss tips to prevent common health issues
- Explain the meaning of hygiene
- Discuss the purpose of Swacch Bharat Abhiyan
- Explain the meaning of habit
- Discuss ways to set up a safe work environment
- Discuss critical safety habits to be followed by employees
- Explain the importance of self-analysis
- Discuss motivation with the help of Maslow's Hierarchy of Needs
- Discuss the meaning of achievement motivation
- List the characteristics of entrepreneurs with achievement motivation
- List the different factors that motivate you
- Discuss the role of attitude in self-analysis
- Discuss how to maintain a positive attitude
- List your strengths and weaknesses
- Discuss the qualities of honest people
- Describe the importance of honesty in entrepreneurs
- Discuss the elements of a strong work ethic
- Discuss how to foster a good work ethic
- List the characteristics of highly creative people
- List the characteristics of highly innovative people
- Discuss the benefits of time management
- List the traits of effective time managers
- Describe effective time management technique
- Discuss the importance of anger management
- Describe anger management strategies
- Discuss tips for anger management
- Discuss the causes of stress
- Discuss the symptoms of stress
- Discuss tips for stress management

## Resources

Participant handbook, small writing pad, pen, chart, pencil, sketch pens, scale and eraser.

### 13.1.1 Note

This is the thirty- second session of the program which talks about personal strengths & value systems.

### 13.1.2 Say

Good morning and a very warm welcome to this training program ‘Waste Water Treatment Plant Helper’. Before we begin this session let us have a quick recap of the previous session.

### 13.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - List down the preventive guidelines while using ladder.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 13.1.4 Say

Now let us begin with a new session which is about personal strengths & value systems. In the previous sessions we have had a clear understanding about working at heights, now we will talk about personal strengths & value systems.

### 13.1.5 Say

As per the World Health Organization (WHO), health is a “State of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity.” This means being healthy does not simply mean not being unhealthy – it also means you need to be at peace emotionally, and feel fit physically. For example, you cannot say you are healthy simply because you do not have any physical ailments like a cold or cough.

Let us start the session by discussing about common health issues.

### 13.1.6 Do

- Share with the participants about common health issues
- Discuss with them the tips to prevent health issues

### 13.1.7 Elaborate

Some common health issues are:

- Allergies
- Asthma
- Skin Disorders
- Depression and Anxiety
- Diabetes
- Cough, Cold, Sore Throat
- Difficulty Sleeping
- Obesity

Tips to prevent health issues:

- Eating healthy foods like fruits, vegetables and nuts
- Cutting back on unhealthy and sugary foods
- Drinking enough water everyday
- Not smoking or drinking alcohol
- Exercising for at least 30 minutes a day, 4-5 times a week
- Taking vaccinations when required
- Practicing yoga exercises and meditation

### 13.1.8 Say

As per the World Health Organization (WHO), “Hygiene refers to conditions and practices that help to maintain health and prevent the spread of diseases.” In other words, hygiene means ensuring that you do whatever is required to keep your surroundings clean, so that you reduce the chances of spreading germs and diseases.

### 13.1.9 Do

Share with the participants about ‘Swachh Bharat Abhiyan’.

### 13.1.10 Elaborate

The ‘Swachh Bharat Abhiyan’ (Clean India Mission) launched by Prime Minister Shri Narendra

Modi on 2nd October 2014, believes in extending good hygiene and health practices to our homes, our immediate surroundings and to our country as a whole.

The aim of this mission is to clean the streets and roads of India and raise the overall level of cleanliness. Currently this mission covers 4,041 cities and towns across the country. Millions of our people have taken the pledge for a clean India.

### 13.1.11 Say

A habit is a behaviour that is repeated frequently. All of us have good habits and bad habits.

Keep in mind the phrase by John Dryden: “We first make our habits, and then our habits make us.” This is why it is so important that you make good habits a way of life, and consciously avoid practicing bad habits.

Let us now move further and discuss about good and bad habits

### 13.1.12 Elaborate

Some good habits that you should make part of your daily routine are:

- Always having a positive attitude
- Making exercise a part of your daily routine
- Reading motivational and inspirational stories
- Some bad habits that you should quit immediately are:
- Skipping breakfast
- Snacking frequently even when you are not hungry
- Eating too much fattening and sugary food

Refer to participant handbook (Pg-214) to explain about good and bad habits, in detail.

### 13.1.13 Activity

Divide the class in four groups and ask the participants to make a chart on good and bad habits. The best chart will be pinned on the board in order to encourage passive learning.

At the end of the activity reiterate the good and bad habits, in order to conclude the activity in a proper way.

Skill Practice	Time	Resources
Chart Making	10 min	Participant handbook, chart, pencil, sketch pens , scale and eraser

### 13.1.14 Say

Let us discuss about tips for a safe workplace and non-negotiable employee safety habits.

### 13.1.15 Elaborate



Every employer is obligated to ensure that his workplace follows the highest possible safety protocol. When setting up a business, owners must make it a point to:

- Use ergonomically designed furniture and equipment to avoid stooping and twisting
- Provide mechanical aids to avoid lifting or carrying heavy objects
- Have protective equipment on hand for hazardous jobs
- Designate emergency exits and ensure they are easily accessible
- Set down health codes and ensure they are implemented
- Follow the practice of regular safety inspections in and around the workplace
- Ensure regular building inspections are conducted
- Get expert advice on workplace safety and follow it

Refer to participant handbook (Pg-215) to explain about non-negotiable employee safety habits, in detail.

### 13.1.16 Say



Motivation is your reason for acting or behaving in a certain manner. It is important to understand that not everyone is motivated by the same desires – people are motivated by different things. We can understand this better by looking at Maslow's Hierarchy of Needs.

### 13.1.17 Ask



Ask the participants to list down five things that really motivates them.

Write down their points on a flip chart/ black board and link it with the points given in the participant handbook, in order to create an interactive and interesting learning session.

### 13.1.18 Do



Share with the participants about Maslow's Hierarchy of Needs.

### 13.1.19 Elaborate



Famous American psychologist Abraham Maslow wanted to understand what motivates people. He believed that people have five types of needs, ranging from very basic needs (called physiological needs) to more important needs that are required for self-growth (called self actualization needs). Between the physiological and self-actualization needs are three other needs – safety needs, belongingness and love needs, and esteem needs.

Refer to the pyramid given participant handbook (Pg-216-217) to explain about Maslow's Hierarchy of Needs.

### 13.1.20 Activity

Divide the class in four groups and ask the participants to make a chart on Maslow's Hierarchy of Needs. The best chart will be pinned on the board in order to encourage passive learning.

At the end of the activity reiterate about Maslow's Hierarchy of Needs, in order to conclude the activity in a proper way.

Skill Practice	Time	Resources
Chart Making	10 min	Participant handbook, chart, pencil, sketch pens , scale and eraser

### 13.1.21 Do

Share with the participants about characteristics of entrepreneurs with achievement motivation by referring to participant handbook (Pg-218).

### 13.1.22 Say

Attitude can be described as your tendency (positive or negative), to think and feel about someone or something. Attitude is the foundation for success in every aspect of life. Our attitude can be our best friend or our worst enemy. In other words "The only disability in life is a bad attitude."

Let us discuss about attitude in detail.

### 13.1.23 Do

- Share with the participants about attitude
- Discuss with them about how to cultivate a positive attitude

### 13.1.24 Elaborate

The following tips help foster a positive mindset:

- Remember that you control your attitude, not the other way around
- Devote at least 15 minutes a day towards reading, watching or listening to something positive
- Avoid negative people who only complain and stop complaining yourself
- Expand your vocabulary with positive words and delete negative phrases from your mind
- Be appreciative and focus on what's good in yourself, in your life, and in others

Refer to participant handbook (Pg-218) to explain about how to cultivate a positive attitude, in detail.

### 13.1.25 Say

Honesty is the quality of being fair and truthful. It means speaking and acting in a manner that inspires trust. A person who is described as honest is seen as truthful and sincere, and as someone who isn't deceitful or devious and doesn't steal or cheat. There are two dimensions of honesty – one is honesty in communication and the other is honesty in conduct.

Honesty is an extremely important trait because it results in peace of mind and builds relationships that are based on trust. Being dishonest, on the other hand, results in anxiety and leads to relationships full of distrust and conflict.

Let us discuss about this in detail.

### 13.1.26 Do

Share with the participants about:

- Qualities of honest people
- Importance of honesty in entrepreneurs

### 13.1.27 Elaborate

Some common qualities among honest people are:

- They don't worry about what others think of them. They believe in being themselves – they don't bother about whether they are liked or disliked for their personalities.
- They stand up for their beliefs. They won't think twice about giving their honest opinion, even if they are aware that their point of view lies with the minority.
- They are thick skinned. This means they are not affected by others judging them harshly for their honest opinions.
- They forge trusting, meaningful and healthy friendships. Honest people usually surround themselves with honest friends. They have faith that their friends will be truthful and upfront with them at all times.
- They are trusted by their peers. They are seen as people who can be counted on for truthful and objective feedback and advice.

Refer to participant handbook (Pg-220) to explain about importance of honesty in entrepreneurs, in detail.

### 13.1.28 Activity

Ask the participants to analyze themselves by honestly identifying their strengths and weaknesses. This will help them use your strengths to the best advantage and reduce weaknesses.

Ask the participants to note down all their strengths and weaknesses in the two columns. Ask them to perform this task honestly

Skill Practice	Time	Resources
Analysing yourself	10 min	Participant handbook, pen , small note pad

### 13.1.29 Say



Being ethical in the workplace means displaying values like honesty, integrity and respect in all your decisions and communications. It means not displaying negative qualities like lying, cheating and stealing.

Workplace ethics play a big role in the profitability of a company. It is as crucial to an enterprise as high morale and teamwork. This is why most companies lay down specific workplace ethic guidelines that must compulsorily be followed by their employees. These guidelines are typically outlined in a company's employee handbook.

Let us discuss about work ethics in detail.

### 13.1.30 Do



- Share with the participants about elements of strong work ethics
- Discuss with them about fostering a good work ethics

### 13.1.31 Elaborate



Some elements of a strong work ethic are:

- Professionalism
- Respectfulness
- Dependability
- Dedication
- Determination
- Accountability
- Humility

Good work ethics includes:

- Honesty
- Good attitude
- Reliability
- Good work habits
- Initiative
- Trustworthiness
- Respect
- Integrity
- Efficiency

Refer to participant handbook (Pg-221-222) to explain about the following:

- Elements of strong work ethics
- Fostering good work ethics



### 13.1.32 Activity

Divide the participants in four groups and make them play a quiz on the following:

- Elements of strong work ethics
- Fostering good work ethics

The winning group will be awarded with a gift hamper.

At the end of the activity reiterate about the same, in order to conclude the activity in a proper manner.

Skill Practice	Time	Resources
Quiz	10 min	Participant handbook, pen, small note pad

### 13.1.33 Ask

Ask the participants what is their understanding of the word creativity. Note down the points they share on a flip chart/ black board and link it with the points given in the Participant Handbook in order to create an interactive and interesting learning session.

### 13.1.34 Say

Creativity means thinking outside the box. It means viewing things in new ways or from different perspectives, and then converting these ideas into reality. Creativity involves two parts: thinking and producing. Simply having an idea makes you imaginative, not creative. However, having an idea and acting on it makes you creative.

Let us discuss about characteristics of highly creative person.

### 13.1.35 Do

Share with the participants about characteristics of a creative person.

### 13.1.35 Elaborate

Some characteristics of creative people are:

- They are imaginative and playful
- They detest rules and routine
- They see issues from different angles

- They love to daydream
- They notice small details
- They are very curious
- They have very little tolerance for boredom

### 13.1.36 Say

Innovation means turning an idea into a solution that adds value. It can also mean adding value by implementing a new product, service or process, or significantly improving on an existing product, service or process.

### 13.1.37 Do

Share with the participants about characteristics of highly innovative person.

### 13.1.38 Elaborate

Some characteristics of highly innovative people are:

- They embrace doing things differently
- They don't believe in taking shortcuts
- They are not afraid to be unconventional
- They are highly proactive and persistent
- They are organized, cautious and risk-averse

### 13.1.39 Say

Time management is the process organizing your time, and deciding how to allocate your time between different activities. Good time management is the difference between working smart (getting more done in less time) and working hard (working for more time to get more done).

Effective time management leads to an efficient work output, even when you are faced with tight deadlines and high pressure situations. On the other hand, not managing your time effectively results in inefficient output and increases stress and anxiety.

Let us discuss about benefits of time management.

### 13.1.40 Do

Share with the participants about benefits of time management.

### 13.1.41 Elaborate

Time management can lead to huge benefits like:

- Greater productivity
- Higher efficiency
- Better professional reputation
- Reduced stress
- Higher chances for career advancement
- Greater opportunities to achieve goals

Not managing time effectively can result in undesirable consequences like:

- Missing deadlines
- Inefficient work output
- Substandard work quality
- Poor professional reputation
- Stalled career
- Increase in stress and anxiety

### 13.1.42 Activity

Ask the participants to identify personal time robbers and how can they deal with them?

Skill Practice	Time	Resources
Time Wasters	10 min	Participant handbook, PPT

### 13.1.43 Do

- Share with the participants about traits of effective time managers
- Discuss with them about effective time management techniques

### 13.1.44 Elaborate

Some traits of effective time managers are:

- They begin projects early
- They break tasks into steps with specific deadlines
- They set daily objectives
- They continually review long term goals
- They modify plans if required, to achieve better results

- They think of alternate solutions if and when required
- They are flexible and open-minded
- They ask for help when required
- They inform people in advance if their help will be required
- They create backup plans
- They know how to say no

Refer to participant handbook (Pg-224-225) to explain about effective time management techniques.

### 13.1.45 Activity



Take the participants on a field visit and ask them to observe the waste water treatment plant helper, they way he manages time and the techniques he follows to manage time.

Ask them to make points and share it with the class.

Skill Practice	Time	Resources
Field Visit	10 min	Participant handbook, pen, small note pad

### 13.1.46 Say



Anger management is the process of:

- Learning to recognize the signs that you or someone else is becoming angry
- Taking the best course of action to calm down the situation in a positive way

Anger management does not mean suppressing anger.

Let us discuss about importance of anger management.

### 13.1.47 Do



Share with the participants about importance of anger management.

### 13.1.48 Elaborate



Anger is a perfectly normal human emotion. In fact, when managed the right way, anger can be considered a healthy emotion. However, if it is not kept in check, anger can make us act inappropriately and can lead to us saying or doing things that we will likely later regret.

**Extreme anger can:**

**Hurt you physically:** It leads to heart disease, diabetes, a weakened immune system, insomnia, and high blood pressure.

**Hurt you mentally:** It can cloud your thinking and lead to stress, depression and mental health issues.

**Hurt your career:** It can result in alienating your colleagues, bosses, clients and lead to the loss of respect.

**Hurt your relationships:** It makes it hard for your family and friends to trust you, be honest with you and feel comfortable around you.

This is why anger management, or managing anger appropriately, is so important.

### 13.1.49 Do

- Discuss with the participants about anger management strategies
- Share with them about tips for anger management

### 13.1.50 Elaborate

Here are some strategies that can help you control your anger:

- Strategy 1: Relaxation
- Strategy 2: Cognitive Restructuring
- Strategy 3: Problem Solving
- Strategy 4: Better Communication
- Strategy 5: Changing Your Environment

The following tips will help you keep your anger in check:

- Take some time to collect your thoughts before you speak out in anger.
- Express the reason for your anger in an assertive, but non-confrontational manner once you have calmed down.

Refer to participant handbook (Pg-226-227) to explain about anger management strategies and tips for anger management.

### 13.1.51 Say

Anything that challenges or threatens our well-being can be defined as a stress. It is important to note that stress can be good and bad. While good stress keeps us going, negative stress undermines our mental and physical health. This is why it is so important to manage negative stress effectively.

Let us discuss about stress in detail.

### 13.1.52 Do

- Share with the participants about causes of stress
- Discuss with them about symptoms of stress
- Share with them the tips to manage stress

### 13.1.53 Elaborate



Stress can be caused by internal and external factors.

#### Internal causes of stress

- Constant worry
- Pessimism
- Rigid thinking
- Negative self-talk
- Unrealistic expectations
- All in or all out attitude

#### Eternal causes of stress

- Major life changes
- Difficulties at work or in school
- Difficulties with relationships
- Financial difficulties
- Having too much to do
- Worrying about one's children and/or family

The following tips can help you manage your stress better:

- Note down the different ways in which you can handle the various sources of your stress.
- Remember that you cannot control everything, but you can control how you respond.
- Discuss your feelings, opinions and beliefs rather than reacting angrily, defensively or passively.
- Practice relaxation techniques like meditation, yoga or tai chi when you start feeling stressed.
- Devote a part of your day towards exercise.
- Eat healthy foods like fruits and vegetables. Avoid unhealthy foods especially those containing large amounts of sugar.

Refer to participant handbook (Pg-228-229) to explain about the following:

- Causes of stress
- Symptoms of stress
- Tips to manage stress

### 13.1.54 Notes for Facilitation



- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 13.2: Digital Literacy: A Recap

### Unit Objectives

At the end of this unit, students will be able to:

- Identify the basic parts of a computer
- Identify the basic parts of a keyboard
- Recall basic computer terminology
- Recall basic computer terminology
- Recall the functions of basic computer keys
- Discuss the main applications of MS Office
- Discuss the benefits of Microsoft Outlook
- Discuss the different types of e-commerce
- List the benefits of e-commerce for retailers and customers
- Discuss how the Digital India campaign will help boost e-commerce in India
- Describe how you will sell a product or service on an e-commerce platform

### Resources

Participant handbook, small writing pad, pen.

### 13.2.1 Note

This is the thirty- third session of the program which talks about digital literacy.

### 13.2.2 Say

Good morning and a very warm welcome to this training program 'Waste Water Treatment Plant Helper'. Before we begin this session let us have a quick recap of the previous session.

### 13.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions

- What is hygiene?
- Explain the Maslow's Hierarchy of need.
- How to cultivate a positive attitude.
- List down the qualities of honest people.
- What are the characteristics of highly creative person?
- What is innovation?
- What are the benefits of time management?

- List down the traits of effective time management.
  - List down the symptoms of stress.
2. Encourage the participants to give their response
  3. Ensure that the class should not lose focus
  4. Clarify if they have any doubts
  5. Tell them about what they are going to learn in this session

### 13.2.4 Say

Now let us begin with a new session which is about digital literacy. In the previous sessions we have had a clear understanding about personal strengths & value systems, now we will talk about digital literacy.

### 13.2.5 Say

Let us begin the session by discussing about:

- Basic parts of computer
- Basic parts of keyboard
- Basic Internet terms

### 13.2.6 Do

Share with the participants about the following:

- Basic parts of computer
- Basic parts of keyboard
- Basic Internet terms

### 13.2.7 Elaborate

Basic parts of computer:

- Central Processing Unit (CPU)
- Hard Drive
- Monitor
- Mouse
- Speakers
- Printer



Basic parts of keyboard:

- Arrow Keys
- Space bar
- Enter/Return
- Shift
- Caps Lock
- Backspace

Basic Internet terms:

- The Internet
- The World Wide Web
- Website
- Homepage
- Link/Hyperlink
- Web Address/URL
- Address Box

Refer to participant handbook (Pg-230-231) to explain about the parts of computer, keyboard and internet terms, in detail.

### 13.2.8 Say

MS Office or Microsoft Office is a suite of computer programs developed by Microsoft. Although meant for all users, it offers different versions that cater specifically to students, home users and business users. All the programs are compatible with both, Windows and Macintosh.

Let us discuss about popular office products.

### 13.2.9 Do

Share with the participants about popular office products.

### 13.2.10 Elaborate

Some of the most popular and universally used MS Office applications are:

- **Microsoft Word:** Allows users to type text and add images to a document.
- **Microsoft Excel:** Allows users to enter data into a spreadsheet and create calculations and graphs.

- **Microsoft PowerPoint:** Allows users to add text, pictures and media and create slideshows and presentations.
- **Microsoft Outlook:** Allows users to send and receive email.
- **Microsoft OneNote:** Allows users to make drawings and notes with the feel of a pen on paper.
- **Microsoft Access:** Allows users to store data over many tables.

### 13.2.11 Say

E-commerce is the buying or selling of goods and services, or the transmitting of money or data, electronically on the internet. E-Commerce is the short form for “electronic commerce.”

Let us discuss about E-Commerce in detail.

### 13.2.12 Do

- Share with the participants about examples of E-Commerce
- Discuss with them about types of E-Commerce
- Share with them about benefits of E-Commerce

### 13.2.13 Elaborate

**Examples of e-commerce are:**

- Online shopping
- Electronic payments
- Online auctions
- Internet banking
- Online ticketing

**Types of E-Commerce:**

The main types of e-commerce are:

- **Business to Business (B2B):** Both the transacting parties are businesses.
- **Business to Consumer (B2C):** Businesses sell electronically to end-consumers.
- **Consumer to Consumer (C2C):** Consumers come together to buy, sell or trade items to other consumers.
- **Consumer-to-Business (C2B):** Consumers make products or services available for purchase to companies looking for exactly those services or products.
- **Business-to-Administration (B2A):** Online transactions conducted between companies and public administration.
- **Consumer-to-Administration (C2A):** Online transactions conducted between individuals and public administration.

Refer to participant handbook (Pg-233) to explain about benefits of E-Commerce, in detail.

### 13.2.14 Activity

Ask the participants to choose a product or service that they want to sell online. Write a brief note explaining how they will use existing e-commerce platforms, or create a new e-commerce platform, to sell their product or service.

Note:

- Before launching your e-commerce platform, test everything.
- Pay close and personal attention to your social media.

Skill Practice	Time	Resources
Skill Practical	1 hr	Participant handbook, pen, small note pad

### 13.2.15 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 13.3: Money Matters

### Unit Objectives

At the end of this unit, students will be able to:

- Discuss the importance of saving money
- Discuss the benefits of saving money
- Discuss the main types of bank accounts
- Describe the process of opening a bank account
- Differentiate between fixed and variable costs
- Describe the main types of investment options
- Describe the different types of insurance products
- Describe the different types of taxes
- Discuss the uses of online banking
- Discuss the main types of electronic funds transfers

### Resources

Participant handbook, small writing pad, pen, chart, pencil, sketch pens, scale and eraser.

### 13.3.1 Note

This is the thirty- fourth session of the program which talks about money matters.

### 13.3.2 Say

Good morning and a very warm welcome to this training program ‘Waste Water Treatment Plant Helper’. Before we begin this session let us have a quick recap of the previous session.

### 13.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - List down the basic parts of computer.
  - List down the most popular office products.
  - What is E-Commerce? Give few examples.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 13.3.4 Say

Now let us begin with a new session which is about money matters. In the previous sessions we have had a clear understanding about digital literacy, now we will talk about money matters.

### 13.3.5 Say

We all know that the future is unpredictable. You never know what will happen tomorrow, next week or next year. That's why saving money steadily through the years is so important. Saving money will help improve your financial situation over time. But more importantly, knowing that you have money stashed away for an emergency will give you peace of mind. Saving money also opens the door to many more options and possibilities.

### 13.3.6 Do

Let us discuss about benefits of saving.

### 13.3.7 Elaborate

Saving helps you:

- Become financially independent
- Invest in yourself through education
- Get out of debt
- Be prepared for surprise expenses
- Pay for emergencies
- Retire

Refer to participant handbook (Pg-235-236) to explain about benefits of saving, in detail.

### 13.3.8 Do

- Share with the participants about types of bank account
- Discuss with them how to open a bank account

### 13.3.9 Elaborate

Four main types of bank accounts are:

- Current Accounts
- Savings Accounts

- Recurring Deposit Accounts
- Fixed Deposit Accounts

Steps involved in opening a bank account:

- Step 1: Fill in the Account Opening Form
- Step 2: Affix your Photograph
- Step 3: Provide your Know Your Customer (KYC) Details
- Step 4: Submit All your Documents

Refer to participant handbook (Pg-237-238) to explain about types of bank account and steps involved in opening a bank account, in detail.

### 13.3.10 Activity

Take the participants on a field visit to a bank, ask them to talk to the bank manager their and understand about different types of account and how to open a bank account.

Skill Practice	Time	Resources
Field Visit	30 mins	Participant handbook, pen , small note pad

### 13.3.11 Say

Fixed costs and variable costs together make up a company's total cost. These are the two types of costs that companies have to bear when producing goods and services.

A fixed cost does not change with the volume of goods or services a company produces. It always remains the same.

A variable cost, on the other hand, increases and decreases depending on the volume of goods and services produced. In other words, it varies with the amount produced.

Let us discuss about fixed and variable cost in detail.

### 13.3.12 Do

Share with the participants about difference between fixed and variable cost.

### 13.3.13 Elaborate

Refer to participant handbook (Pg-239) to explain about difference between fixed and variable cost.

**13.3.14 Say**

Let us discuss about insurance.

**13.3.15 Elaborate**

Investment means that money is spent today with the aim of reaping financial gains at a future time. The main types of investment options are as follows:

- Bonds
- Stocks
- Small Savings Schemes
- Mutual Funds
- Fixed Deposits
- Real Estate
- Hedge Funds
- Private Equity
- Venture Capital

Refer to participant handbook (Pg-240) to explain about types of investment.

**13.3.16 Say**

There are two types of insurance – Life Insurance and Non-Life or General Insurance.

**13.3.17 Do**

Share with the participants about Life Insurance and Non-Life or General Insurance.

**13.3.18 Elaborate**

Life Insurance

Life Insurance deals with all insurance covering human life.

The main life insurance products are:

- Term Insurance
- Endowment Policy

- Unit-Linked Insurance Plan (ULIP)
- Money Back Life Insurance
- Whole Life Insurance

### General Insurance

General Insurance deals with all insurance covering assets like animals, agricultural crops, goods, factories, cars and so on.

The main general insurance products are:

- Motor Insurance
- Health Insurance
- Travel Insurance
- Home Insurance
- Marine Insurance

Refer to participant handbook (Pg-240-241) to explain about Life and General Insurance, in detail.

### 13.3.19 Activity



Ask the participants to refer to participant handbook and study in detail about Life and General Insurance, so that when they are asked question regarding it they are able to answer it.

Skill Practice	Time	Resources
Self Study	15 mins	Participant handbook, pen , small note pad

### 13.3.20 Say



There are two types of taxes – Direct Taxes and Indirect Taxes. Let us discuss about them in detail.

### 13.3.21 Do



Share with the participants about direct and indirect tax.

### 13.3.22 Elaborate



Direct Tax

Direct taxes are levied directly on an entity or a person and are non-transferrable.

Some examples of Direct Taxes are:



- Income Tax
- Capital Gains Tax
- Securities Transaction Tax
- Perquisite Tax
- Corporate Tax

#### Indirect Tax

Indirect taxes are levied on goods or services.

Some examples of Indirect Taxes are:

- Sales Tax
- Service Tax
- Value Added Tax
- Customs Duty & Octroi
- Excise Duty:

Refer to participant handbook (Pg-241-242) to explain about direct and indirect tax, in detail.

### 13.3.23 Say



Internet or online banking allows account holders to access their account from a laptop at any location. In this way, instructions can be issued. To access an account, account holders simply need to use their unique customer ID number and password.

Internet banking can be used to:

- Find out an account balance
- Transfer amounts from one account to another
- Arrange for the issuance of cheques
- Instruct payments to be made
- Request for a cheque book
- Request for a statement of accounts
- Make a fixed deposit

### 13.3.24 Do



Share with the participants about the following:

- NEFT
- RTGS
- IMPS

### 13.3.25 Elaborate



NEFT:

NEFT stands for National Electronic Funds Transfer. This money transfer system allows you to electronically transfer funds from your respective bank accounts to any other account, either in the same bank or belonging to any other bank. NEFT can be used by individuals, firms and corporate organizations to transfer funds between accounts.

RTGS:

RTGS stands for Real Time Gross Settlement. This is a real time funds transfer system which enables you to transfer funds from one bank to another, in real time or on a gross basis. The transferred amount is immediately deducted from the account of one bank, and instantly credited to the other bank's account. The RTGS payment gateway is maintained by the Reserve Bank of India. The transactions between banks are made electronically.

IMPS:

IMPS stands for Immediate Payment Service. This is a real-time, inter-bank, electronic funds transfer system used to transfer money instantly within banks across India. IMPS enables users to make instant electronic transfer payments using mobile phones through both, Mobile Banking and SMS. It can also be used through ATMs and online banking. IMPS is available 24 hours a day and 7 days a week. The system features a secure transfer gateway and immediately confirms orders that have been fulfilled.

Refer to participant handbook (Pg-243-244) to explain about the following in detail:

- NEFT
- RTGS
- IMPS

### 13.3.26 Activity



Take the participants on a field visit to a bank, ask them to talk to the bank manager their and understand about NEFT, RTGS and IMPS.

Ask them to make notes and share it with the class.

Skill Practice	Time	Resources
Field Visit	15 mins	Participant handbook, pen, small note pad

### 13.3.27 Do

Share with the participants the difference between NEFT, RTGS and IMPS by referring to participant handbook (Pg-245).

### 13.3.28 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 13.4: Preparing for Employment & Self Employment

### Unit Objectives

At the end of this unit, students will be able to:

- Discuss the steps to prepare for an interview
- Discuss the steps to create an effective Resume
- Discuss the most frequently asked interview questions
- Discuss how to answer the most frequently asked interview questions
- Discuss basic workplace terminology

### Resources

Participant handbook, small writing pad, pen.

### 13.4.1 Note

This is the thirty- fifth session of the program which talks about preparing for employment & self employment.

### 13.4.2 Say

Good morning and a very warm welcome to this training program 'Waste Water Treatment Plant Helper'. Before we begin this session let us have a quick recap of the previous session.

### 13.4.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - List down the benefits of saving.
  - Name the types of bank accounts.
  - What are the steps involved in opening a bank account?
  - What is the difference between fixed and variable cost?
  - What is the difference between NEFT, RTGS and IMPS?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 13.4.4 Say

Now let us begin with a new session which is about preparing for employment & self employment. In the previous sessions we have had a clear understanding about money matters, now we will talk about preparing for employment & self employment.

### 13.4.5 Say

Let us discuss about how to prepare for an interview.

### 13.4.6 Do

Share with the participants about how to prepare for an interview.

### 13.4.7 Elaborate

The success of your getting the job that you want depends largely on how well your interview for that job goes. Therefore, before you go in for your interview, it is important that you prepare for it with a fair amount of research and planning. Take a look at the steps to follow in order to be well prepared for an interview:

- Research the organization that you are having the interview with
- Think about whether your skills and qualifications match the job requirements
- Go through the most typical interview questions asked, and prepare your responses
- Plan your attire for the interview
- Ensure that you have packed everything that you may require during the interview
- Remember the importance of non-verbal communication
- Make a list of questions to end the interview with

Refer to participant handbook (Pg-246-247) to explain about steps to follow in order to be well prepared for an interview, in detail.

### 13.4.8 Say

A resume is a formal document that lists a candidate's work experience, education and skills.

A good resume gives a potential employer enough information to believe the applicant is worth interviewing. That's why it is so important to create a resume that is effective.

Let us discuss about preparing a resume

**13.4.9 Do**

Share with the participants about how to prepare an effective resume.

**13.4.10 Elaborate**

Steps to create an effective resume:

- Write the Address Section
- Add the Profile Summary Section
- Include Your Educational Qualifications
- List Your Technical Skills
- Insert Your Academic Project Experience
- List Your Strengths
- List Your Extracurricular Activities
- Write Your Personal Details

Refer to participant handbook (Pg-248-250) to explain about steps involved in preparing an effective resume, in detail.

**13.4.11 Activity**

Ask the participants to do some research and prepare a resume for themselves.

At the end check the resume of each participant and make the modifications, if required.

Skill Practice	Time	Resources
Preparing resume	1 hr	Participant handbook, pen , small note pad

**13.4.12 Do**

Refer to participant handbook (Pg-165-168) to explain the participants about the following:

- Questions asked in an interview
- Basic workplace terminologies

**13.4.13 Notes for Facilitation**

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 13.5: Understanding Entrepreneurship

### Unit Objectives

At the end of this unit, students will be able to:

- Discuss the concept of entrepreneurship
- Discuss the importance of entrepreneurship
- Describe the characteristics of an entrepreneur
- Describe the different types of enterprises
- List the qualities of an effective leader
- Discuss the benefits of effective leadership
- List the traits of an effective team
- Discuss the importance of listening effectively
- Discuss how to listen effectively
- Discuss the importance of speaking effectively
- Discuss how to speak effectively
- Discuss how to solve problems
- List important problem solving traits
- Discuss ways to assess problem solving skills
- Discuss the importance of negotiation
- Discuss how to negotiate
- Discuss how to identify new business opportunities
- Discuss how to identify business opportunities within your business
- Explain the meaning of entrepreneur
- Describe the different types of entrepreneurs
- List the characteristics of entrepreneurs
- Recall entrepreneur success stories
- Discuss the entrepreneurial process
- Describe the entrepreneurship ecosystem
- Discuss the purpose of the Make in India campaign
- Discuss key schemes to promote entrepreneurs
- Discuss the relationship between entrepreneurship and risk appetite
- Discuss the relationship between entrepreneurship and resilience
- Describe the characteristics of a resilient entrepreneur
- Discuss how to deal with failure

## Resources

Participant handbook, small writing pad, pen, chart paper, colour pencils, eraser, scale, rope, pieces of paper.

### 13.5.1 Note

This is the thirty- sixth session of the program which talks about entrepreneurship.

### 13.5.2 Say

Good morning and a very warm welcome to this training program ‘Waste Water Treatment Plant Helper’. Before we begin this session let us have a quick recap of the previous session.

### 13.5.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - How to prepare for an interview?
  - What are the steps involved in creating a resume?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 13.5.4 Say

Now let us begin with a new session which is about entrepreneurship. In the previous sessions we have had a clear understanding about preparing for employment & self employment, now we will talk about entrepreneurship.

### 13.5.5 Say

Anyone who is determined to start a business, no matter what the risk, is an entrepreneur.

Entrepreneurs run their own start-up, take responsibility for the financial risks and use creativity, innovation and vast reserves of self-motivation to achieve success. They dream big and are determined to do whatever it takes to turn their idea into a viable offering. The aim of an entrepreneur is to create an enterprise. The process of creating this enterprise is known as entrepreneurship.

Let us discuss about entrepreneurship in detail.



**13.5.6 Do**

- Share with the participants about importance of entrepreneurship
- Discuss with them the characteristics of entrepreneurs

**13.5.7 Elaborate**

Entrepreneurship is very important for the following reasons:

- It results in the creation of new organizations
- It brings creativity into the marketplace
- It leads to improved standards of living
- It helps develop the economy of a country

Refer to participant handbook (Pg-256) to explain about characteristics of entrepreneurs.

**13.5.8 Activity**

Take the participants on a field visit and make them meet a person who is an entrepreneur, ask them to notice the way he talks and his characteristics. Tell them to prepare few questions well in advance which they want to ask the entrepreneur.

The participants must make notes about his characteristics and attitude towards life and share it with the class.

Skill Practice	Time	Resources
Field Visit	10 mins	Participant handbook, pen , small note pad

**13.5.9 Say**

Let us discuss about types of enterprises.

**13.5.10 Do**

Share with the participants about different types of enterprises.

### 13.5.11 Elaborate



As an entrepreneur in India, you can own and run any of the following types of enterprises:

- Sole Proprietorship
- Partnership
- Limited Liability Partnership (LLP)

Refer to participant handbook (Pg-257) to explain about different types of enterprises to the participants.

### 13.5.12 Say



Leadership means setting an example for others to follow. Setting a good example means not asking someone to do something that you wouldn't willingly want to do yourself. Leadership is about figuring out what to do in order to win as a team, and as a company.

Leaders believe in doing the right things. They also believe in helping others to do the right things.

An effective leader is someone who:

- Creates an inspiring vision of the future.
- Motivates and inspires his team to pursue that vision.

Let us discuss about leadership in detail.

### 13.5.13 Do



- Share with the participants about benefits of effective leadership
- Discuss with them about leadership qualities

### 13.5.14 Elaborate



Effective leadership results in numerous benefits. Great leadership leads to the leader successfully:

- Gaining the loyalty and commitment of the team members
- Motivating the team to work towards achieving the company's goals and objectives
- Building morale and instilling confidence in the team members
- Fostering mutual understanding and team-spirit among team members
- Convincing team members about the need to change when a situation requires adaptability

Some critical leadership skills that every entrepreneur must have are:

- Pragmatism
- Humility
- Flexibility
- Authenticity
- Reinvention
- Awareness

Refer to participant handbook (Pg-258) to explain about leadership skills, in detail.

### 13.5.15 Do

Tell the participants that teamwork occurs when the people in a workplace combine their individual skills to pursue a common goal. Effective teams are made up of individuals who work together to achieve this common goal. A great team is one who holds themselves accountable for the end result.

### 13.5.16 Elaborate

For an entrepreneurial leader, building an effective team is critical to the success of a venture. An entrepreneur must ensure that the team he builds possesses certain crucial qualities, traits and characteristics. An effective team is one which has:

- Unity of purpose
- Great communication skills
- The ability to collaborate
- Initiative
- Visionary members
- Great adaptability skills
- Excellent organizational skills

Refer to participant handbook (Pg-259) to explain about team work, in detail.

### 13.5.17 Say

Listening is the ability to correctly receive and understand messages during the process of communication. Listening is critical for effective communication. Without effective listening skills, messages can easily be misunderstood. This results in a communication breakdown and can lead to the sender and the receiver of the message becoming frustrated or irritated.

**13.5.18 Do** 

Share with the participants about listening and speaking skills.

**13.5.19 Elaborate** 

To listen effectively you should:

- Stop talking
- Stop interrupting
- Focus completely on what is being said
- Nod and use encouraging words and gestures
- Be open-minded
- Think about the speaker's perspective
- Be very, very patient
- Pay attention to the tone that is being used
- Pay attention to the speaker's gestures, facial expressions and eye movements
- Not try and rush the person
- Not let the speaker's mannerisms or habits irritate or distract you

Refer to participant handbook (Pg-260-261) to explain about speaking skills, in detail.

**13.5.20 Do** 

Tell the participants that now they will have to perform an activity on speaking skills.

**13.5.21 Activity** 

Ask them to do an impromptu speech on a subject of their choice. Watch out for rate of speech, vocabulary, excessive jargon etc.

Skill Practice	Time	Resources
Impromptu speech	30 mins	PM PPT

**13.5.22 Say** 

All problems contain two elements:

1. Goals
2. Obstacles

The aim of problem solving is to recognize the obstacles and remove them in order to achieve the goals.

Let us discuss about problem solving in detail.

### 13.5.23 Do

- Share with the participants about important traits of problem solving
- Discuss with them how to access for problem solving skills

### 13.5.24 Elaborate

#### Steps to solve a problem:

Step 1: Identify the problem

Step 2: Study the problem in detail

Step 3: List all possible solutions

Step 4: Select the best solution

Step 5: Implement the chosen solution

Step 6: Check that the problem has really been solved

#### Important traits of solving problem:

The following personality traits play a big role in how effectively problems are solved:

- Being open minded
- Asking the right questions
- Being proactive
- Not panicking
- Having a positive attitude
- Focusing on the right problem

Refer to participant handbook (Pg-262) to explain how to access problem solving skills, in detail.

### 13.5.25 Activity

Ask the participants to get into groups and discuss common problems which a waste water treatment plant helper faces and ways to solve them. Ask each group to take one problem and identify the best solution by following the steps (for problem solving) given in participant handbook.

Skill Practice	Time	Resources
Group Discussion	1 hr	Participant handbook, small writing pad, pen

### 13.5.26 Say

Negotiation is a method used to settle differences. The aim of negotiation is to resolve differences through a compromise or agreement while avoiding disputes. Without negotiation, conflicts are likely to lead to resentment between people. Good negotiation skills help satisfy both parties and go a long way towards developing strong relationships.

Let us discuss about negotiation in detail.

### 13.5.27 Do

- Share with the participants about steps involved in negotiation.

### 13.5.28 Elaborate

#### Steps involved in negotiation:

Step 1: Pre-negotiation preparation

Step 2: Discuss the problem

Step 3: Clarify the objective

Step 4: Aim for a win-win outcome

Step 5: Clearly define the agreement

Step 6: Implement the agreed upon solution

Refer to participant handbook (Pg-263) to explain about steps involved in negotiation, in detail.

### 13.5.29 Activity

Ask the participants to refer to participant handbook and study in detail about steps involved in negotiation, so that when they are asked question regarding it they are able to answer it.

Skill Practice	Time	Resources
Self Study	10 mins	Participant handbook, pen, small note pad

### 13.5.30 Say

The word opportunity suggests a good chance or a favourable situation to do something offered by circumstances. A business opportunity means a good or favourable change available to run a specific business in a given environment, at a given point of time.

### 13.5.31 Do

- Share with the participants about factors to be considered when looking for opportunity
- Discuss with them the ways to identify new business opportunities

### 13.5.32 Elaborate

Following things should be considered when looking for business opportunities:

- Economic trends
- Market trends
- Changes in funding
- Changes in political support
- Changing relationships between vendors, partners and suppliers
- Shift in target audience

Refer to participant handbook (Pg-265) to explain about ways to identify new business opportunities, in detail.

### 13.5.33 Do

Tell the participants to get ready for an activity which would energize them.

### 13.5.34 Activity

Split the participants into two teams. Each team takes one end of the rope. The teams have to pull the rope to bring the opposite team towards them.

Skill Practice	Time	Resources
Tug of war	10 mins	Rope

**13.5.35 Do** 

Share with the participants about ways to identify business opportunities within the business.

**13.5.36 Elaborate** 

Ways to identify business opportunities within the business includes:

- SWOT Analysis
- Establishing Your USP

Refer to participant handbook (Pg-265) to explain about ways to identify business opportunities within the business, in detail.

**13.5.37 Say** 

An entrepreneur is a person who:

- Does not work for an employee
- Runs a small enterprise
- Assumes all the risks and rewards of the enterprise, idea, good or service

Let us discuss about it in detail.

**13.5.38 Do** 

- Share with the participants the type of entrepreneurs
- Discuss with them the characteristics of entrepreneurs

**13.5.39 Elaborate** 

Successful entrepreneurs have the following characteristics:

- They are highly motivated
- They are creative and persuasive
- They are mentally prepared to handle each and every task
- They have excellent business skills – they know how to evaluate their cash flow, sales and revenue
- They are willing to take great risks
- They are very proactive – this means they are willing to do the work themselves, rather than wait for someone else to do it



- They have a vision – they are able to see the big picture
- They are flexible and open-minded
- They are good at making decisions

Refer to participant handbook (Pg-267) to explain about type of entrepreneurs.

### 13.5.40 Activity



Divide the class in four groups and ask the participants to make a chart on types of entrepreneurs. The best chart will be pinned on the board in order to encourage passive learning.

At the end of the activity reiterate the types of entrepreneurs, in order to conclude the activity in a proper way.

Skill Practice	Time	Resources
Chart Making	10 mins	Participant handbook, chart, pencil, sketch pens , scale and eraser

### 13.5.41 Do



Share with the participants about entrepreneurial process.

### 13.5.42 Elaborate



Let's take a look at the stages of the entrepreneurial process.

**Stage 1:** Idea Generation. The entrepreneurial process begins with an idea that has been thought of by the entrepreneur. The idea is a problem that has the potential to be solved.

**Stage 2:** Germination or Recognition. In this stage a possible solution to the identified problem is thought of.

**Stage 3:** Preparation or Rationalization. The problem is studied further and research is done to find out how others have tried to solve the same problem.

**Stage 4:** Incubation or Fantasizing. This stage involves creative thinking for the purpose of coming up with more ideas. Less thought is given to the problem areas.

**Stage 5:** Feasibility Study: The next step is the creation of a feasibility study to determine if the idea will make a profit and if it should be seen through.

**Stage 6:** Illumination or Realization. This is when all uncertain areas suddenly become clear. The entrepreneur feels confident that his idea has merit.

**Stage 7:** Verification or Validation. In this final stage, the idea is verified to see if it works and if it is useful.

Refer to the diagram given in participant handbook (Pg-268) to explain about entrepreneurial process.

**13.5.43 Say**

The entrepreneurship support ecosystem signifies the collective and complete nature of entrepreneurship. New companies emerge and flourish not only because of the courageous, visionary entrepreneurs who launch them, but they thrive as they are set in an environment or 'ecosystem' made of private and public participants. These players nurture and sustain the new ventures, facilitating the entrepreneurs' efforts.

Let us discuss about entrepreneurship ecosystem in detail.

**13.5.44 Do**

Share with the participants about six domains of entrepreneurship ecosystem.

**13.5.45 Elaborate**

An entrepreneurship ecosystem comprises of the following six domains:

- Favourable Culture: This includes elements such as tolerance of risk and errors, valuable networking and positive social standing of the entrepreneur.
- Facilitating Policies & Leadership: This includes regulatory framework incentives and existence of public research institutes.
- Financing Options: Angel financing, venture capitalists and micro loans would be good examples of this.
- Human Capital: This refers to trained and untrained labour, entrepreneurs and entrepreneurship training programmes, etc.
- Conducive Markets for Products & Services: This refers to an existence or scope of existence of a market for the product/service.
- Institutional & Infrastructural Support: This includes legal and financing advisers, telecommunications, digital and transportation infrastructure, and entrepreneurship networking programmes.

**13.5.46 Do**

Share with the participants about key schemes to promote entrepreneurs.

**13.5.47 Elaborate**

Key schemes to promote entrepreneurs

1. Pradhan Mantri MUDRA Yojana - Micro Units Development and Refinance Agency (MUDRA),
2. Stand Up India
3. Prime Minister Employment Generation Programme (PMEGP)
4. International Cooperation

5. Performance and Credit Rating
6. Marketing Assistance Scheme
7. Reimbursement of Registration Fee for Bar Coding
8. Enable Participation of MSMEs in State/District level Trade Fairs and Provide Funding Support
9. Capital Subsidy Support on Credit for Technology up gradation
10. Credit Guarantee Fund for Micro and Small Enterprise (CGFMSE)
11. Reimbursement of Certification Fees for Acquiring ISO Standards
12. Agricultural Marketing
13. Small Agricultural Marketing
14. Mega Food Park
15. Adivasi Mahila Sashaktikaran Yojana

Refer to participant handbook (Pg-271-276) to explain about key schemes to promote entrepreneurs, in detail.

### 13.5.48 Activity



Divide the participants in four groups and make them play a quiz on key schemes to promote entrepreneurs.

The winning group will be awarded with a gift hamper.

At the end of the activity reiterate about the same, in order to conclude the activity in a proper manner.

Skill Practice	Time	Resources
Quiz	10 mins	Participant handbook, pen, small note pad

### 13.5.49 Say



Entrepreneurs are inherently risk takers. They are path-makers not path-takers. Unlike a normal, cautious person, an entrepreneur would not think twice about quitting his job (his sole income) and taking a risk on himself and his idea.

An entrepreneur is aware that while pursuing his dreams, assumptions can be proven wrong and unforeseen events may arise. He knows that after dealing with numerous problems, success is still not guaranteed. Entrepreneurship is synonymous with the ability to take risks. This ability, called risk-appetite, is an entrepreneurial trait that is partly genetic and partly acquired.

### 13.5.50 Do



- Share with the participants about risk appetite
- Discuss with them about risk appetite statement

### 13.5.51 Elaborate

What is risk appetite?

Risk appetite is defined as the extent to which a company is equipped to take risk, in order to achieve its objectives. Essentially, it refers to the balance, struck by the company, between possible profits and the hazards caused by changes in the environment (economic ecosystem, policies, etc.). Taking on more risk may lead to higher rewards but have a high probability of losses as well. However, being too conservative may go against the company as it can miss out on good opportunities to grow and reach their objectives.

Risk appetite statement:

Risk appetite statement should convey the following:

- The nature of risks the business faces.
- Which risks the company is comfortable taking on and which risks are unacceptable.
- How much risk to accept in all the risk categories.
- The desired trade off between risk and reward.
- Measures of risk and methods of examining and regulating risk exposures.

Refer to participant handbook (Pg-278) to explain about risk appetite, in detail.

### 13.5.52 Do

Tell the participants to get ready for an activity which would energize them.

### 13.5.53 Activity

- Ask the facilitator to choose a few well-known phrases and write half of each phrase on pieces of paper and the other half on other pieces.
- For example- “Happy” on one piece of paper and “Birthday” on another
- The number of chits should match the number of participants in the group
- Fold the pieces of paper and put them in a bowl
- Ask each participant to pick a chit from the bowl and try to find the member of the group with the matching half of the same phrase

Skill Practice	Time	Resources
Match the Card	10 mins	Small writing pads, pens, Participant Handbook, Pieces of paper

### 13.5.54 Say

Entrepreneurs are characterized by a set of qualities known as resilience. These qualities play an especially large role in the early stages of developing an enterprise. Risk resilience is an extremely valuable characteristic as it is believed to protect entrepreneurs against the threat of challenges and changes in the business environment.

Let us discuss about entrepreneurship and resilience in detail.

### 13.5.55 Do

Share with the participants about characteristics of resilient entrepreneur

### 13.5.56 Elaborate

What is Entrepreneurial Resilience?

Resilience is used to describe individuals who have the ability to overcome setbacks related to their life and career aspirations. A resilient person is someone who is capable of easily and quickly recovering from setbacks. For the entrepreneur, resilience is a critical trait.

Entrepreneurial resilience can be enhanced in the following ways:

- By developing a professional network of coaches and mentors
- By accepting that change is a part of life
- By viewing obstacles as something that can be overcome

Refer to participant handbook (Pg-279) to explain about characteristics of resilient entrepreneur, in detail.

### 13.5.57 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

## UNIT 13.6: Preparing to be an Entrepreneur

### Unit Objectives

At the end of this unit, students will be able to:

- Discuss how market research is carried out
- Describe the 4 Ps of marketing
- Discuss the importance of idea generation
- Recall basic business terminology
- Discuss the need for CRM
- Discuss the benefits of CRM
- Discuss the need for networking
- Discuss the benefits of networking
- Discuss the importance of setting goals
- Differentiate between short-term, medium-term and long-term goals
- Discuss how to write a business plan
- Explain the financial planning process
- Discuss ways to manage your risk
- Describe the procedure and formalities for applying for bank finance
- Discuss how to manage your own enterprise
- List important questions that every entrepreneur should ask before starting an enterprise

### Resources

Participant handbook, small writing pad, pen, balloons, threads/rubber bands.

### 13.6.1 Note

This is the thirty- seventh session of the program which talks about preparing to be an entrepreneur.

### 13.6.2 Say

Good morning and a very warm welcome to this training program 'Waste Water Treatment Plant Helper'. Before we begin this session let us have a quick recap of the previous session.

### 13.6.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
  - List down the types of enterprises.
  - What are the benefits of effective leadership?
  - How to listen effectively?
  - What do you understand by problem solving?
  - List down the important traits of problem solving.
  - What are the ways to identify new business opportunities?
  - What is risk appetite?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

### 13.6.4 Say

Now let us begin with a new session which is about preparing to be an entrepreneur. In the previous sessions we have had a clear understanding about entrepreneurship, now we will talk about preparing to be an entrepreneur.

### 13.6.5 Say

Market research is the process of gathering, analyzing and interpreting market information on a product or service that is being sold in that market. It also includes information on:

- Past, present and prospective customers
- Customer characteristics and spending habits
- The location and needs of the target market
- The overall industry
- Relevant competitors

Market research involves two types of data:

- Primary information. This is research collected by yourself or by someone hired by you.
- Secondary information. This is research that already exists and is out there for you to find and use.

#### **Primary research**

Primary research can be of two types:

- Exploratory: This is open-ended and usually involves detailed, unstructured interviews.
- Specific: This is precise and involves structured, formal interviews. Conducting specific research is the more expensive than conducting exploratory research.

### Secondary research

Secondary research uses outside information. Some common secondary sources are:

- Public sources: These are usually free and have a lot of good information. Examples are government departments, business departments of public libraries etc.
- Commercial sources: These offer valuable information but usually require a fee to be paid.
- Examples are research and trade associations, banks and other financial institutions etc.
- Educational institutions: These offer a wealth of information. Examples are colleges, universities, technical institutes etc.

### 13.6.6 Do

Share with the participants about 4 Ps of marketing.

### 13.6.7 Elaborate

4 Ps of marketing is:

- Product
- Price
- Promotion
- Place

Refer to participant handbook (Pg-282-284) to explain about 4 Ps of marketing, in detail.

### 13.6.8 Activity

Divide the participants into four groups and ask one group to discuss about product, other about price and so on. Ask all the groups to make notes and share their views with the class.

Skill Practice	Time	Resources
Group Discussion	15 mins	Participant handbook, small writing pad, pen

### 13.6.9 Do

Share with the participants about basic business terminologies by referring to participant handbook (Pg-182-184).



### 13.6.10 Activity

Divide the participants in four groups and make them play a quiz on basic business terminologies.

The winning group will be awarded with a gift hamper.

At the end of the activity reiterate about the same, in order to conclude the activity in a proper manner.

Skill Practice	Time	Resources
Quiz	15 mins	Participant handbook, pen , small note pad

### 13.6.11 Say

CRM stands for Customer Relationship Management. Originally the expression Customer

Relationship Management meant managing one's relationship with customers. However, today it refers to IT systems and software designed to help companies manage their relationships.

Let us discuss about CRM in detail.

### 13.6.12 Do

Share with the participants about needs and benefits of CRM.

### 13.6.13 Elaborate

Need for CRM:

The better a company can manage its relationships with its customers, the higher the chances of the company's success. For any entrepreneur, the ability to successfully retain existing customers and expand the enterprise is paramount. This is why IT systems that focus on addressing the problems of dealing with customers on a daily basis are becoming more and more in demand.

Customer needs change over time, and technology can make it easier to understand what customers really want. This insight helps companies to be more responsive to the needs of their customers. It enables them to modify their business operations when required, so that their customers are always served in the best manner possible. Simply put, CRM helps companies recognize the value of their clients and enables them to capitalize on improved customer relations.

Refer to participant handbook (Pg-289) to explain about benefits of CRM.

**13.6.14 Say**

In business, networking means leveraging your business and personal connections in order to bring in a regular supply of new business. This marketing method is effective as well as low cost. It is a great way to develop sales opportunities and contacts. Networking can be based on referrals and introductions, or can take place via phone, email, and social and business networking websites.

**13.6.15 Do**

Share with the participants about the need and benefits of networking.

**13.6.16 Elaborate**

Need for Networking:

Networking is an essential personal skill for business people, but it is even more important for entrepreneurs. The process of networking has its roots in relationship building. Networking results in greater communication and a stronger presence in the entrepreneurial ecosystem.

This helps build strong relationships with other entrepreneurs.

Business networking events held across the globe play a huge role in connecting like-minded entrepreneurs who share the same fundamental beliefs in communication, exchanging ideas and converting ideas into realities. Such networking events also play a crucial role in connecting entrepreneurs with potential investors. Entrepreneurs may have vastly different experiences and backgrounds but they all have a common goal in mind – they all seek connection, inspiration, advice, opportunities and mentors. Networking offers them a platform to do just that.

Refer to participant handbook (Pg-290) to explain about benefits of networking.

**13.6.17 Say**

A business plan is a tool for understanding how your business is put together. It can be used to monitor progress, foster accountable and control the fate of the business. It usually offers a 3-5 year projection and outlines the plan that the company intends to follow to grow its revenues.

A business plan is also a very important tool for getting the interest of key employees or future investors.

A business plan typically comprises of eight elements.

**13.6.18 Do**

Share with the participants the elements of business plan.

**13.6.19 Elaborate**

Refer to participant handbook (Pg-291-294) to explain about elements of business plan.

### 13.6.20 Say

For entrepreneurs, one of the most difficult challenges faced involves securing funds for start-ups. With numerous funding options available, entrepreneurs need to take a close look at which funding methodology works best for them. In India, banks are one of the largest funders of start-ups, offering funding to thousands of start-ups every year.

### 13.6.21 Do

Share with the participants about information which should be offered to bank for funding.

### 13.6.22 Elaborate

When approaching a bank, entrepreneurs must have a clear idea of the different criteria that banks use to screen, rate and process loan applications. Entrepreneurs must also be aware of the importance of providing banks with accurate and correct information. It is now easier than ever for financial institutions to track any default behaviour of loan applicants. Entrepreneurs looking for funding from banks must provide banks with information relating to their general credentials, financial situation and guarantees or collaterals that can be offered.

Refer to participant handbook (Pg-295) to explain about information which should be offered to bank for funding, in detail.

### 13.6.23 Activity

Ask the participants to pair themselves, ask one of them to become a bank manager and the other the person who wants to apply for funds.

Ask the person who is applying for funds to submit your application form and all other required documents to the bank. The person enacting as bank manager should carefully assess your credit worthiness and assign ratings by analyzing the business information with respect to parameters like management, financial, operational and industry information as well as past loan performance.

The bank manager will then make a decision as to whether or not you should be given funding.

Skill Practice	Time	Resources
Role Play	30 mins	Documents required for funding

### 13.6.24 Do

Share with the participants as to how to manage an enterpriser.

### 13.6.25 Elaborate



Steps to manage an enterprise:

Step 1: Use your leadership skills and ask for advice when required.

Step 2: Divide your work amongst others – realize that you cannot handle everything yourself.

Step 3: Hire the right people for the job.

Step 4: Motivate your employees and train them well.

Step 5: Train your people to handle your customers well.

Step 6: Market your enterprise effectively.

Refer to participant handbook (Pg-297-298) to explain about steps to manage an enterprise, in detail.

### 13.6.26 Notes for Facilitation



- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question



**Skill India**  
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& ENTREPRENEURSHIP



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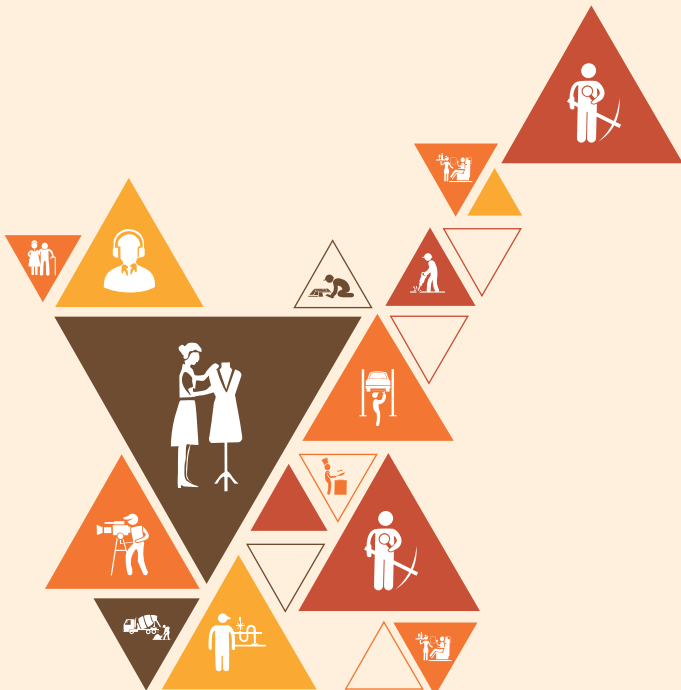
Transforming the skill landscape



## 14. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



## Annexure I

### Training Delivery Plan

Training Delivery Plan			
<b>Program Name:</b>	Certificate Course in Customer Care Executive (Telecom - Call Centre)		
<b>Qualification Pack Name &amp; Ref. ID</b>	Customer Care Executive (Call Centre) - TEL/Q0100		
<b>Version No.</b>	1.0	<b>Version Update Date</b>	31/05/2017
<b>Pre-requisites to Training (if any)</b>	10+2 or equivalent / the ability to read/write and communicate effectively for the job role		
<b>Training Outcomes</b>	<p><b>By the end of this program, the participants will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Explain the evolution and growth of the telecom industry</li> <li>2. Demonstrate core skills, professional skills, and IT and soft skills required in a Customer Care Executive (Call Centre)</li> <li>3. Illustrate understanding of key concepts of call centre</li> <li>4. Demonstrate how to attend and make customers calls</li> <li>5. Explain how to resolve customer query, request and complaint</li> <li>6. Understand how to develop customer relationship</li> <li>7. Monitor and manage self-performance through reports and review process</li> <li>8. Identify opportunities for pro-active selling at the call centre</li> </ol>		

Sl. No	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (Theory/ Practical)
1	Introduction	Introduction	<ul style="list-style-type: none"> <li>• Know the agenda and importance of the program.</li> <li>• Get an overview of the Telecom Industry</li> <li>• Know the major players and their market share</li> <li>• Understand the regulatory framework</li> </ul>		<ul style="list-style-type: none"> <li>• Group activity,</li> <li>• Role Play, Trainer</li> <li>• led discussion, Skill</li> <li>• Practice, Individual</li> <li>• Reflection,</li> <li>• Assessment</li> </ul>	Computer, projector, white board, participants manual, markers, flip charts, etc.	T - 2 hrs P - 0 hr

2	Introduction	Departments and jobs in telecom call centre	<ul style="list-style-type: none"> <li>Understand the hierarchy &amp; career path of a CCE in the organization</li> <li>Understand the departments and jobs in a Telecom Call Centre</li> <li>Understand the concept of a Call Centre</li> <li>Understand the function of a Help Desk</li> <li>Understand the role of a CCE and the skills required for the same India</li> </ul>				T - 2 hrs P - 0 hr
3	Introduction	Help Desk and the customer care services	<ul style="list-style-type: none"> <li>Understand the concept of customer service and its importance</li> </ul>				T - 1 hr P - 0 hr
4	Key Concepts	Mobile Technologies	<ul style="list-style-type: none"> <li>Know about the various Mobile and Data technologies</li> <li>Understand the concept of Call Routing</li> </ul>		<ul style="list-style-type: none"> <li>Group activity/</li> <li>Role Play, trainer</li> <li>led discussion, Skill</li> <li>Practice, Individual</li> <li>Reflection,</li> <li>Assessment</li> </ul>	Computer, projector, white board, participants manual, markers, flip charts, etc.	T - 5 hrs P - 1 hr
5	Key Concepts	Product and Services	<ul style="list-style-type: none"> <li>Know various products and services offered</li> </ul>				T - 3 hrs P - 1 hr

6	Key Concepts	Documentation	<ul style="list-style-type: none"> <li>Understand the documentation process for mobile customers</li> </ul>				T - 3 hrs P - 0 hr
7	Key Concepts	Call Centre Specific Concepts	<ul style="list-style-type: none"> <li>Understand the key concepts that are specifically related to CCE job</li> <li>Understand concepts like first call resolution, service level agreement and TAT</li> </ul>				T - 3 hrs P - 0 hr
8	Key Concepts	You at the workplace	<ul style="list-style-type: none"> <li>Understand the importance of Workplace Ergonomics</li> </ul>				T - 3 hrs P - 2 hrs
9	Key Concepts	Data Confidentiality	<ul style="list-style-type: none"> <li>Know the importance of data confidentiality</li> </ul>				T - 3 hrs P - 1 hr
10	Soft Skills and Professional Skills	Telephone Etiquettes	<ul style="list-style-type: none"> <li>Understand telephonic etiquette required</li> <li>Demonstrate the opening and closing of a call using predefined scripts</li> </ul>		<ul style="list-style-type: none"> <li>Group activity/</li> <li>Role Play, trainer</li> <li>led discussion, Skill</li> <li>Practice, Individual</li> <li>Reflection,</li> <li>Assessment</li> </ul>	Computer, projector, white board, participants manual, markers, flip charts, etc.	T - 1 hr P - 2 hrs



11	Soft Skills and Professional Skills	Dealing with different types of customers	<ul style="list-style-type: none"> <li>Clarify customer behaviour and deal with them according to the situation and their mood</li> <li>List the dos and don'ts of dealing with complaints</li> </ul>				T - 1 hr P - 3 hrs
12	Soft Skills and Professional Skills	Time management and being organised	<ul style="list-style-type: none"> <li>Understand the importance of time management and being organised at the workplace</li> </ul>	TEL/ N0113 SB-1			T - 1 hr P - 2 hrs
13	Soft Skills and Professional Skills	Communication Skills	<ul style="list-style-type: none"> <li>Understand the importance of communication in the workplace</li> <li>Practice effective communication in the workplace</li> </ul>				T - 1 hr P - 2 hrs
14	Soft Skills and Professional Skills	Assertive and Decision making skills	<ul style="list-style-type: none"> <li>Understand the importance of assertiveness</li> <li>Understand the importance of decision making skills</li> <li>Practice decision making skills based on urgency and priority</li> </ul>	TEL/ N0100 SB-1  TEL/ N0101 SB-1  TEL/ N0102 SB-1			T - 2 hrs P - 0 hr

15	Soft Skills and Professional Skills	Objection Handling	<ul style="list-style-type: none"> <li>Handle objections and criticism</li> <li>Empathize with customer's problems, criticism, and suggestions</li> </ul>	TEL/ N0100 SB-9, SB-10, SB-12 TEL/ N0101 SB-9, SB-10, SB-12 TEL/ N0112 SB-10, SB-11, SB-13			T - 2 hr P - 2 hrs
16	Soft Skills and Professional Skills	Comprehension and Problem Solving Skills	<ul style="list-style-type: none"> <li>Identify customer's problems and offer a solution to them</li> <li>Educate customers and communicate the resolution</li> </ul>	TEL/ N0100 SB-6, SB-7 TEL/ N0101 SB-6, SB-7 TEL/ N0102 SB-7, SB-8, SB-9			T - 1 hr P - 2 hrs
17	Soft Skills and Professional Skills	Selling Skills	<ul style="list-style-type: none"> <li>Recognise the need of customers and how to influence them to buy</li> <li>Understand the sales process</li> </ul>	TEL/ N0100 SB-13, SB-14, SB-15, SB-16			T - 1 hr P - 2 hrs

18	Technical Skills	Understanding CRM	<ul style="list-style-type: none"> <li>Understand the concept and benefits of CRM</li> </ul>		<ul style="list-style-type: none"> <li>Group activity/</li> <li>Role Play,Trainer</li> <li>led discussion, Skill</li> <li>Practice, Individual</li> <li>Reflection,</li> <li>Assessment</li> </ul>	Computer, projector, white board, participants manual, markers, flip charts, etc.	T - 3 hrs P - 10 hrs
19	Technical Skills	Making and Receiving Calls	<ul style="list-style-type: none"> <li>Understand the concept of Making and Receiving Calls</li> <li>Demonstrate how to make and receive calls</li> <li>Demonstrate how to do call transfers, call hold and call forward</li> </ul>				T - 3 hrs P - 10 hrs
20	Technical Skills	Understanding and Using Software Applications	<ul style="list-style-type: none"> <li>Understand different software applications used</li> <li>Explain different software applications used to search customer details in database</li> <li>Use relevant applications effectively</li> </ul>				T - 4 hrs P - 15 hrs

21	Computer Knowledge and Practice	Introduction to Computers	<ul style="list-style-type: none"> <li>• Know what is a computer and its different parts</li> </ul>		<ul style="list-style-type: none"> <li>• Group activity/</li> <li>• Role Play, trainer</li> <li>• led discussion, Skill</li> <li>• Practice, Individual</li> <li>• Reflection,</li> <li>• Assessment</li> </ul>	Computer, projector, white board, participants manual, markers, flip charts, etc.	T - .5 hr P - 0 hr
22	Computer Knowledge and Practice	Microsoft Word	<ul style="list-style-type: none"> <li>• Understand the use of MS-Word</li> </ul>				T - 1 hrs P - 3.5 hrs
23	Computer Knowledge and Practice	Microsoft Power Point	<ul style="list-style-type: none"> <li>• Understand the use of MS-PowerPoint</li> </ul>				T - 1 hr P - 2.5 hr
24	Computer Knowledge and Practice	Microsoft Excel	<ul style="list-style-type: none"> <li>• Understand the use of MS Excel</li> </ul>				T - 1 hr P - 2 hr
25	Computer Knowledge and Practice	Internet and Network	<ul style="list-style-type: none"> <li>• Understand the internet and network</li> <li>• Understand the use of different applications of internet</li> </ul>				T - .5 hr P - 2 hrs
26	Computer Knowledge and Practice	Typing Practice	<ul style="list-style-type: none"> <li>• Understand about the keyboard</li> <li>• Do typing in an efficient way</li> </ul>				T - 1 hr P - 2 hrs

27	Language Skills	Listening Skills	<ul style="list-style-type: none"> <li>Understand the concept and importance of listening skills for a CCE</li> </ul>	TEL/ N0100, TEL/ N0101, TEL/ N0102, TEL/ N0103, TEL/ N0104	<ul style="list-style-type: none"> <li>Group activity/</li> <li>Role Play, trainer</li> <li>led discussion, Skill</li> <li>Practice, Individual</li> <li>Reflection,</li> <li>Assessment</li> </ul>	Computer, projector, white board, participants manual, markers, flip charts	T - 1 hr P - 2 hrs
28	Language Skills	Speaking Skills	<ul style="list-style-type: none"> <li>Understand the concept and importance of speaking skills</li> </ul>	TEL/ N0100, TEL/ N0101, TEL/ N0102, TEL/ N0103, TEL/ N0104	<ul style="list-style-type: none"> <li>Impromptu speech</li> </ul>	Small writing pads, pens and Participant Handbook	T - 1 hr P - 3 hrs
29	Language Skills	Reading and Comprehension Skills	<ul style="list-style-type: none"> <li>Understand the concept and importance of reading and comprehension skills.</li> </ul>	TEL/ N0100, TEL/ N0101, TEL/ N0102, TEL/ N0103, TEL/ N0104	<ul style="list-style-type: none"> <li>Self Study</li> </ul>	Small writing pads, pens and Participant Handbook	T - .5 hr P - 0 hr

30	Language Skills	Writing Skills	<ul style="list-style-type: none"> <li>Understand the concept and importance of writing skills.</li> </ul>	TEL/ N0100, TEL/ N0101, TEL/ N0102, TEL/ N0103, TEL/ N0104	<ul style="list-style-type: none"> <li>Self Study</li> </ul>	Small writing pad, pens and Participant Handbook	T - .5 hr P - 0 hr
31	Attend and Make Calls	Introduction	<ul style="list-style-type: none"> <li>Understand the concept of Inbound and Outbound Calls</li> </ul>		<ul style="list-style-type: none"> <li>Group activity/</li> <li>Role Play, trainer</li> <li>led discussion, Skill</li> <li>Practice, Individual</li> <li>Reflection,</li> <li>Assessment</li> </ul>	Computer, projector, white board, participants manual, markers, flip charts	T - 2 hrs P - 6 hrs
32	Attend and Make Calls	Attend and Make Calls	<ul style="list-style-type: none"> <li>Understand the concept of attend and make calls</li> </ul>	TEL/ N0100 PC-2, PC-3 KB-2, KB-3, KB-4			T - 2 hrs P - 4 hrs

33	Resolve Customer Quick Response Code	Introduction	<ul style="list-style-type: none"> <li>• Introduce different types of calls made by customers in a call centre</li> <li>• Introduce type of Query calls at a call centre</li> <li>• Understand the concept of Resolutions and Complaints</li> </ul>	TEL/ N0101 PC-1	<ul style="list-style-type: none"> <li>• Group activity/</li> <li>• Role Play, trainer</li> <li>• led discussion, Skill</li> <li>• Practice, Individual</li> <li>• Reflection,</li> <li>• Assessment</li> </ul>	Computer, projector, white board, participants manual, markers, flip charts	T - 1 hr P - 2 hrs
34	Resolve Customer Quick Response Code	Verification	<ul style="list-style-type: none"> <li>• Understand the customer verification process</li> </ul>	TEL/ N0101 PC-2			T - 1 hr P - 3 hrs
35	Resolve Customer Quick Response Code	Addressing Quick Response Code	<ul style="list-style-type: none"> <li>• Understand how to address customer QRC (Query, Request, Complaint)</li> </ul>	TEL/ N0101 PC-3, PC-4, PC-5			T - 2 hrs P - 2 hrs
36	Resolve Customer Quick Response Code	Escalation	<ul style="list-style-type: none"> <li>• Understand the Escalation Process</li> </ul>	TEL/ N0101 PC-7			T - 1 hr P - 3 hrs
37	Developing Customer Relationships	Introduction	<ul style="list-style-type: none"> <li>• Understand the concept of customer relationship</li> </ul>	TEL/ N0102	<ul style="list-style-type: none"> <li>• Group activity/</li> <li>• Role Play, trainer</li> <li>• led discussion, Skill</li> <li>• Practice, Individual</li> <li>• Reflection,</li> <li>• Assessment</li> </ul>	Computer, projector, white board, participants manual, markers, flip charts	T - 1 hr P - 0 hr

38	Developing Customer Relationships	Customer Categorisation	<ul style="list-style-type: none"> <li>Understand the concept of customer categorization</li> <li>Understand the importance and types of customers</li> </ul>	TEL/ N0102 PC-1			T - 1 hr P - 1 hr
39	Developing Customer Relationships	Customer Feedback	<ul style="list-style-type: none"> <li>Understand the concept of customer feedback</li> <li>Understand the importance and advantages of customer feedback</li> </ul>	TEL/ N0102 PC-2			T - 1 hr P - 3 hrs
40	Developing Customer Relationships	Customer Satisfaction	<ul style="list-style-type: none"> <li>Understand the concept of Customer Satisfaction</li> <li>Understand the escalation process</li> </ul>	TEL/ N0102 PC-3, PC-4, PC-6, PC-7, PC-8, PC-9			T - 1 hr P - 2 hrs
41	Developing Customer Relationships	Introducing Customers to new services	<ul style="list-style-type: none"> <li>Learn the importance of introducing new products and services.</li> </ul>	TEL/ N0102 PC-12, PC-13			T - 1 hr P - 0 hr



42	Report and Review	Self Report	<ul style="list-style-type: none"> <li>Understand the concept of reports and review</li> <li>Understand the concept of self-reports</li> <li>Understand the performance parameters to make reports</li> </ul>	TEL/ N0103 PC-1, PC-2, KB-1	<ul style="list-style-type: none"> <li>Group activity/</li> <li>Role Play, trainer</li> <li>led discussion, Skill</li> <li>Practice, Individual</li> <li>Reflection,</li> <li>Assessment</li> </ul>	Computer, projector, white board, participants manual, markers, flip charts	T - 3 hrs P - 3 hrs
43	Report and Review	Review with Supervisor	<ul style="list-style-type: none"> <li>Understand and practice how to review self-reports with superiors</li> </ul>	TEL/ N0103 PC-3, KB-2	<ul style="list-style-type: none"> <li>Group activity/</li> <li>Role Play, trainer</li> <li>led discussion, Skill</li> <li>Practice, Individual</li> <li>Reflection,</li> <li>Assessment</li> </ul>	Computer, projector, white board, participants manual, markers, flip charts	T - 2 hrs P - 2 hrs
44	Proactive Selling		<ul style="list-style-type: none"> <li>Understand the steps involved in selling</li> </ul>	TEL/ N0104	<ul style="list-style-type: none"> <li>Trainer led discussion</li> </ul>	Computer, projector, white board, participants manual, markers	T - 5 hrs P - 10 hrs
45	Program Wrap up	Interview Skills	<ul style="list-style-type: none"> <li>Explain about interview skills</li> </ul>		<ul style="list-style-type: none"> <li>Skill Practical</li> </ul>		T - 2 hrs P - 4 hrs
46	Program Wrap up	Questions in an Interview (FAQ's)	<ul style="list-style-type: none"> <li>Gain knowledge about the commonly asked questions in an interview</li> </ul>		<ul style="list-style-type: none"> <li>Self Study</li> </ul>	Small writing pad, pens and PM	T - 1 hr P - 3 hrs

## Annexure II

### Assessment Criteria

#### CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Customer Care Executive (Telecom - Call Centre)	
Job Role	Customer Care Executive (Telecom - Call Centre)
Qualification Pack	TEL/Q0100
Sector Skill Council	Telecom

Sr. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below).
4	To pass the Qualification Pack, every trainee should score overall of 70%.
5	In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.

Assessment outcome	Assessment criteria	Marks Allocation			
		Total Mark (400+100)	Out Of	Theory	Skills Practical
1. TEL/N0100 (Attend/Make customer calls)	PC1. attain minimum call login time/dials/customer contacts and attendance for the number of days specified	100	10	10	0
	PC2. balance total number of minutes spent talking to the customer, within specified limits		20	5	15
	PC3. restrict total number of minutes customer is put on hold, within given time limits		20	5	15
	PC4. attain total number of minutes spent wrapping up calls/notations/tagging within given time limits		20	5	20
	PC5. achieve minimum typing speed and accuracy as specified for the job role		20	5	20
	<b>Total</b>		<b>100</b>	<b>30</b>	<b>70</b>

<b>2. TEL/N0101 (Resolving customer query, request and complaint)</b>	PC1. categorize customer's interaction as a query, request or a complaint	100	15	15	10
	PC2. verify customer's details for any account related information		20	10	10
	PC3. obtain sufficient information from the customers to login their query, request or complaint		20	10	10
	PC4. address customer's query, request or complaint on the basis of categorization		10	0	10
	PC5. provide estimate of resolution time to the customer, if an immediate solution cannot be found oncall		15	5	10
	PC6. record the customer's interaction as a query, request or a complaint		10	0	5
	PC7. refer problem to a supervisor/floor support/manager, if unable to resolve on-call		0	5	0
	PC8. resolve at least 80% of first level complaints at front end, without any further escalations		10	5	5
		<b>Total</b>	<b>100</b>	<b>50</b>	<b>50</b>
<b>3. TEL/N0102 (Develop customer relationship)</b>	PC1. categorize customers as per their value and urgency of his Q R C and provide quick response	100	8	4	4
	PC2. capture customer feedback in a timely manner		4	0	4
	PC3. exceed the specified maximum level of customer satisfaction scores and ensure instant customer feedback		8	4	4
	PC4. provide complete resolution and escalate where necessary, to minimize repeat call percentage		10	10	0
	PC5. adhere to organizational guidelines w.r.t. to ACHT and AHT		5	5	0
	PC6. reassure customers of service promises made by the organization		10	5	5
	PC7. balance customer's expectations with the organization's service offerings		15	10	5
	PC8. give additional information to customers in response to their questions and comments about the service		10	6	4
	PC9. initiate greeting in customer's preferred language and switch to language spoken by the customer on-call		5	0	5

	PC10. avoid use of jargons, slangs and technical words		5	3	2
	PC11. maintain a flow of conversation keeping the caller informed of action being taken		8	4	4
	PC12. educate customers about new offers/products/services, as per their usage pattern and specific needs		10	5	5
	PC13. maintain appropriate levels of confidence of customer data, throughout the call		2	2	0
		<b>Total</b>	<b>100</b>	<b>58</b>	<b>42</b>
<b>4. TEL/N0103 (Report and review)</b>	PC1. review individual call login time/number of dials/customer contacts/attendance for the review period		30	20	10
	PC2. comply with parameters like opening greeting, security checks, closing greeting, hold/transfer/escalation protocol, first time resolution % age and complete & correct tagging/wrap up	100	40	25	15
	PC3. analyze self reports like update on AHT, login time, CRM report and ensure the same is reviewed with the immediate superior		30	10	20
		<b>Total</b>	<b>100</b>	<b>55</b>	<b>45</b>
<b>5. TEL/N0104 (Proactive selling)</b>	PC1. probe customers to understand their buying behaviour and needs		25	10	15
	PC2. navigate through customer's account history to identify the usage pattern	100	25	0	25
	PC3. identify opportunity to pitch relevant products/services		15	5	10
	PC4. offer customized solution from the range of products/services available with the organization		35	15	20
		<b>Total</b>	<b>100</b>	<b>30</b>	<b>70</b>

## Do

1. Explain each Guideline for Assessment in detail
2. Explain the score that each trainee needs to obtain
3. Recapitulate each NOS one-by-one and take participants through the allocation of marks for Theory and Skills Practical.
4. Explain the Allocation of Marks. Explain that they will be assessed on Theory and Skills Practical.
5. Explain that for the first NOS, 80 marks are allotted for Theory and & 120 for Skills Practical.



## Pre-Training Hours recommended for Persons with Low Vision (LV)

Sr. No.	MODULE	THEORY (hours)	PRACTICAL (hours)	TOTAL (hours)
1	Learn Basic English	21	24	45
2	Use Smart Phone	3	18	21
3	Learn basic braille	3	21	24
3	Computer Training	30	120	150
	Total	57	183	240

- Please note that Point 3 in the table (Computer Training), are applicable only for the job roles that have an IT Skills component.
- In addition to the above Pre-Training Modules, for each job role, 1/3<sup>rd</sup> increase of the Nos wise total domain practical duration in the training hours has been recommended for Persons with Low Vision.

## Module 1: Learn Basic English

### Mapped to: Bridge Module

#### Terminal Outcomes:

- Apply knowledge of Basic English to interpret information received and respond accordingly.
- Recognize familiar words and basic phrases concerning self, family members, and immediate workplace.
- Read and write simple sentences in English about self, activities planned, and events of the day.

<b>Duration: 21:00</b>	<b>Duration: 24:00</b>
<b>Theory: Key Learning Outcomes</b>	<b>Practical: Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>● Identify and write Alphabet and Letters.</li> <li>● Identify various vowel and consonant sounds in various words.</li> <li>● Recognize words and phrases related to formal and informal greetings.</li> <li>● Recognize simple personal information about self and others (e.g. name, age, place of residence etc.).</li> <li>● Recognize very simple words related to home, neighborhoods, everyday objects, market place, names of the days of the week, months, time, directions, clothes, food, and drinks.</li> <li>● Recognize simple pronouns (he/she/we/they).</li> <li>● Comprehend basic hobby related verbs (like playing, singing, dancing).</li> <li>● Recognize common verbs related to movement of transport (e.g. buses run, boats sail).</li> <li>● Recognize words related to common feelings and emotions. (e.g. sad, unhappy, depressed, irritated, furious, angry).</li> <li>● Recognize familiar English words and phrases used in the workplace for example instructions related to direction, safety, date and time etc.(vocabulary: stop, close the door).</li> <li>● Differentiate between Spoken and Written English.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate the correct way to pronounce words with the right stress.</li> <li>● Read and write basic personal information about self and others such as names, date of birth, ID numbers, address, nationality, marital status).</li> <li>● Use simple words related to common diseases in sentences (e.g. cold, cough, headache, fever and pain).</li> <li>● Read and write simple sentences using names of everyday objects, places, directions. (e.g. I live in Delhi.).</li> <li>● Read and write words related to professions. (like vacancy, sale, associate, manager, supervisor, file etc.).</li> <li>● Read and write words and short phrases to describe travel, holidays, and vacations.</li> <li>● Read and frame written answers to simple questions related to self, food preferences, feelings etc.</li> <li>● Identify and read health, safety, and security signage (images/graphics) in English; in work and public places or on gadgets and appliances.</li> <li>● Read and write basic familiar words and phrases to identify areas of work, responsibilities, and working relationships.</li> <li>● Read and write simple sentences describing activities planned for the next day/week/month.</li> <li>● Pronounce words related to professions correctly.</li> <li>● Ask and answer questions related to their job correctly.</li> <li>● Discuss activities planned for the next day/week/month at the workplace.</li> <li>● Introduce yourself in English with confidence (such as talk about your job/profession, your educational qualifications).</li> </ul>
<b>Classroom Aids</b>	
Laptop, Computer, OCR Scanner, Screen readers, Digital/Handheld Magnifiers	
<b>Tools, Equipment and other requirements</b>	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non- Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

## Module 2: Use of Smartphone

### Mapped to: Bridge Module

#### Terminal Outcomes:

- Demonstrate the use of a smartphone to make calls, message, read books & documents, write emails, and web browsing.

<b>Duration: 03:00</b>	<b>Duration: 18:00</b>
<b>Theory: Key Learning Outcomes</b>	<b>Practical: Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the benefits of a smartphone for Persons with Visual Impairment.</li> <li>• Explain the significance and usage of major software Applications for Persons with Visual Impairment (e.g. GPS, Social media Applications and Cab Booking Applications).</li> <li>• Discuss the barriers in accessing some Software Applications (like Gaming Application).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to use the different functions of the screen such as power on/off, accessing the main menu, home button, volume rocker, power buttons, memory slot and sim tray.</li> <li>• Demonstrate basic operations on the screen by using, “explore by touch”.</li> <li>• Use talk back, speech, and volume settings.</li> <li>• Use a mobile phone for making calls and for sending and receiving messages.</li> <li>• Use Navigation for accessing context menu, contact list for calling, messaging, and saving new contacts.</li> <li>• Use basic applications like Google Play Store and calculator.</li> <li>• Use book reading apps such as Kota, Daisy Reader, and Simply Reading and access Sugamya Pustakalaya and Book Share online library.</li> <li>• Use Google Chrome to browse the web and search using a keyword and operate e-mail accounts from smartphones.</li> <li>• Use advanced applications like Eye-D, Tap Tapsea, colored ID, Text fairy and Google Maps.</li> <li>• Demonstrate how to download apps on a smartphone.</li> </ul>
<b>Classroom Aids</b>	
One smart phone with talkback per trainee	
<b>Tools, Equipment and other requirements</b>	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players, DAISY (Digital Accessible Information System)	



## Module 3: Learn Basic Braille

### Mapped to: Bridge Module

#### Terminal Outcomes:

- Read and write basic Braille.

<b>Duration: 03:00</b>	<b>Duration: 21:00</b>
<b>Theory: Key Learning Outcomes</b>	<b>Practical: Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the history and significance of the invention of Braille.</li> <li>• Describe the concept of Dots and Cells in Braille.</li> <li>• Distinguish between Old and modern Braille slates.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and write text in Braille by using appropriate hand movements</li> <li>• Recognize Braille characters, words, sentences, paragraphs, and placement of text.</li> <li>• Demonstrate use of Braille equipment (such as Positioning Braille slate, inserting paper in the slate, use of stylus).</li> <li>• Demonstrate correct sitting posture while using Braille devices.</li> <li>• Demonstrate how to use technology to replace manual Braille typing (such as using Orbit 20).</li> </ul>
<b>Classroom Aids</b>	
Braille books. Braille Cubes. Braille Slate and Stylus; Braille Sheets; Braille Typewriter.	
<b>Tools, Equipment and other requirements</b>	
<ul style="list-style-type: none"> <li>• Audio Films on Braille teaching with visual portions described and demonstrated by the trainer on one to one basis.</li> <li>• Sheets containing words/ sentences/ paragraphs in local language in open (uncontracted) Braille.</li> <li>• Books in interline and inter point local language in open (uncontracted) Braille.</li> <li>• Computer.</li> <li>• Low cost Braille note taker.</li> <li>• Stylus and interline and interpoint Braille slate.</li> <li>• Braille writing paper.</li> <li>• Braille Note taker such as Orbit 20.</li> </ul>	





Department of Empowerment of Persons with Disabilities (Divyangjan)  
Ministry of Social Justice & Empowerment



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