Facilitator Guide

Sector
IT-ITES

Sub-Sector
Business Process Management

Occupation
Customer Relationship Managment

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CRM Domestic Non Voice (Divyangjan)

for Locomotor Disability
for Low Vision
for Visual Impairment
for Speech and Hearing Impairment

IT - ITeS SSC NASSCOM

SCPwD
Skill Council for Persons with Disability

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
The book caters to the job role aligned to the following disabilities as per the NQR codes mentioned below.
For LD- 2022/PWD/SCPWD/06485
For LV- 2022/PWD/SCPWD/06487
For SHI- 2022/PWD/SCPWD/06486
For VI- 2022/PWD/SCPWD/06488

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

Shri Narendra Modi
Prime Minister of India

Acknowledgement

About this Guide

India is the world's largest sourcing destination for Information Technology industry. This position has enabled major transformations in the Indian economy, which has changed India's place in the global market. Apart from being the hub for many innovation centres of global IT firms, India also provides the most cost-effective IT solutions to the world. These changes have created a need for introducing courses for engineering and computer science in the education field.

Apart from introducing IT-related modules and courses at the school level, there is also a growing demand for specialized courses and training programme to train individuals for various job roles in this sector. This Facilitator Handbook is an initiative in that direction. It consists of a wide variety of topics and units ranging from domain knowledge to professional skills like communication skills, grooming skills, etc. This book aims to achieve holistic development of the participant while ensuring they receive the requisite domain knowledge to perform their jobs efficiently.

This Facilitator Handbook has been developed by using the QP-NOS for CRM Domestic Non-Voice released by SSC IT-ITeS NASSCOM. It covers the following broad topics:

• Dealing remotely with domestic customer queries

• Maintaining a healthy, safe, and secure working environment

We hope that this book helps you to achieve your dream and become a part of one the fastest-growing sectors in India and the world.

This book is designed considering the lower educational background of the construction worker.

Therefore, special efforts have been made to explain the concept required for the job mostly through photos and illustrations.

Units and symbols used in the book have been listed below.

Symbols used in the book have been listed below.

Symbols Used

Activity	Ask	Do	Exercise	Facilitation Notes	Objectives
Key Learning Outcomes	Tips	Elaborate	Say	Resources	Explain

Table of Content

1. Introduction

Unit 1.1 – Introduction to IT-ITES Sector

Unit 1.2 – Introduction to the Training Program

Unit 1.3 – Role of CRM Domestic Non-Voice
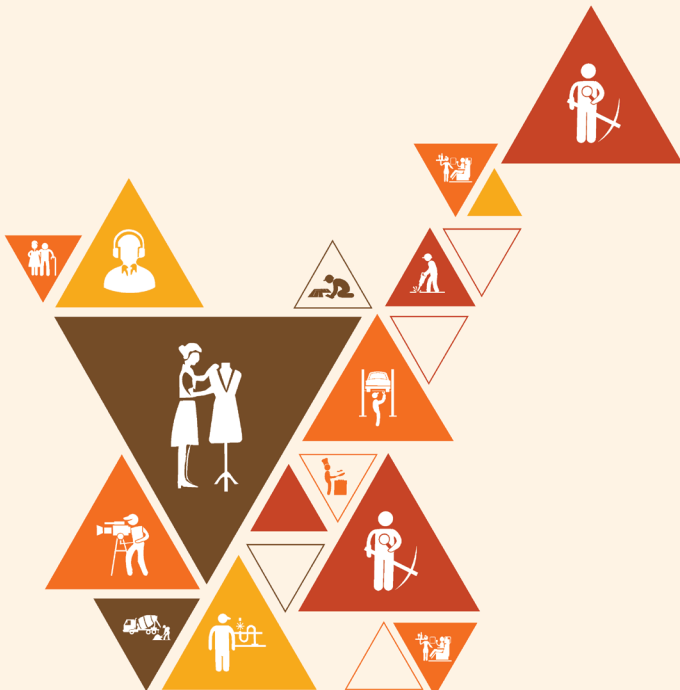
Key Learning Outcomes

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

1. Explain the purpose of this course.
2. Discuss about the IT and ITES industry in India.
3. Discuss the role of a CCE - CRM Domestic Non Voice.
4. Explain the purpose of the training program.
5. Discuss the roles and responsibilities of CRM Domestic Non Voice.
6. Explain how to keep oneself updated about industry.
7. Identify the personal attributes of a CCE.
8. Explain the career ladder of CCE.

UNIT 1.1: Introduction to IT-ITES Sector

Unit Objectives

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

1. Explain the purpose of this course.
2. Discuss about the IT and ITES industry in India.
3. Discuss the role of a CCE - CRM Domestic Non Voice.

Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Participant Manual
- Copies of Handouts.

Do

- Welcome the participants to the program.
- Introduce yourself to the participants mentioning about you, your name and work experience.
- Before starting the session tell them what they are going to learn in this program.

Ask

- Give the students an overview of the IT-ITES Sector.
- Ask them why the IT Sector is growing?
- Give them a brief introduction about ITES Industry
- Ask them about ITES in India
- What is Employment Trends?

Say

- Information technology (IT) is the application of computers and telecommunications equipment to store, retrieve, transmit or analyse data, often in the context of a business or other enterprise.

- India is one of the fastest-growing IT services markets in the world. It is also the world's largest out sourcing destination. India has the potential to build a US$ 100 billion software product industry by 2025, according to Indian Software Product Industry Round Table (ISPIRT).

- The CRM Non-Voice is a part of the ITES sector. This sector aims at communicating with the customers to address his/her queries, requests and complaints or also to introduce company's products and services to him.

- Information Technology Enabled Services (ITES), is a form of outsourced service which has emerged due to involvement of IT in various fields such as telecommunication, banking, finance, telecom, insurance, travel among others.

- Call Centres provide customer interaction and communication services. Back office operations of various large Companies are done in BPOs, eg. British Airways has its reservation system running out of India. Most of the top international banks channel their data- churning needs to their units in India.

- The IT and ITES sector has generated large employment in the past and continues to generate large number of jobs every year.

Explain

- What is IT-ITES Sector?

- What are the major companies of IT in India?

- What are the IT Industry Sectors?

Activity

- Divide class in groups

- Ask group members to stand in a circle, if room space permits.

- Next, ask any participant from the group to start the game by introducing himself or herself by making a gesture, and alliterating his/her name, e.g. "I'm Wonderful Ana" or "I'm Smart Sam".

- The next player points to the first player, repeats the previous player's name, attribute and gesture, and does something similar about himself or herself. And so on.

- The game ends with the first player having to do every other player's gesture, repeating their names and attributes.

Tips

- Ask participants to stand. Lead them to a part of the room where there is space to move around.
- Check your time use to maintain a tempo/cadence that will help you execute your session completely.
- Explain the purpose, objective, duration and instructions for the exercise clearly.

Notes for Facilitation

- Have all the necessary equipment ready (for example, pens, paper and any background material).
- Make sure that each participant understands how to work through the materials and what he or she is expected to do in each exercise
- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.
- Answer questions and explain what seems confusing.
- Help participants to complete all the tasks included in the participant manual.
- Provide feedback to the group as a whole as to its performance.
- Help participants identify how to apply the skills taught in the course to their work in the community.
- Re-emphasize key points made and issues raised during the session.
- Appreciate students for their participation

UNIT 1.2: Introduction to the Training Program

Unit Objectives 🎯

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

1. Explain the purpose of the training program.

Resources to be Used ⚙️

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

Do ✓

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about this Training Program in this session of the unit.

Ask (ask)

- Give students an overview about the previous session
- Purpose of the Training Program
- Ask them about the QP NOS

Say 💬

- This training program is developed to impart specific skills to individuals who wish to perform as a Customer Relationship Management (CRM) Domestic Non Voice the training program is intended for imparting basic skill and knowledge.
- Domestic Non- Voice in the IT-ITeS Industry is also known as a Customer Service Associate, Customer Service Representative, Customer Care Executive, Customer Service Advisor, Helpdesk Coordinator, Customer Support Representative, Support Engineer, Support Consultant, and Process Associate- Transaction etc.

- This program is based on qualification pack called CRM Domestic Non Voice.
- QP consists of a set of National Occupational Standards (NOS).
- NOS specify the standard competency one must achieve when carrying out a function in the workplace.
- Under CRM Domestic Non Voice QP, there are three numbers of NOSs which detail the functions to be performed at a CRM Domestic Non Voice.

Exercise

Fill in the blanks.

a) Individuals at this job are responsible for resolving queries and customer cases over web-chat or email.

b) A CRM Domestic Non Voice training program is intended for imparting basic skill and knowledge.

c) A CRM Domestic Non Voice is also known as Customer Service Associate, Customer Service Representative, Customer Care Executive, Helpdesk Coordinator, Customer Support Representative, and Support Engineer

Activity

Purpose: This activity demonstrates what can go wrong in communication: poor listening, lack of feedback, different contexts/backgrounds and perceptions.

Materials: 8 ½ sheet of paper for each person

Time: 10 to 15 minutes plus discussion time

Directions: Lead into this exercise by asking folks if they think communication is easy. Tell them "let's see." Give each learner a piece of paper and then read the directions to them.

Instructions to participants: This exercise requires listening to and following directions. As you hear the instructions, perform the task. You may not ask questions. You must close your eyes.

1. Fold your sheet of paper in half
2. Tear off the upper right corner
3. Fold your paper in half again
4. Tear off the lower right corner
5. Fold your paper in half
6. Tear off the upper left corner
7. Fold in half a final time
8. Tear off the lower left corner
9. Unfold your paper and hold it up
10. Open your eyes, look at your product and compare it with the other student's

Debrief: What happened? Does everyone's look the same? Remember when you communicate with others, they may not receive the message you sent. Individual perceptions vary. If you were given the same directions, why are everyone's products different? People have different context. You were not given feedback…you had to keep your eyes closed and you could not ask questions.

Notes for Facilitation 📝

- Have all the necessary equipment ready (for example, pens, paper and any background material).

- Make sure that each participant understands how to work through the materials and what he or she is expected to do in each exercise

- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.

- Answer questions and explain what seems confusing.

- Help participants to complete all the tasks included in the participant manual.

- Provide feedback to the group as a whole as to its performance.

- Help participants identify how to apply the skills taught in the course to their work in the community.

- Re-emphasize key points made and issues raised during the session.

- Appreciate students for their participation

UNIT 1.3: Role of CRM Domestic Non-Voice

Unit Objectives

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

1. Discuss the roles and responsibilities of CRM Domestic Non Voice.

2. Explain how to keep one-self updated about industry.

3. Identify the personal attributes of a CCE.

4. Explain the career ladder of CCE.

Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.

- Pc with LCD Projector or Flip Chart.

- Participant Manual

- Copies of Handouts.

Do

- Greet and welcome the participants to the next session of the program.

- Before starting the session ask them do they have any doubts pertaining to the previous unit.

- Acknowledge their responses and clear their doubts if any.

- Tell them they will learn about the role of CRM Domestic Non-Voice.

Ask

- Ask the participants about the role of CRM Domestic Non-Voice

- Give them an introduction to the role of CCE-CRM Domestic Non-Voice

- Who is a Customer?

- Who is a Customer care executive in a Domestic Non Voice process?

Say 💬

- Behavioural, professional and technical skills required for performing your job as a CCE effectively.
- The performance standards that a CRM must achieve at the workplace.
- A non-voice BPO is quite similar to a voice one. The only difference, of course, is that CCE in a Domestic non-voice will not be using voice. What a CCE has to master is his written communication skills especially in English, as many of the non-voice BPO jobs entail writing emails to customers around the world and also handling live web based chats.
- A customer is the one who is the recipient of a good, service, product or an idea, obtained from a seller, vendor or a supplier for a monetary or other valuable consideration.
- A Customer Care Executive (Non-Voice) is the person who deals directly with the customers but through live chat or on emails and not calling. In this job role, since there is no calling involved, that is why it is called a Non-Voice process.

Explain

- What skills this program has trained you?
- What is the role of CCE-CRM Domestic Non-Voice?
- Who is a Customer?

Ask 🗨

- Ask the participants about the role and responsibilities of CCE-CRM Domestic Non Voice.
- Tell the participants about the traditional Sources.
- Tell the participants about the Online Sources.

Say 💬

- CCE non-voice is required to respond to live chat or emails of the customers. While receiving chat requests or emails, the CCE answers the inquiries, resolve problems, record complaints and/or receive feedback.
- CCE should know their customer's needs. He should be well aware about the ways to deal with the customer and follow proper process to cater to the needs. He or she should be well versed with the problems customers want to be solved.
- CCE is supposed to pay attention to each problem's turn-around time. If for a certain problem category turn-around time a CCE should take is 24 hour then he must get back to the customer with solution in that time span.
- To keep abreast with constant changes in regulations and developments within the industry to help customers most effectively and avoid repeat contacts.

- A great starting point is to find a mentor within your organization. Not only can mentors help you solve career issues and develop your career, they can provide you with a wealth of insider knowledge, as well as with the insight needed to understand it.

- Keep yourself informed with your company's newsletters and publications. These also provide networking opportunities by updating you about meetings and conferences.

- Face-to-face networking can be one of the most rewarding ways to stay on top of industry news and trends. Often, professional relationships can develop into deep friendships, especially when you meet on a regular basis.

- Twitter can be a great place to find industry leaders and organizations, and to stay on top of relevant news and trends.

- Using LinkedIn is a wonderful way to connect with colleagues, trade groups, and industry leaders. You can join industry-specific groups, and get the latest updates from individuals and organizations.

- Membership sites and discussion forums can be full of insider-information tailored around specific topics or industries; and talking with other professionals in your industry can help you network and grow your skills, especially if you're in a technology field such as IT.

Explain

- Explain what skill set is required?
- How to keep oneself up-to-date?
- Explain the importance of keeping customers informed about timescales for progress and resolution of customer queries
- Explain the Personal Attributes of a CCE
    » Good Communication Skills
    » Self-control
    » Good work ethics
    » Patience
    » Ability to relate/ empathise
    » Willing to help when needed
    » Willing to work for stretched hours/ to go extra mile
    » Work well with others
    » Keen to read and upgrade knowledge
    » Good at Public Dealing
    » Always have a positive state of mind

Ask

- Give participant an overview of previous topics
- Ask the participants about the customer expectations
- Meeting customer requirements through work

Say

- When customers buy a product or service they already have a specific set of expectations. These expectations are based on their perceptions about the product/service, the company and the industry.
- Knowing customer expectations is the first and possibly the most critical step in delivering good quality service. Being incorrect about what customers expect can mean losing a customer.
- Expectations are the customer's wants and needs. This is usually expressed in terms of value of product and its features including customer service and after sales service.
- When handling customers focus not just on domain knowledge but interpersonal skills as well.
- Deal with customer queries and problems with current mix of empathy, apology and resolution.
- Share your customer management experience with team on a regular basis, take feedback and incorporate into your process.
- Focus on prevention of the problem rather than fixing the problem. In the event of the problem being repetitive, pre-empt the problem by fixing it beforehand.

Explain

- How to keep up-to date with changes?
- Explain Career Ladder of CCE.

Activity

- Divide the class into teams.
- Give sufficient time for teams to research on It-IteS sector and refer to the text in participant manual related to roles of Biometric Data Operator.
- Facilitate team members to discuss amongst them.
- Ask each team to take their turn and give presentation on the following given topics.
    - » Is It or IteS same or different? What are the major players in It-IteS sector? Give brief introduction and major services they offer. Explain with suitable example.
    - » Discuss the job role and responsibility of CCE, their career ladder.
    - » Personal attributes of CCE and skills required.

- Ensure that the other teams listen to every presentation and note down the key points.

- At the end of the presentation, ask each team to suggest other teams' pointers that they may have missed while discussing on their chosen topic. The group making maximum suggestions to others should be awarded as winner.

Exercise

1. Name 5 players in the IT sector in India.

Solution: Tata Consultancy Services, Infosys, Tech Mahindra, Wipro, Midtree, HCL Technologies

2. Name 5 players in the ITeS sector in India.

Solution: HCL Technologies, Tata Consultancy Services, Accenture, Wipro Technologies, Cognizant Technology Solutions.

IT means Information Technology and ITES means IT Enables Services. ITES services are the services which do require the aid of IT but not the hardcore IT.

IT companies are those that provide consultancy to the client that are related to the IT infrastructure or processes. As an example, an IT company may develop some application that will be used in a bank. In case of ITES or IT enabled services, the companies provide services using IT. As an example, an online data entry job is an ITES.

3. The Indian Industry can be broadly divided into which of the 3 Sectors?

Solution: IT industry can be broadly classified into three sectors:
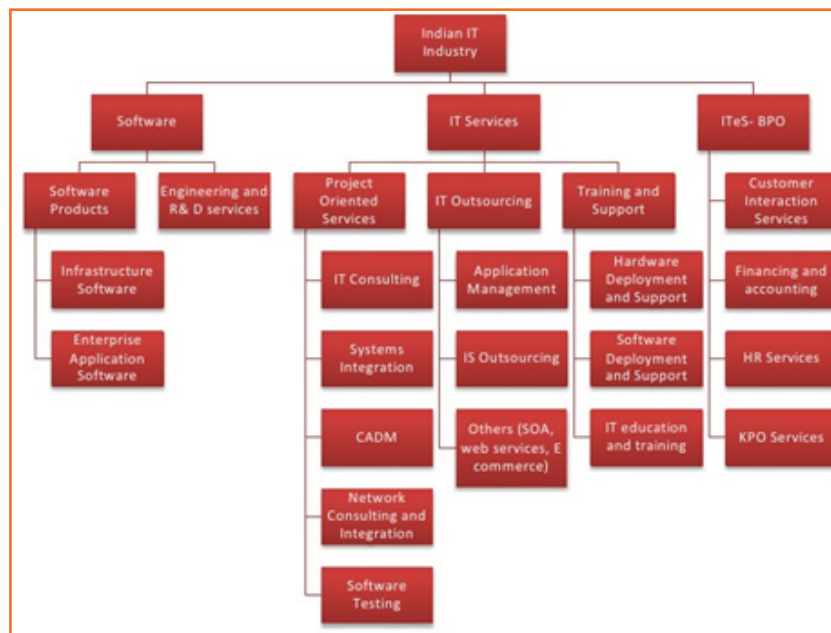
4. List down some of the major services offered by the ITES Sector?

Solution:

- ITeS sector includes services ranging from

- Call Centres

- Claims processing, eg. Insurance

- Office operations such as accounting, data processing, data mining

- Billing and collection, eg. Telephone bills

- Internal audit and pay roll, eg. Salary bills on monthly basis

- Cash and investment management

5. Why is the role of a CCE crucial for the company?

Solution: A CCE is responsible for the relationship with the customer on behalf of the company where he works.

6. What are the skills required to be a successful CCE?

Solution:

- Excellent written skills

- Must be Customer Centric.

- Must have an analytical bent of mind.

- Excellent knowledge of basic computer skills.

7. List down any 3 Roles and Responsibilities of a CCE.

Solution:

- To answer customer queries and manage customer expectations through interactions via Web Chat and Emails (Non-Voice)

- To provide effective customer service such as handling complicated customer queries, issues, complaints, and questions.

- To maintain high standards of customer relations by maintaining, achieving and maintaining superior Quality standards.

Notes for Facilitation

- Have all the necessary equipment ready (for example, pens, paper and any background material).

- Make sure that each participant understands how to work through the materials and what he or she is expected to do in each exercise.

- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.

- Answer questions and explain what seems confusing.

- Help participants to complete all the tasks included in the participant manual.

- Provide feedback to the group as a whole as to its performance.

- Help participants identify how to apply the skills taught in the course to their work in the community.

- Re-emphasize key points made and issues raised during the session.

- Appreciate students for their participation.

2. Core/Generic Skills

Unit 2.1 – Industry Specific Concepts

Unit 2.2 – Language Skills

Key Learning Outcomes

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

1. Determine the importance of customer service.

2. Discuss how to maintain data confidentiality.

3. Explain what a CRM tool is.

4. Develop typing skills.

5. Identify the base sound of the letters of the English alphabet.

6. Recall associated words with the base sounds.

7. Identify basic vowel sounds.

8. Discover how to fluently speak the basic vowel sounds.

9. Identify the variant vowel sounds.

10. Discover how to clearly pronounce the variant vowel sounds.

11. Identify and articulate consonant sounds b, c, d, f, g, h, j, k, i, m, n. P, q.

12. Identify and articulate consonant sounds and the common consonant blends.

13. Examine how to articulate the letters of the alphabet of the English language.

14. Recall the navy call list.

15. Assess the need to speak and understand the English language.

16. Assess the need to possess a neutral Hindi language.

17. Determine how to speak in a neutral Hindi language.

18. Utilise the common phrases effectively while interacting with a customer.

19. Utilise polite expressions and tone in your speech.

20. Discover how to manage different situations with diplomatic speech.

21. Distinguish between the different tones.

22. Utilise appropriate phrases and tones while interacting with customers.

UNIT 2.1: Industry Specific Concepts

Unit Objectives

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

1. Determine the importance of customer service.
2. Discuss how to maintain data confidentiality.
3. Explain what a CRM tool is.
4. Develop typing skills.

Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

Do

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn about the Industry Specific Concepts.

Ask

- Give the students an overview of the program and its structure
- Ask participants about the Customer Service
- Make candidates break up in groups to discuss over phone or play an act of customer and CRM
- Ask them about the Importance of excellence customer services

Say 💬

- A customer consciously chooses to spend his money. The product and service should always be geared to suit the customer.
- It is the customer who makes a business a success or a failure, not the products. One can have an impeccable line of products but not an impressive clientele. This depends on how the customer is treated and how he feels. So eventually it boils down to customer service and customer experience.
- Customer service is the ability to assist customers in a professional way. When a customer calls to buy a product or avail any service, the contact is always made through the phone/email.
- Providing good customer service is the lifeblood of any business. Customer service is what differentiates between companies that will prosper and companies that will fail.
- As a CCE Domestic Non-Voice you are the first person to make contact with the customer, so customer service starts from you.

Explain

- Brief about Customer Service
- The CRM:
  - » Greeted the customer
  - » Noted down the details
  - » Gave prompt response
- Explain that excellent customer service is very important for the company as well as the CCE as:
  - » A satisfied customer will become a repeat customer
  - » One satisfied customer will bring in many other customers
  - » The company's reputation will grow and you too would progress
  - » Great customer service indirectly reflects your good work
  - » You will gain appreciation from both the customers as well as your seniors
- Give participants some tips for excellent customer service such as:
  - » Answer the chat immediately and do not keep the customer waiting.
  - » Do not make false promises to the customer, unless you can keep them.
  - » Take that extra step to help the customer.
  - » Do not confuse the customer with technical jargons.
  - » Put yourself in the shoes of the customer to understand the situation.
  - » Know what your customers want most and what your company does best. Focus on where those two meet.
- Explain about the skills required for excellent customer service.

Ask

- How to frame an Email?
- Ask them about the data confidentiality, information security and client confidentiality.
- What are the measures for data security?
- Make participants breakup in groups to discuss about the CRM tools

Say

- Be sure to include subject.
- Be sure to include subject.
- Introduction (if necessary) and reference to the issue.
- Closing remark and thank you.
- Data is the primary asset of any organization and its security is essential.
- Do not reveal Customer's personal and financial information to anyone other than the account holder.
- Unauthorized information, written or verbal, cannot be divulged to any customer/ competitor/ any other person e.g. photocopy of customer information sheet etc. Do not share information about one customer with another customer.
- It is a criminal offence to share any confidential data, if found guilty, the CCE can be convicted and imprisoned.
- None of the employees are allowed to bring any storage devices like memory cards, CD/ DVD/ Blue Rays Disc, external hard disk, floppy disk, pen drive, etc. to their work place.
- The professional firewall system restricts the users to surf or access unauthorized sites on the internet.
- Entrance in operations area is restricted by finger print software, as per the privacy norms and requirements.
- Limited access to the network is given through login IDs and password protection.

Explain

- Explain the process of identification and verification
- How to identify the purpose of email.
- Explain the participants how to develop the typing skills
- Tell them about the alphabetic keys in three rows in brief
  - » Tab – Top Row
  - » Caps – Middle Row
  - » Shift – Last Row
  - » Space Bar

Activity

Purpose: To illustrate the importance of telling people what you can do and not what you can't.

Goal: To help participants think creatively about how they can avoid saying no.

Directions: Have the participants stand in a circle. Tell each of them that they will ask another

member of the class for something that he or she cannot say yes to. That person must then come up with an appropriate response. When that round is complete, the responder then makes a request of someone else. For example, I want lasagna for lunch. The person receiving that information must then respond with alternatives. The cafeteria has a variety of options. While I've never found lasagna on the menu, they do have a wonderful double cheese pizza. The more outlandish the requests, the more creative the responses must be. Usually, there will be one or two people who cause an outburst of laughter from the group.

Debrief: From this exercise, participants should discover that they can find ways to offer alternatives to any request no matter how ridiculous. Nobody likes to hear about what they can't have. Customers feel more valued if you provide suggestions and alternatives. When the exercise is complete, you can continue the learning point by having the members of the group list the types of requests to which they typically say no. From there, have the group brainstorm alternatives to offer in the future.

Exercise

1. **What are the skills required for good customer service?**

Solution: Skills required for Excellent Customer Service

   » Be knowledgeable

   » Be friendly

   » Give additional information

   » Be a sales consultant and not a salesman

   » Build the customer's confidence

   » Create a good company image

   » Give customers importance.

2. **What are the benefits of providing great customer service: (More than one answer is applicable)**

Solution:

   a) Saves money

   b) Makes a long lasting impression

   c) Attracts new customers

   d) Satisfies existing customers

3. **As a CRM you must always: (More than one answer is applicable)**

   a) Argue with the customer

   b) Provide quick service

   c) Give incomplete information about the product or service

   d) Ensure that the customer is satisfied

4. **A customer writes in to say, "I wanted your help for locating the nearest payment centre for the EMI of my laptop." Your response will be:**

   a) "Go to our website and you will get all the details."

   b) "I am busy and have no time."

   c) "Thank you for calling, I will surely help you with the nearest payment centre in your location."

   d) "I am not sure if I will be able to help you."

5. **A customer writes in to say, "I wanted to buy a DVD player." Your response will be:**

   a) "Sure Sir, can you tell me which model you are looking for?"

   b) "There are so many DVD players. Which one do you want?"

   c) "First decide your budget, which model you want to buy, which brand, etc."

   d) "We don't sell DVD players. Look elsewhere."

6. **A customer writes in to say, "I am really disappointed with my laptop, it shuts down automatically!" Your response will be:**

   a) "You must have changed the settings. It's your fault."

   b) "How is it possible, how can a laptop shut down on it is own?"

   c) "You must have pressed the switch off button by mistake."

   d) "I apologize for the inconvenience caused to you Ma'am, I will arrange for a technician to check your laptop."

7. **Why is it important to maintain data security?**

Solution: It is important that as a CCE you take all measures for information security. Information security is the practice of defending information from unauthorised access, use, disclosure, disruption, modification, inspection, recording or destruction. This data could be electronic data, physical data, etc.

The client places a lot of trust in the organization and in the CCE before sharing his information. It's crucial for the CCE to maintain that trust and faith by maintaining the confidentiality of the client's information. It is a criminal offence to share any confidential data. If found guilty, the CCE can be convicted and imprisoned.

8. **List some of the measures taken by an organization to ensure data security**

Solution: Measures for Data Security

   » The use of any storage devices like memory cards, CD/ DVD/ Blue Rays Disc, external hard disk, floppy disk, pen drive, etc. to their work place is not allowed.

   » At the entry and the exit points, the security guards frisk the employees to check that none of the storage devices are carried in or out by any of the employees.

   » The professional firewall system restricts the users to surf or access unauthorized sites on the internet.

   » The firewall restricts the rights of all the users within the company.

   » A written Non-Disclosure Agreement (NDA) is obtained at the time of joining from each employee.

   » Entrance in operations area is restricted by finger print software, as per the privacy norms and requirements.

   » The server for the website is protected too and it's crucial for the CCE to ensure that he doesn't use or access or try to dig for unauthorized information.

   » Limited access to the network is given through login IDs and password protection.

   » Passwords and access controls are well defined for authorized internal persons.

9. What is a CRM tool?

Solution: It's a platform that connects your different departments, from marketing to sales to customer service, and organizes their notes, activities, and metrics into one cohesive system.

You can store all your prospects and customers, make calls, send emails, create reports, schedule appointments, add notes, manage your pipeline, and find out who's opened your latest email—without stepping out of the CRM system.

10. List the ways in which a CRM tool can be used.

Solution:

» Update information accurately - e.g about a customer complaint or query.

» Update complete information - with dates, exact requests, complaints, product pitched,

» and customer's response.

» Update all customer requirements - eg. a change in internet plan etc.

» Ensure that you save and submit information.

» Check for old information and update the same when required.

» Check for missing information and update if you see anything blank.

Notes for Facilitation

- Have all the necessary equipment ready (for example, pens, paper and any background material).
- Make sure that each participant understands how to work through the materials and what he or she is expected to do in each exercise
- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.
- Answer questions and explain what seems confusing.
- Help participants to complete all the tasks included in the participant manual.
- Provide feedback to the group as a whole as to its performance.
- Help participants identify how to apply the skills taught in the course to their work in the community.
- Re-emphasize key points made and issues raised during the session.
- Appreciate students for their participation.

UNIT 2.2: Language Skills

Unit Objectives

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

1. Identify the base sound of the letters of the English alphabet.

2. Recall associated words with the base sounds.

3. Identify basic vowel sounds.

4. Discover how to fluently speak the basic vowel sounds.

5. Identify the variant vowel sounds.

6. Discover how to clearly pronounce the variant vowel sounds.

7. Identify and articulate consonant sounds b, c, d, f, g, h, j, k, i, m, n. P, q.

8. Identify and articulate consonant sounds and the common consonant blends.

9. Examine how to articulate the letters of the alphabet of the English language.

10. Recall the navy call list.

11. Determine how to speak in a neutral Hindi language.

12. Explain how to utilise the common phrases effectively while interacting with a customer.

13. Explain how to utilise polite expressions and tone in your speech.

14. Discover how to manage different situations with diplomatic speech.

15. Distinguish between the different tones.

16. Explain how to utilise appropriate phrases and tones while interacting with customers.

Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Participant Manual
- Copies of Handouts.

Do

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn about the Language Skills.

Ask

- Give the students an overview of the sounds in the English Alphabet
- Make participant break up in groups to have a conversation and analyze the conversation phonetically
- Make participants to identify the short vowel sounds
- Make participants to identify the long vowel sounds
- What are vowels Variants?

Say

- Vowel sounds are pronounced with an open vocal tract.
- If there is only one vowel in a word, then it is a short vowel sound. Some words with short vowel sounds are cat, bed, dog, pen, tin, bus, sun etc.
- If there are two vowels in a word, then the first one will make long sound and the second one will make short sound or be quiet, for example snail, railway, electricity, eat, toothbrush, pillow, eye, you etc.
- In some words, two same or different vowels may appear immediately one after the other. At such times, their pronunciation will change. Such occurrence is known as vowel variants. Some words that are commonly used in the BPO industry are: good, afternoon, account, spoiled, allow, destroy, etc.

Explain

- Explain participants about the vowel consonant.
- Explain what are the sounds are there in English alphabet
- What words are used in the BPO which contains the consonant sounds?
- How to identify the common consonant blends?

Ask

- How to do articulation of letters of the English Alphabet

- What is Navy Call List?

- Make participants breakup in groups and play an act of CSR Bunty and the customer, Mrs. Gosh

Say

- Articulation is a part of the study of phonetics. Articulation means the actions and movements of all the parts of the mouth that we use in producing a sound while speaking. These include tongue, lips, teeth, roof of the mouth and vocal cords.

- The Navy Call List is a special list of words developed by the Navy. It was developed to help in situations where the other party across the phone/ wireless line has difficulty in understanding.

A for Alfa	J for Juliette	S for Sierra
B for Bravo	K for Kilo	T for Tango
C for Charlie	L for Lima	U for Uniform
D for Delta	M for Mike	V for Victor
E for Echo	N for November	W for Whiskey
F for Foxtrot	0 for Oscar	X for X-ray
G for Golf	P for Papa	Y for Yankee
H for Hotel	Q for Quebec	Z for Zulu
I for India	R for Romeo	

Explain

- Explain the correct use of 'A', 'An' and 'The'

- Explain the correct use of 'I', 'You' and 'He/She/They'

- What are the common mistakes we do while speaking?

Ask

- Make participant breakup in groups to play an act further of Bunty from source solutions and Mrs. Gosh as Bunty has received some inputs and corrected guidance on speaking English

- What are syllables?

- What are the rules for word stress?

- Make the participants break up in groups to play an act of different language speaking CSR's and Customers for understand the need for a language.

Say

- In English, we do not say each syllable with the same force or strength. In one word, we put emphasis on ONE syllable. We say one syllable very loudly, and all the other syllables very quietly.

- Word stress in English is not optional; it is part of the language. If, for example, you do not hear a word clearly, you can still understand the word because of the position of the stress.

- When you learn a new word, you should also learn its stress pattern. If you keep a vocabulary book, make a note to show which syllable is stressed.

Explain

- Explain how to speak with neutral language?

- How to get a Non-Language?

- Speak about some common phrases

- Explain the scenario of peer sensitivity.

Say

1. List of polite expressions for some common situations.

- To empathies with the customer

  » We value your time...

  » I will personally take care of that.

  » I fully understand your concern.

- To respond to complaints from the customer

  » Thank you for bringing this issue to our attention.

  » I'm sure I will be able to help with that.

  » I am going to give my personal attention to the matter.

  » I can see why you are upset.

  » I value your business with us.

  » This is very important feedback.

  » Such a thing can be annoying at times.

  » Thank you for bringing this to our attention.

  » Do you have any suggestions about how we should do it?

  » I know exactly how that feels.

- To resolve a problem faced by the customer

  » May I suggest some options?

  » Here's what I can do for you?

» Here's one way we can work this out.

» There are a couple of things that I can do for you right away.

» I will make this my topmost priority.

- To put the customer on hold

  » We appreciate your patience while we process.

  » I assure you that it will be handled as quickly as possible.

  » I will have this processed at the earliest.

  » May I put you on hold while I access your account?

Activity

- Make participant breakup in groups to play an act of Bunty and Mr. Anthony for the knowledge of tone and choice of words.

- List of polite expressions

- Make participant breakup in groups to play an act of CSR and Customer for understanding the different tones of voice.

- What phrases you should use?

Notes for Facilitation

- Have all the necessary equipment ready (for example, pens, paper and any background material).

- Make sure that each participant understands how to work through the materials and what he or she is expected to do in each exercise

- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.

- Answer questions and explain what seems confusing.

- Help participants to complete all the tasks included in the participant manual.

- Provide feedback to the group as a whole as to its performance.

- Help participants identify how to apply the skills taught in the course to their work in the community.

- Re-emphasize key points made and issues raised during the session.

- Appreciate students for their participation

3. Deal Remotely with Customer Queries

SSC/N3021

Key Learning Outcomes

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

1. Identify how a CCE can be effective.

2. Recall the industries which have a CRM.

3. Examine how to open a chat and greet a customer.

4. Analyse how to confirm customer details.

5. Apply probing techniques to understand customer needs.

6. Categorise customer queries, requests and complaints.

7. Categorise the issue in QRC.

8. Determine how to confirm all the details.

9. Explain how to provide solutions in minimum time.

10. Explain how to work with difficult customers.

11. Solve customer issues through escalation.

12. List the advantages of taking customer feedback.

13. Estimate customer satisfaction and close the chat.

14. Explain the basics of communication.

15. Analyse the ways of effective communication required for a CCE.

16. Discuss the basic professional skills needed to be effective as a CCE.

17. List the different skills required to deal with customers.

UNIT 3.1: Introduction to Dealing with the Customer and Greet the Customer

Unit Objectives

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

1. Identify how a CCE can be effective.
2. Recall the industries which have a CRM.
3. Examine how to open a chat and greet a customer.
4. Analyse how to confirm customer details.

Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

Do

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn how to deal with the customers and how to greet them.

Ask

- Give the students an introduction of the unit
- How to open a chat/Email Conversation
- Give students some tips for effective chats
- Ask them about the Importance of excellence customer services

Say

- A Customer Care Executive is one who is entrusted with the responsibility of managing the customers' needs, there replies and work on their satisfaction. Further, a CCE is the link between the company and the customer.

- Live chat provides a quick, two-way interaction suitable for simple problem solving, often in support of self-service.

- Online chat offers a powerful engagement platform that is real-time, secure, personal and very cost-effective — attractive attributes as companies look to engage more customers online while reducing their call volumes into the contact centre.

- Tips for effective chats:

  » Provide customers with a transcript

  » Use canned messages

  » Use targeted proactive chat

  » Use pre-chat survey

  » Promote cross-department cooperation

  » Use a typing indicator

  » Use chat transfer

  » Accept chat requests automatically

  » Check chat history for returning visitors

  » Chat button to email

  » Live chat integrated with your CRM tool

Explain

- Ask the participants about some of the major industries having CRM.

- How to start a chat?

- How to obtain requests over Email.

Activity

This game is tailored towards customer service. You divide the team in couples, with group A playing the customers and group B playing the service reps.

The people in Group A play angry customers. They are either handed a certain complaint, or can think of one themselves (think ridiculous complaints, e.g. "the water was too wet"). Also, they are given a certain goal – to get big refund, for example.

The service reps in Group B are given the task to resolve the situation. They, too, have a goal – to calm down the customer and minimize the damage as much as possible. They might not be allowed to give a refund, for example, but are allowed to give away drink or a few weeks of free service.

The couples then perform their role play in front of the group. The performers are encouraged to be creative, especially the customers. It's fun for them to play the extreme customer, but do encourage them to stay reasonable. Like in all improvisation, the participants should build on what their partners say or do. It's a conversation, not a shout-out.

After the role play, the rest of the group can give feedback – e.g. what the service rep could have done differently to minimize the damage.

This is a useful exercise for both groups. The service rep gets a thorough exercise in conflict resolution, while the ones playing the customers get a training in empathy – filling the shoes of the customers they engage with on a daily basis.

It's also fun for the group to recognize typical arguments and dilemmas they encounter in everyday life

Exercise

1. **Write a sample greeting script to a customer who logs in your site.**

Solution:

- Hi there! Thank you for calling us, finally! Olivia is here for you
- "Hello John, thank you for calling Provide Support. How may I help you?"
- Greetings! I'm Megan. Any questions? You are at the right place!
- Hi! This is Maria, your customer service rep. I'm sure we'll get on really well.
- Need Help? Click here and start chatting with us!

2. **Give 5 personal details you will ask for to verify a customer.**

Solution:

- Customer name
- Customer contact information
- Customer email id
- Customer account information (last four digit of account number)
- Customer order details

3. **Give any 5 tips for effective live chats.**

Solution:

- Provide customers with a transcript
- Use targeted proactive chat
- Use pre-chat survey
- Promote cross-department cooperation
- Use a typing indicator

Notes for Facilitation

- Have all the necessary equipment ready (for example, pens, paper and any background material).

- Make sure that each participant understands how to work through the materials and what he or she is expected to do in each exercise

- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.

- Answer questions and explain what seems confusing.

- Help participants to complete all the tasks included in the participant manual.

- Provide feedback to the group as a whole as to its performance.

- Help participants identify how to apply the skills taught in the course to their work in the community.

- Re-emphasize key points made and issues raised during the session.

- Appreciate students for their participation

UNIT 3.2: Address Customer Issues

Unit Objectives

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

1. Apply probing techniques to understand customer needs.

2. Categorise customer queries, requests and complaints.

Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.

- Pc with LCD Projector or Flip Chart.

- Participant Manual

- Copies of Handouts.

Do

- Greet and welcome the participants to the next unit of the program.

- Before starting the session ask them do they have any doubts pertaining to the previous unit.

- Acknowledge their responses and clear their doubts if any.

- Tell the participants they are going to learn how to deal with the customers and how to greet them.

Ask

- Ask the participants about the query, Request and Complaint

- How to probing the customer to understand customer needs

- What are open-ended and close-ended questions?

Say

- A CCE responds to customer's queries and requests, gives details about products and services and resolve complaints with regular follow-ups. They are the ones customers come in contact with in case of any doubt.

- Query is question or inquiry. Through a query a customer tries to get information about a product or service.

- Customer requests a CCE to help him find what he is looking for. It could be a request to start a service, request for assistance, request for finding suitable product, request to place an order, cancellation, money back request etc.

- Complaint is notice or alarm that a customer raises to the company about a product or service he/she is facing a problem with.

- Probing is the technique of questioning to discover a customer's needs, wants or opinions about a certain issue.

- Open-ended questions invite detailed information. These are questions that reveal information about emotions and thoughts. Open-ended questions are used to gather information about the customer and what is there in his mind before you introduce your solution to his problems.

- Close-ended questions are used for narrowing down the choices of the customer to "Yes" or "No". These questions are easy to frame however one should not over use them.

Explain

- Give participants some examples of Customer Query
- Give participants some examples of Customer Request
- Give participants some examples of Customer Complaint

Activity

Understanding the differences between reacting to a customer's needs and responding to a customer's needs involve group discussion and a fun, old-time game.

Learning Objectives

Participants will be able to:

1. Identify the key components of reacting versus responding to a customer's needs.

2. Recognize the significance of building a long-term customer-responsive relationship.

3. Demonstrate their knowledge of the key components involved with responding to a customer's needs.

Method of Instruction

Tell participants,

"Remember that old definition of insanity that goes, doing the same thing over and over and over and over and expecting different results? Well, reacting to a customer's needs is much like that. Based on your past actions and ways in which you have dealt with things in the past, you quickly take action, often evaluating the situation after the fact. The goal here is to take care of the immediate problem.

"Responding to a customer's needs requires much more thought, weighing of the pros and cons, and is based on caring. Your goal here is to build a long-term customer-responsive relationship." Divide the group into teams of four to six individuals. Have each team come up with three to five key differences between reacting to a customer's needs versus responding. Allow 5 to 8 minutes for discussion. When finished have each group share while building a master list. The master list should reflect the following ideas.

Reacting	vs.	Responding
Short-term consequences		Long-term consequences
Putting out fires		Building relationships

Quick answers	Right answers
Stressed	Much more relaxed
It just doesn't feel right	The right feelings
Jump right in	Resistance and thought (senses danger)
Ready—Fire—Aim	Ready—Aim—Fire

Review and discuss the final list. Emphasize that a true professional actually does both. However, a professional strives to respond to their customer's needs the vast majority of the time. Reacting upfront seems faster and more timely in meeting the customer's needs; but it often results in errors and guessing, which causes rework and doing things over if you even have that opportunity.

Say 💬

"When you respond to your customer's needs, you are able to do so as a result of getting to know your customer almost as well as or better than they know themselves. This takes time and work, but the results can be powerful in the relationships you are building."

Now, for the fun, old-time game. Have the teams form circles (standing). Give each team a large potato. Tell them that they will pass the potato until they hear a loud energetic "stop" from you. You will turn your back to the teams as they are passing the potato around. When you shout "stop," the individual holding the potato is to share what they believe to be an important item to be aware of in building a customer-responsive relationship. The emphasis is on responding to your customer's needs. It's very much like the old time children's game "hot potato." Adults love it, and it provides a great tool for reviewing material. We recommend having them pass the potato three or four times before continuing on with your program.

Tips

The concept of responding versus reacting to a customer's needs can be reiterated at various times throughout a customer service training session. It's a great way to keep the focus on the customer. What are they thinking? What are their needs? What impact will what we are doing or discussing have on them? It keeps your customer-focused rather than self-focused.

Notes for Facilitation 📝

- Have all the necessary equipment ready (for example, pens, paper and any background material).
- Make sure that each participant understands how to work through the materials and what he or she is expected to do in each exercise
- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.
- Answer questions and explain what seems confusing.
- Help participants to complete all the tasks included in the participant manual.
- Provide feedback to the group as a whole as to its performance.
- Help participants identify how to apply the skills taught in the course to their work in the community.
- Re-emphasize key points made and issues raised during the session.
- Appreciate students for their participation

UNIT 3.3: Dealing with QRC

Unit Objectives

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

1. Categorise the issue in QRC.

2. Determine how to confirm all the details.

3. Show how to provide solutions in minimum time.

Resources to be Used

• Available objects such as black or white Board, chalk pieces or white board marker pens, duster.

• Pc with LCD Projector or Flip Chart.

• Participant Manual

• Copies of Handouts.

Do

• Greet and welcome the participants to the next unit of the program.

• Before starting the session ask them do they have any doubts pertaining to the previous unit.

• Acknowledge their responses and clear their doubts if any.

• Tell the participants they are going to learn how to deal with QRC (Query, Request or Complaint).

Ask

• Give participants an overview of the unit.

• Ask the participants how to deal with QRC.

• Make participants breakup in groups to perform an act of Customer and Customer relationship manager.

Say

• Try solving the problem on your own and avoid transferring it to the other department, if needed take help of your team mates or supervisor

- While taking a customer's complaint or request:
  - » Read carefully what customer wants
  - » Paraphrase the issue
  - » If there is a complaint, apologise for the issue
  - » Acknowledge the customer
  - » Explain your action or what needs to be done
  - » Thank the customer
  - » Be calm and do not overreact by writing rude or aggressive words
  - » Focus on the problem and not on a person
- Companies should look out for maintaining customer service staffs of people who can help solve customer problems in the most effective and best way. For this these people can opt for Common

Activity

This activity will enable participants to develop their own working definition of "best practices."

Learning Objectives

Participants will be able to:

1. Identify those practices and behaviors that are essential to performing their role in customer service.
2. List the best practices.
3. Demonstrate the best practices through their own performance and behavior in the workplace.

Method of Instruction

Place participants in teams of five and select a team leader. The assignment for each group is to develop a list of best practices for providing excellent customer service within their organization and their position. They will have 15 minutes to work on this. Have a member of each team be responsible for placing their "best practices" on a flip chart and have a responsible person be the spokesperson for their group.

Note: A sample best practices list is provided to assist the facilitator.

Have each group present their findings. Show appreciation as each team completes their presentation.

As a total group, arrive at agreed-on best practices in customer service list.

Remind participants that this is their list for their company. There is a saying that goes, "People tend to support those things which they themselves create."

This is a list they can truly feel ownership of. The challenge is to take this list and implement it into their workplace, making it part of their normal, everyday behavior.

Tips

Best practices list such as these can become critical components in new-hire orientation, role analysis, performance appraisals, etc. This list may be implemented as a valuable tool within the company. It is particularly powerful because it was created by the people who perform the task.

Exercise ✎

1. **Write a sample greeting script to a customer who logs in your site.**

Solution:

- Hi there! Thank you for calling us, finally! Olivia is here for you
- "Hello John, thank you for calling Provide Support. How may I help you?"
- Greetings! I'm Megan. Any questions? You are at the right place!
- Hi! This is Maria, your customer service rep. I'm sure we'll get on really well.
- Need Help? Click here and start chatting with us!

2. **Give 5 personal details you will ask for to verify a customer.**

Solution:

- Customer name
- Customer contact information
- Customer email id
- Customer account information (last four digit of account number)
- Customer order details

3. **Give any 5 tips for effective live chats.**

Solution:

- Provide customers with a transcript
- Use targeted proactive chat
- Use pre-chat survey
- Promote cross-department cooperation
- Use a typing indicator

Notes for Facilitation 🗒

- Have all the necessary equipment ready (for example, pens, paper and any background material).
- Make sure that each participant understands how to work through the materials and what he or she is expected to do in each exercise
- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.
- Answer questions and explain what seems confusing.
- Help participants to complete all the tasks included in the participant manual.
- Provide feedback to the group as a whole as to its performance.
- Help participants identify how to apply the skills taught in the course to their work in the community.
- Re-emphasize key points made and issues raised during the session.
- Appreciate students for their participation

UNIT 3.4: Escalation

Unit Objectives 🎯

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

1. Explain how to work with difficult customers.

2. Solve customer issues through escalation.

Resources to be Used ⚙️

- Aailable objects such as black or white Board, chalk pieces or white board marker pens, duster.

- Pc with LCD Projector or Flip Chart.

- Participant Manual

- Copies of Handouts.

Do ✓

- Greet and welcome the participants to the next unit of the program.

- Before starting the session ask them do they have any doubts pertaining to the previous unit.

- Acknowledge their responses and clear their doubts if any.

- Tell the participants they are going to learn about the escalation.

Ask 💬

- Ask participants how to deal with difficult customers

- How to Escalate QRC?

- Make participants breakup in groups to perform an act of Customer and Customer care centre

Say 💬

- Although angry customers will take their frustration out on you, they know that you did not cause their problem. Allow them to vent out their problem and do not take it personally. Listen to their story without interrupting and then find a way to help them.

- If your angry customer refuses to calm down, then practice more kindness. Be sincere, respectful, and understanding.

- As a professional customer service specialist, you should never argue back.

- When the time is right, apologize to your customer. It is difficult to be sincere when you are trying not to lose your cool, but for the sake of calming down your customer, try your best to give a genuine apology

- End the chat on a happy note and find a way to relieve your stress. Let your anger go away with your customer.

- The CCE must try to solve the issue on his own. However there could be some issues which demand expertise or more extensive feedback or action, thus such issues may be needed to be dealt by your seniors, by other team members or a subject matter expert.

- Few points to keep in mind during escalation:

  » Empathize with customers.

  » Ask probing questions to get as much information as possible.

  » Then escalate the issue to the supervisor rather than arguing with the customer.

  » Provide supervisor with the information regarding the customer and the issue.

  » Take some time from the customer to brief your supervisor but remember to return to the customer in that time.

  » Inform the customer that your supervisor will handle the issue

Exercise

1. **When should a chat be escalated?**

Solution: No one likes escalating problems to their seniors. It kind of smacks of 'I can't deal with this myself and need help' and most of the managers would rather struggle on than ask for help in most situations. When they do ask, you know it's a huge deal and definitely worthy of their senior getting involved.

So what kind of situations is escalation appropriate for? When can't you deal with the problems yourself? Here are few scenarios where it pays to escalate.

- An Upset Customer

- A Customer is Dissatisfied

- When you can't meet unrealistic expectations

- When you can't manage the politics

- A Customer Asks You to Bend the rules

- Your Product Isn't Up to Standard

- You Don't know the Answer to a Customer's Question

2. **How do you handle a customer while escalating a chat?**

Solution: Few points to keep in mind during escalation

- Empathise with customers.

- Ask probing questions to get as much information as possible.

- Then escalate the issue to the supervisor rather than arguing with the customer.

- Provide supervisor with the information regarding the customer and the issue.

- Take some time from the customer to brief your supervisor but remember to return to the customer in that time.

- Inform the customer that your supervisor will handle the issue.

Notes for Facilitation 📝

- Have all the necessary equipment ready (for example, pens, paper and any background material).

- Make sure that each participant understands how to work through the materials and what he or she is expected to do in each exercise

- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.

- Answer questions and explain what seems confusing.

- Help participants to complete all the tasks included in the participant manual.

- Provide feedback to the group as a whole as to its performance.

- Help participants identify how to apply the skills taught in the course to their work in the community.

- Re-emphasize key points made and issues raised during the session.

- Appreciate students for their participation

UNIT 3.5: Customer Feedback

Unit Objectives ⌖

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

1. List the advantages of taking customer feedback.

Resources to be Used ⚙

*   Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
*   Pc with LCD Projector or Flip Chart.
*   Participant Manual
*   Copies of Handouts.

Do ✓

*   Greet and welcome the participants to the next unit of the program.
*   Before starting the session ask them do they have any doubts pertaining to the previous unit.
*   Acknowledge their responses and clear their doubts if any.
*   Tell the participants they are going to learn about the Customer Feedback.

Ask (ask)

*   Give the students an overview about the unit
*   Ask participants what they know about customer feedback
*   What are the advantages of Customer Feedback?

Say 💬

*   After you have provided the customer with appropriate solution to his issues, it is important to take his feedback.
*   Advantages of Customer Feedback are:
    *   » **Get Honest Opinions:** Customer feedback is vital to get honest opinions on services or products from customers. These opinions can make it easier to get into the minds of the most important critics.
    *   » **Improve Relations:** When your customers feels that your company truly cares about them and what they think, then they are more likely to become your companies loyal customers.

» **Inexpensive Business Advice:** Feedback makes for an inexpensive advice to improve the business because at the end customers are the end users and you are improving according to them.

» **More customers:** A happy customer will pull more customers. Nothing better than a word of mouth can bring laurels to a product or service.

Activity

This activity focuses on the role of exploratory questioning to discover the real needs of customers through group sharing and development of proper questioning.

Divide the class in equal number of groups and ask each group to create a feedback form to be filled by customer with proper exploratory questions primarily used to find out people's needs.

Exercise

1. **Why is it important to obtain customer feedback?**

Solution: Taking feedback helps you to-

• Get Honest Opinions

• Improve Relations

• Inexpensive Business Advice

• More customers

2. **What will you do if the customer gives a negative feedback?**

Solution: There is an old saying that the customer is always right. Of course, nobody is always right. But the quickest way to lose a customer is to tell vehemently that person they are wrong.

Here are six powerful ways you can turn negative feedback into positive engagement.

• Assess the Problem

• Respond Immediately but Don't React

• Respond Sincerely, Respectfully, and Thankfully

• Correct Customers if Their Feedback is Wrong

• Take The Opportunity to Improve Your Business

• Follow-Up to Show You Care

Notes for Facilitation

• Have all the necessary equipment ready (for example, pens, paper and any background material).

• Make sure that each participant understands how to work through the materials and what he or she is expected to do in each exercise

• Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.

- Answer questions and explain what seems confusing.

- Help participants to complete all the tasks included in the participant manual.

- Provide feedback to the group as a whole as to its performance.

- Help participants identify how to apply the skills taught in the course to their work in the community.

- Re-emphasize key points made and issues raised during the session.

- Appreciate students for their participation

UNIT 3.6: Closing Chat

Unit Objectives

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

1. Estimate customer satisfaction and close the chat.

Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Participant Manual
- Copies of Handouts.

Do

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn how to close chat.

Ask

- Ask participants do they know how to close a chat?
- What they need to do while closing a chat?

Say

- As you start the chat, it is equally important for you to close it on a warm note. Make sure the customer is through with his/her query and wants to end the chat.
- Make sure you sign off following the proper procedure of your company because how you converse is how the company's image will be perceived by the customer.
- Make sure you have resolved customer query to his satisfaction or have given him the viable alternative if the problem lies out of your expertise or concerned area.
- Do not forget to thank the customer to believe in your customer service and reach out to you when in need.
- Do ask the customer if there is any other issue he needs assistance with.

- Do not close the chat right away but be thankful and wish him good day or sign off according to your company procedure.
- Record the conversation for future purposes or references.
- Update your CRM according to the solution provided.
- Do not forget to take the feedback as per your company's procedure.

Exercise

1. **Give an example of how to close a conversation with a satisfied customer.**

Solution:

"Well, congratulations on the new house! I'm going to wrap up so I can take this next call, but please let me know if there's anything else you need. You have my number."

"It's been nice speaking with you, but I need to wrap up. Can we set a time for our next call?"

"Always a pleasure to hear from you. Is there anything else you need before I let you go?

"Thanks for using our services. Please let us know if you have any more issues. We will be happy to help you. Have a great day"

"Thanks a lot for your patience, hope to hear from you soon"

2. **Give an example of how to close a call with a dissatisfied customer.**

Solution:

While I can't offer you X, I can implement Y.

I'm going to take care of this for you…

would love to help, but… Here's what I can do instead…

I assure you…

Thank you for bringing that to our attention.

On behalf of our company, I would like to thank you for your patience.

Wrapping Things Up

- Briefly recap what you talked about and what was accomplished.
- Explain what happens next. For example, you might say: "Your order will be shipped in 24 to 48 hours."
- Thank the caller for contacting you and express your appreciation for her business.
- Invite the caller to get in touch with you again for anything else she needs.
- Close with a courteous phrase like: "Have a nice day" or "I enjoyed our conversation."

Activity

1. Explain that this exercise gives people a chance to perform a quick self-check on their feelings and attitudes about change.

2. Give each participant a handout (see * below). Ask participants to check whichever box ("Negative" or "Positive") best reflects their initial reaction to each word or phrase. Tell them to go with their initial "gut response", not to over think it. If they feel neutral on a word, have them do their best to decide if their reaction is closer to the positive or to the negative side of the range.

		Positive (+)	Negative (-)
1	Uncertain		
2	Postpone		
3	Impose		
4	Adapt		
5	Reorganize		
6	Opportunity		
7	Retrain		
8	Cancel		
9	Plan		
10	Shift		
11	Re-deploy		
12	Transition		
13	Ambiguous		
14	Let's try something different!		
15	Starting from scratch		
	Totals:		

3. Allow participants about 1 minute to complete the list.

Debrief

Instruct participants to count the number of positive and negative responses and note them in the Totals row. Ask how many people had more negatives than positives and vice versa. Make the following points:

• We tend to view change either as a challenge or opportunity.

• Even those of us with many positives have some concerns about different aspects of change.

Notes for Facilitation

• Have all the necessary equipment ready (for example, pens, paper and any background material).

• Make sure that each participant understands how to work through the materials and what he or she is expected to do in each exercise

• Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.

- Answer questions and explain what seems confusing.

- Help participants to complete all the tasks included in the participant manual.

- Provide feedback to the group as a whole as to its performance.

- Help participants identify how to apply the skills taught in the course to their work in the community.

- Re-emphasize key points made and issues raised during the session.

- Appreciate students for their participation

UNIT 3.7: Core and Generic Skills for Dealing with Customers

Unit Objectives

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

1. Explain the basics of communication.

2. Analyse the ways of effective communication required for a CCE.

3. Discuss the basic professional skills needed to be effective as a CCE.

4. List the different skills required to deal with customers.

Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.

- Pc with LCD Projector or Flip Chart.

- Participant Manual

- Copies of Handouts.

Do

- Greet and welcome the participants to the next unit of the program.

- Before starting the session ask them do they have any doubts pertaining to the previous unit.

- Acknowledge their responses and clear their doubts if any.

- Tell the participants they are going to learn core and generic skills for dealing with customers.

Ask

- Give the student an overview of the unit.

- Make participants breakup in groups to discuss about the 7 C's of communication.

- Ask participants to give attention to details.

- Ask them about reading and writing skills

Say

- Effective communication is about more than just exchanging information; it's about understanding the emotion behind the information. Effective communication can improve relationships at work and with your customers by deepening your connections to others and improving teamwork, decision-making, and problem solving.

- While you are dealing with remotely with Customers queries through Chat or Emails you should pay sufficient attention to details while going through their queries as well on while responding to them.

- Reading refers to the specific abilities that enable a person to read with independence and interact with the message.

- Scanning is used when you need to look for a specific piece of information in a given text. For scanning, look over the selection quickly to locate the particular piece of information you need and read only that information, but carefully

- Skimming means reading through a passage quickly to find out what it's about.

- Skimming covers the content at a general level.

- Skimming provides the chance for you to see what kind of information the assignment contains

- When reading for detail, you should read every sentence, but you should not try to know the exact meaning of each word. Even native speakers infer the meaning of unknown words as they read.

Ask

- Make participants breakup in groups to practice their reading skills.

- What is writing?

- How to plan and organize?

- What is customer centricity?

Say

- Writing skills are important for complete, accurate and well written work with attention to details. Writing is a medium of communication that represents language through the inscription of signs and symbols.

- For a brief writing style, omit needless words, combine sentences wherever necessary and reframe the sentences in the best possible way. Your writing skills will be tested when you will describe a product or service to the customer or converse with them over emails or chat while addressing their complains and requests.

- As a CCE, you should always plan and organise your work. This would mean keeping all your work and documents updated as per company procedures and norms.

- Being customer centric helps you form consistent and repeat customers who would like to take your products and services time again. If your priority is customers and you show him that, he will be happy to be a part of your business growth which builds the brand name and its credibility.

Explain

- Explain how you will make decisions while interacting with customers.
- How will you solve the problems of the customers?
- What is analytical and critical thinking?
- How to work in a team?

Exercise

1. What is Communication?

Solution: Communication is the act of conveying information for the purpose of creating a shared understanding. It's something that humans do every day. The word "communication" comes from the Latin "communis," meaning "to share," and includes verbal, non-verbal and electronic means of human interaction.

Sender → Encode → Message → Decode → Receiver

2. List down the 7 C's of Communication?

Solution:

- Clear - Example: If customer asks about the price X brand radio, stick to tell him about it   rather than giving other irrelevant brand options which may confuse or irritate him.
- Concise - Example: Rather than explaining customer how can he can get the best deal for the radio, just tell him about the deal and the lowest price.
- Concrete - Example: Suppose a customer asks for the radio features, tell him two three main features which resolve his query rather than going in unwanted description customer might not understand
- Correct - Example: A customer ordering asks you how much will be his total bill; tell him the exact amount including all the applicable taxes and charges rather than just the amount of the product ordered. Be correct and accurate.
- Coherent - Example: If a customer asks what is the difference between the features of two brands of the same product. Be clear when you answer the customer by quoting only the difference. Do not repeat it or confuse with any other product.
- Complete - Example: Suppose a customer complains about a product and asks for exchange, tell him the complete thing if the product will be changed or not, reason and the time it will take along with the procedure.
- Courteous - Example: Keep thanking the customer in between for his patience, cooperation and understanding.

3. List the importance of reading.

Solution: Reading refers to the specific abilities that enable a person to read with independence and interact with the message.

- Reading is directly proportional to knowledge
- Reading provides information
- Reading improves your speech skills
- Reading enriches your stock of words

Importance of Reading Skills for a CCE:

- As a CCE you need to follow guidelines/procedures/rules and service level agreements to deal with the customers.

- It will also help in maintaining the accuracy of the data which is related to the customers.

Activity

This simple activity is a fun way to introduce and show the difference between closed and open questions

Directions:

Split your class into two equal groups/teams.

One person from each team will leave the room for a minute and think of a business object (any common business object that can be found in any office like a stapler, printer, etc.)

When each person returns to his team, it's the team's task to ask him/her closed ended questions only to try and find out what the object is. If needed, explain that closed ended questions are those that can be answered by yes or no Once any team finds the object, this means that they won this round. And they can go for another round.

After two or three rounds, end the game and make the following point:

Debrief:

Tell the group that obviously it took a long time and effort for us to find out the object in each round, but what if we had not time and only had one question to ask to find out the object, what would that question be?

The question would be "What is the object?" which is an open ended question.

Open ended questions are an excellent way to save time and energy and helps you get to the information you need fast, however closed questions can also be very useful in some instances to confirm your understanding or to help you control the conversation with an overly talkative person/customer.

Notes for Facilitation

- Have all the necessary equipment ready (for example, pens, paper and any background material).

- Make sure that each participant understands how to work through the materials and what he or she is expected to do in each exercise

- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.

- Answer questions and explain what seems confusing.

- Help participants to complete all the tasks included in the participant manual.

- Provide feedback to the group as a whole as to its performance.

- Help participants identify how to apply the skills taught in the course to their work in the community.

- Re-emphasize key points made and issues raised during the session.

- Appreciate students for their participation

4. Manage your work to meet Requirement

Unit 4.1 – Manage your work to meet requirements

Unit 4.2 – Code of conduct of a CCE

Unit 4.3 – Organizational procedures and policies

Unit 4.4 – Planning and Organizing

Unit 4.5 – Working effectively in teams

Unit 4.6 – Core and generic skills to work effectively

SSC/N9001

Key Learning Outcomes

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

1. Discuss how to understand your work to meet requirements.

2. Explain the code of conduct of a CCE.

3. Discuss organisational procedures and policies.

4. Plan your work to meet requirements.

5. Develop strategies to manage time.

6. Develop strategies to work effectively in a team.

7. Apply cooperative communication within teams.

8. Analyse the ways of effective communication required for a CCE.

9. Discuss the basic professional skills needed to be effective as a CCE.

10. List the different skills required for a CCE to work effectivley.

UNIT 4.1: Manage your work to meet requirements

Unit Objectives

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

1. Discuss how to understand your work to meet requirements

Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Participant Manual
- Copies of Handouts.

Do

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn how to manage your work to meet requirements.

Ask

- Give participants an overview of the unit and its structure.
- How to manage work requirements?
- Ask participants about the activities of a CCE?
- What are the refer anomalies to the line manager?

Say

- As a Customer Care Executive, you should manage your work in order to meet requirements. This unit is about planning and organizing your work in order to complete it to the required standards on time and quality.
- The CCE should in mutual consultation with his Supervisor define the timelines for the work to be undertaken and delivered. Over a period of time the CCE will get a sense of how much time his work takes and be able to fix realistic deadlines even for the smallest task.

- To maintain productivity, the CCE should always ensure that he or she has the right resources needed to carry out the enrolment process. A daily status log on the functioning of the resource should be maintained.
- The CCE should show all the anomalies to the Supervisor or the line manager like in the case of anomalies in the demographic data.

Explain

- What is deliverables?
- Explain quantity.
- How to identify and refer anomalies

Notes for Facilitation

- Have all the necessary equipment ready (for example, pens, paper and any background material).
- Make sure that each participant understands how to work through the materials and what he or she is expected to do in each exercise
- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.
- Answer questions and explain what seems confusing.
- Help participants to complete all the tasks included in the participant manual.
- Provide feedback to the group as a whole as to its performance.
- Help participants identify how to apply the skills taught in the course to their work in the community.
- Re-emphasize key points made and issues raised during the session.
- Appreciate students for their participation

UNIT 4.2: Code of Conduct of a CCE

Unit Objectives ⌖

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

1. Explain the code of conduct of a CCE.

Resources to be Used ⚙

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Participant Manual
- Copies of Handouts.

Do ✓

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn about the code of conduct of a CCE.

Ask

- What is code of conduct of a CCE?
- What is Resource Management?
- Ask participants about the Personal grooming.
- What is general code of conduct?

Say

- Code of conduct requires you to behave like a professional. Everyone observes the way you conduct yourself, how you dress, your grooming, how neat or untidy your work area is, etc.
- Resource management is the efficient and effective use of an organization's resources when they are needed. Such resources may include information technology (IT), physical resources, information etc.
- As a CCE there are a lot of parameters to take care of. One of them is personal grooming. You will be liked or disliked not only based on your performance at work, but also based on how you appear.

- Some basic Guidelines for professional grooming:
  - » Neat and tidy look
  - » Washed face and clean teeth
  - » Clean clothes
  - » Hair neatly brushed/tied
  - » Clean and clipped nails
  - » Proper shoes and socks
  - » Professional attire
  - » Controlled body odour

Explain

- What is Information Management?
- Why it is important to respect your workplace?
- What is important for a CCE?
- What are attendance and leave policies?

Activity

- Arrange employees in groups of four to six, again with no friend clusters.
- Each group brainstorms within itself what are the most tricky or common code of conduct at
- workplace.
- They select one code of conduct to explore.
- On a piece of poster paper, have each group write down their best code of conduct and what would
- be the best way to practice it.
- Share out to the entire group.

Exercise

1. Why is following a code of conduct important for a CCE?

Advertisement: Whether written or communicated informally, a code of conduct defines behavior expectations for both management and other employees. While such codes do not prevent inappropriate behavior or fraud, they do provide employees with legal and ethical standards that will influence their performance and commitment to the entity's system of internal control.

An entity's code of conduct will ordinarily include these sections:

- Use of company assets and resources for business and not personal use
- Use of telephones, email and the internet

- Avoiding actual and potential conflicts of interest
- Protecting the company's confidential information
- Maintaining complete and accurate accounting records
- Investigating and reporting any accounting, auditing and disclosure concerns
- Retaining and disposing of records and documents
- Prohibiting discrimination and harassment
- Prohibiting use of alcohol and illegal drugs
- Complying with laws, rules and regulations
- Protecting intellectual property and using copyrighted materials
- Giving and receiving gifts, meals, services and entertainment
- Understanding disciplinary actions for code violations
- Reporting concerns and code violations

2. **Write down some measures for respecting the workplace resources.**

Some of the ways we respect our workplace is by:

- Respecting the people around us.
- Respecting the resources at work.
- Not misusing the resources like paper, stapler, printer etc.
- Respecting the resources and not doing anything to damage the resources available for
- our use.
- Not littering around or dirtying our workplace.

Notes for Facilitation

- Have all the necessary equipment ready (for example, pens, paper and any background material).
- Make sure that each participant understands how to work through the materials and what he or she is expected to do in each exercise
- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.
- Answer questions and explain what seems confusing.
- Help participants to complete all the tasks included in the participant manual.
- Provide feedback to the group as a whole as to its performance.
- Help participants identify how to apply the skills taught in the course to their work in the community.
- Re-emphasize key points made and issues raised during the session.
- Appreciate students for their participation

UNIT 4.3: Organizational Procedures and Policies

Unit Objectives

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

1. Discuss organisational procedures and policies.

Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

Do

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn about organizational procedures and policies.

Ask

- What language we should use while dealing with customers?
- Ask participants about ethics.
- What is the importance of following organizational script?
- Ask participants about the benefits of organizational scripts.

Say

- You have to write fast so as not to keep the customer waiting. The average speed required for a CCE is to type 25 words per minute.
- Be fair and ethical in your dealings with customers.
- Any promise made as per delegation of authority should be captured in the system.
- Always state the correct amount to be paid by the customer. Do not convey incorrect amounts or inflated amounts.

- The script is the way in which the CCE is supposed to communicate with the customers over the chat or an email. The scripts have the basic etiquette and the basic information that should be shared at the different stages of your interactions with the customers.

- There is a different script for the opening of a chat, for asking to keep the chat on hold, for escalating the chat, for handling the different objections and for closing the chat. All the CCEs are given these scripts to follow before they start taking chats or emails from the customers.

- Scripts are used to ensure uniformity in the way the CCEs approaches and deals with the customers.

- Scripts ensure that basic information is given to all the customers.

- Using the scripts makes it easy to monitor the chats for quality control.

Explain

- What are fraudulent practices?

- Explain compliance with organization's current health, safety

Activity

- Take a print out of the below given sheet and distribute to all the students

- Ask students to fill it honestly to introspect themselves for the following given questions

---

APPEARANCE ACTVITY

Manners & Grooming Questionnaire

DIRECTIONS: For each statement listed below, rate yourself on a scale of 1 to 10 for each of the items. A rating of 10 would indicate that the statement is always true, and a rating of 1 would indicate that it is never true.

_____ 1. I always say please and thank you when I ask someone for something.

_____ 2. The clothes I wear would never offend another person.

_____ 3. If something bad happens to someone I don't like, I tell my friends and laugh about it when that person is not around.

_____ 4. I never curse or use offensive language in public places.

_____ 5. My hair is clean and well groomed.

_____ 6. People who know me would describe me as cheerful and friendly.

_____ 7. I always have good posture.

_____ 8. When I talk to someone, I look them in the eyes.

_____ 9. I keep my fingernails clean and nicely trimmed.

_____ 10. I usually become angry and lose my temper when things don't go my way.

_____ 11. When other people do something differently from the way I would do it, I avoid being critical of them.

_____ 12. I don't bite my fingernails.

_____ 13. When I sneeze or cough, I always cover my mouth.

_____ 14. My table manners are very good.

_____ 15. If someone gives me a gift or does me favor, I send them a thank you note.

Notes for Facilitation 📝

- Have all the necessary equipment ready (for example, pens, paper and any background material).

- Make sure that each participant understands how to work through the materials and what he or she is expected to do in each exercise

- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.

- Answer questions and explain what seems confusing.

- Help participants to complete all the tasks included in the participant manual.

- Provide feedback to the group as a whole as to its performance.

- Help participants identify how to apply the skills taught in the course to their work in the community.

- Re-emphasize key points made and issues raised during the session.

- Appreciate students for their participation

UNIT 4.4: Planning and Organising

Unit Objectives

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

1. Plan your work to meet requirements.
2. Develop strategies to manage time.

Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Participant Manual
- Copies of Handouts.

Do

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn about planning and organizing.

Ask

- Ask participant about the importance of planning and organizing for a CRM.
- What is time management?
- Ask participants about the time robbers.
- Make candidate breakup in groups to play an act of performing oral communication with each other.

Say

- Establish and agree work requirements with appropriate people.
- Know the limits of your responsibilities and when to involve others.
- Prioritize your workload according to urgency and importance
- Know the importance of completing work accurately and how to do this.

- Time management is about effective scheduling of your time, goal setting, prioritizing and choosing what to do and what not to do, delegating tasks, analysing and reviewing your spent time, organizing your workspace, keeping your concentration and focus at your work, motivating yourself to work towards a goal.

- Time robbers are those activities which create interruption at the workplace. These activities create a deviation from the objectives which needs to be achieved.

- Time Robbers could be:

  » Poor personal planning and scheduling

  » Interruptions by people

  » Poor delegation

  » Poor use of the media: Telephone, Mobile, e-mail, and fax etc.

  » Reading junk mail

  » Lack of concern for good time management

  » Lack of clear priorities

- The time Robbers can be avoided by:

  » Being active all the time.

  » Developing and maintain an organized personal activity schedule.

  » Setting your priorities.

  » Proper delegation.

  » Utilizing modern technical media.

Explain

- Explain prioritization.

- Explain importance of writing the tasks.

- Explain importance of reading companies guidelines.

Activity

- Give each student given below handout and ask them to list all their tasks of the day in the matrix in their simultaneous column
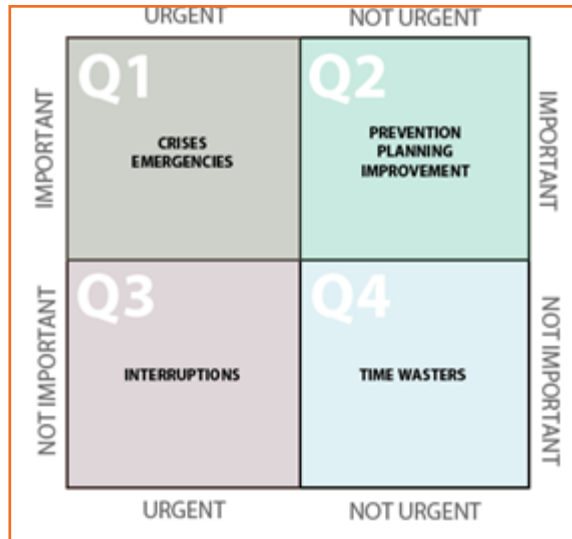
Exercise

1. Why is following a code of conduct important for a CCE?

Solution: Whether written or communicated informally, a code of conduct defines behaviour expectations for both management and other employees. While such codes do not prevent inappropriate behaviour or fraud, they do provide employees with legal and ethical standards that will influence their performance and commitment to the entity's system of internal control.

An entity's code of conduct will ordinarily include these sections:

- Use of company assets and resources for business and not personal use
- Use of telephones, email and the internet
- Avoiding actual and potential conflicts of interest
- Protecting the company's confidential information
- Maintaining complete and accurate accounting records
- Investigating and reporting any accounting, auditing and disclosure concerns
- Retaining and disposing of records and documents
- Prohibiting discrimination and harassment
- Prohibiting use of alcohol and illegal drugs
- Complying with laws, rules and regulations
- Protecting intellectual property and using copyrighted materials
- Giving and receiving gifts, meals, services and entertainment
- Understanding disciplinary actions for code violations
- Reporting concerns and code violations

2. Write down some measures for respecting the workplace resources.

Solution:

- Avoid eating at your desk. One tends to eat at the desk and not wash one's hand. With the same dirty hand then, one touches the work station, key board etc. Making everything dirty.

- Ensure that the floor of the centre is always kept clean. As Enrolees come in they walk in with dirty shoes. The floor thus needs constant cleaning so that the centre looks hygienic and the Enrolees have a comfortable experience.

- Make enough storage compartments around your work station so that all the unused material, papers, electronic items and equipment's can be kept here. The storage area should be within the reach of the Operator so that work is not affected, in the event he or she needs something from there. Properly storing items would also declutter your work station and make your work process free and easy.

- Ensure that the passages, work ways etc. are free from any obstacles. The entry to the Enrolment station should be open and uncluttered so that the Enrolees don't stumble on anything and hurt themselves.

- If you organise your work station properly, you will find things more easily. This will improve productivity and the quality of work.

- A good and tidy work station sends a message to everyone that you are serious about your work. It also sends a message to the Enrollee about

3. What are your time robbers?

Solution:

A "time robber" is something which keeps us from doing other things which have more value or importance to us. The "time robbers" cause us to consume large chunks of time in relatively unproductive, low-value activities. Nineteen of the most common "time robbers" are:

Interruptions:

- telephone
- visitors
- lack of planning
- fuzzy priorities
- procrastination/indecision
- ineffective delegation
- overly involved in routine, detail work
- lack of self-discipline

4. 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 urgent.

Solution:

Explain students the meaning of each column.

- **Important and Urgent:** There are two distinct types of urgent and important activities: ones that you could not have foreseen, and others that you've left until the last minute.

  You can eliminate last-minute activities by planning ahead and avoiding procrastination.

However, you can't always predict or avoid some issues and crises. Here, the best approach is to leave some time in your schedule to handle unexpected issues and unplanned important activities. (If a major crisis arises, then you'll need to reschedule other tasks.)

If you have a lot of urgent and important activities, identify which of these you could have foreseen, and think about how you could schedule similar activities ahead of time, so that they don't become urgent.

- **Important but Not Urgent:** These are the activities that help you achieve your personal and professional goals, and complete important work.

  Make sure that you have plenty of time to do these things properly, so that they do not become urgent. Also, remember to leave enough time in your schedule to deal with unforeseen problems. This will maximize your chances of keeping on track, and help you avoid the stress of work becoming more urgent than necessary.

- **Not Important but Urgent:** Urgent but not important tasks are things that prevent you from achieving your goals. Ask yourself whether you can reschedule or delegate them.

  A common source of such activities is other people. Sometimes it's appropriate to say "no" to people politely, or to encourage them to solve the problem themselves.

  Alternatively, try to have time slots when you are available, so that people know they can speak with you then. A good way to do this is to arrange regular meetings with those who interrupt you often, so that you can deal with all their issues at once. You'll then be able to concentrate on your important activities for longer.

- **Not Important and Not Urgent:** These activities are just a distraction – avoid them if possible.

  You can simply ignore or cancel many of them. However, some may be activities that other people want you to do, even though they don't contribute to your own desired outcomes. Again, say "no" politely, if you can, and explain why you cannot do it.

  If people see that you are clear about your objectives and boundaries, they will often avoid asking you to do "not important" activities in the future.

Urgent and Important	Important not Urgent
Urgent	Neither Important nor Urgent

5. **What will you do to plan and organise effectively?**

Solution: Suggest participants some tips to plan and organise effectively

Time is one of the most significant things that we have in the world. It is a necessary yet tragically limited resource. In this exceedingly frantic and fast-paced world, the ability to manage time properly is a must.

- Make your to-do list.

- Rank your to-do list.

- Post your to-do list.

- Note your responsibilities.

- Avoid unnecessary tasks.
- Set realistic deadlines.
- Set your break time.
- Put away distractions.

Notes for Facilitation

- Have all the necessary equipment ready (for example, pens, paper and any background material).
- Make sure that each participant understands how to work through the materials and what he or she is expected to do in each exercise
- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.
- Answer questions and explain what seems confusing.
- Help participants to complete all the tasks included in the participant manual.
- Provide feedback to the group as a whole as to its performance.
- Help participants identify how to apply the skills taught in the course to their work in the community.
- Re-emphasize key points made and issues raised during the session.
- Appreciate students for their participation

UNIT 4.5: Working Effectively in Teams

Unit Objectives

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

1. Develop strategies to work effectively in a team.

Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Participant Manual
- Copies of Handouts.

Do

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn about working effectively in teams.

Ask

- Give students and overview of the unit.
- Ask participants how to be an effective team member.
- Tell participants how a team succeeds and fails.
- How to seek clarification on problems from others.
- Make candidate breakup in groups to play an act between an employee and his senior.

Say

- A CCE is not only an individual contributor; he is also a team player. There are many resources available at work which will help you manage your work to meet requirements. These resources could be
    - » Your Team Leader
    - » Your Team
    - » The Intranet

- Cherish and live team values: for instance, pulling together, respect, putting the customer first

- Focus on everyone's positive behaviours

- Work within the limits of your authority and refer any matters outside your authority to a senior person.

- In an organisational set up, the Operator must take feedback and advice from his Supervisor. This is an important part of an Operators work day. The operator should show them to the Supervisor, in case of demographic data anomalies so as to verifier them. Get clarity on the anomaly from where it originates or from where it will get cleared and approved.

Explain

- Explain how to get your work checked by peers.

- Explain how to pass relevant information to others.

- Explain the purpose of keeping others updated with the progress of your work

- Explain cooperative communication within teams

Activity

Objective: To allow participants to get to know and appreciate one another better, through discovering both common and unique interests and experiences. To help level the playing field within a group through making human connections that aren't related to either organizational or power structures. To help people begin to be more comfortable talking and listening with one another.

Time Required: Each person will take about 3-5 minutes

Instructions:

1. Tell participants that they must introduce themselves to the group, coming up with two true statements/facts about themselves and one lie.

2. Ask for a volunteer to start with their two truths and a lie – have them share all three with the group.

3. Whoever guesses the correct lie, will go next. 4. Some participants may want to expand on their truth statements, depending upon how elaborate they are!

Exercise

1. **Describe how seeking guidance from your team can help growth of the team?**

Solution: Working by yourself, you will come up with some ideas. With only your own input and direct responsibility for the ideas, however, you may be loath to present all but the safest concepts to management. In a team brainstorming session, a large quantity of ideas will be generated, many of them novel and even feasible; the creativity factor is magnified. If some ideas are later rejected by management, it is less stigmatizing that the team experienced a rejection of its solutions than if an individual had.

2. Explain the following terms:

Solution:

- Collaboration - Collaboration in the workplace is when two or more people (often groups) work together through idea sharing and thinking to accomplish a common goal. It is simply teamwork taken to a higher level. Teamwork is often a physical joining of two people or a group to accomplish a task.

- Cooperation - Cooperation or co-operation, refers to the practice of people or greater entities working in common with commonly agreed upon goals and possibly methods, instead of working separately in competition.

- Team - A group of people with a full set of complementary skills required to complete a task, job, or project.

Team members

- » operate with a high degree of interdependence
- » share authority and responsibility for self-management
- » are accountable for the collective performance
- » work toward a common goal and shared rewards(s).

A team becomes more than just a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members.

Notes for Facilitation

- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.

- Help participants to complete all the tasks included in the participant manual.

- Trainer may use rotational basis for individuals or in groups to take up different activities, answering the question, etc.

- Provide feedback to the group as a whole as to its performance.

- Ensure you have all the material for the activity - exercise sheets, related reading, stationery, etc.

- Re-emphasize key points made and issues raised during the session.

UNIT 4.6: Core and generic skills to work effectively

Unit Objectives

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

1. Apply cooperative communication within teams.

2. Analyse the ways of effective communication required for a CCE.

3. Discuss the basic professional skills needed to be effective as a CCE.

4. List the different skills required for a CCE to work effectively.

Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.

- Pc with LCD Projector or Flip Chart.

- Participant Manual

- Copies of Handouts.

Do

- Greet and welcome the participants to the next unit of the program.

- Before starting the session ask them do they have any doubts pertaining to the previous unit.

- Acknowledge their responses and clear their doubts if any.

- Tell the participants they are going to learn about core and generic skills to work effectively.

Ask

- Give students and overview of the unit.

- Ask participants about the communication skills.

- Ask participants about the professional skills.

Say

- To be effective keep all the important data like tasks and reports documented safely in a word document or excel sheet. Make a list of what all you need to do at your end and keep checking the list throughout the day. Writing the tasks helps you in easy recalling.

- Reading company guidelines and procedure time and again to not only keep yourself updated but also to serve customers efficiently within your limits and according to company procedures.

- You have to talk to people around you, to your team mates and seniors. Therefore, it is important to have effective oral communication skills to seek their help and support as and when required.

- Decision making helps you to prioritise your work and deliver work efficiently and in time. It helps you decide which task to go for first and deciding its importance.

Notes for Facilitation

- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.

- Help participants to complete all the tasks included in the participant manual.

- Trainer may use rotational basis for individuals or in groups to take up different activities, answering the question, etc.

- Provide feedback to the group as a whole as to its performance.

- Ensure you have all the material for the activity - exercise sheets, related reading, stationery, etc.

- Re-emphasize key points made and issues raised during the session.

5. Maintain a Healthy, Safe and Secure Working Environment

Unit 5.1 – Hazards at Workplace

Unit 5.2 – Dealing with Emergencies
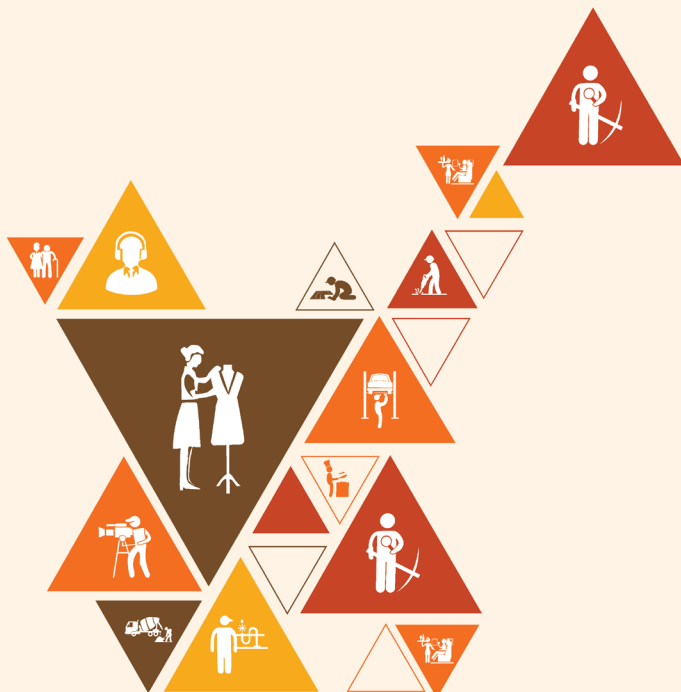
Key Learning Outcomes

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

1. Discuss how to deal with occupational hazards.

2. Explain what is an emergency evacuation.

3. Discuss the evacuation procedure.

UNIT 5.1: Hazards at Workplace

Unit Objectives 🎯

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

1. Discuss how to deal with occupational hazards

Resources to be Used ⚙️

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Participant Manual
- Copies of Handouts.

Do ✓

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn about hazards at workplace.

Ask 💬

- Give participants an overview of the unit and its structure.
- How to recognize physical hazards.
- Ask participants how to deal with occupational hazards.
- What are the norms and services of government agencies?

Say 💬

- The organisation can face some health hazard that could put the lives of the employees in danger. Hazards can be of different types depending on the industry and the environment in which the employees work.
- Occupational hazards are problems that a worker faces due to his or her occupation. As a CRM, you will have prolonged hours of working in front of a computer, using headphones and sitting on a chair.
- For users who habitually use display screen equipment as a significant part of their work, have come across certain occupational hazards. These lead to health problems like repetitive strain injury, eye strain, back pain and stress.

- All wiring on the floor or along the walls needs to be properly insulated.

- Wiring required for the generator backup and for connecting the various devices used for enrolment neatly organised

- Fuel for generator or any other inflammable material stored away from the enrolment area

- Local Emergency Help numbers available at the centre and are Operators aware of them. All the electrical equipment is properly earthed.

Explain

- Explain checklist for workstations.

- Explain checklist for work environment

Activity

- Take a print out of the following quiz and distribute it to the whole class

- Ask students to complete it 20 minutes' time

- After everyone is completed, ask students to exchange their sheets with their neighbour

- Instruct students to write name on every sheet

- Now, share correct answers with the class

5. Identify the following symbols, write down at least one hazard this symbol represents and give one example of a material or chemical that may have this symbol.

	Identify Symbol	One Hazard	Example
A			
B			
C			
D			
E			
F			
G			
H			

Notes for Facilitation

- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.

- Help participants to complete all the tasks included in the participant manual.

- Trainer may use rotational basis for individuals or in groups to take up different activities, answering the question, etc.

- Provide feedback to the group as a whole as to its performance.

- Ensure you have all the material for the activity - exercise sheets, related reading, stationery, etc.

- Re-emphasize key points made and issues raised during the session.

UNIT 5.2: Dealing with Emergencies

Unit Objectives

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

1. Explain what an emergency evacuation is.
2. Discuss the evacuation procedure.

Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Participant Manual
- Copies of Handouts.

Do

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn how to deal with emergencies.

Ask

- Give participants an overview of the unit.
- Ask about the emergencies at workplace.
- Ask how to deal with medical emergencies.
- Ask about the procedure to assist someone who is bleeding.
- Ask about the procedure to assist someone who is in shock.

Say

- Every organisation has an evacuation procedure. Every organisation also has an assembly point, within the organisation compound or outside it, where all employees are expected to gather in case of an emergency evacuation. The team leader guides the team and takes them to a safe place. It is very important to assemble at the safe area immediately during an emergency evacuation.

- If a team member does not reach the safe area on time, the team leader is responsible his or her team member's safety.

- A medical emergency requires your immediate attention. Sometimes, even before you call emergency services for help. It is crucial to know Emergency Medical Service (EMS) number for your safety and the safety of others.

- Procedure to assist someone who is bleeding:

  » Apply direct pressure to the wound with a direct pressure bandage.

  » Elevate the wound to slow the bleeding

- A person suffers from shock when the circulatory system fails and insufficient amount of oxygen reaches the tissues. If it is not treated quickly, vital organs can fail that ultimately cause death. Shock is made worse by fear and pain.

Explain

- Explain the procedure to assist the person suffering from muscle cramps.

- Explain the steps of assisting someone who is suffering from strain or sprain.

- Explain the symptoms of fracture.

Ask

- Ask participant about the dislocation and fracture.

- What are the signs of an Asthma Attack?

- Ask about the pprocedures to assist someone who has been bitten by an animal.

- Tell the participants about the precautions to take while assisting someone with a nose bleed

Say

- Dislocation is displacement of one or more joint bones. Usually the shoulders, elbow, thumb, fingers and the lower jaw are affected.

- The early signs of an asthma attack:

  » Coughing with no cold;

  » Wheezing (however light) especially upon exhaling;

  » Fast/irregular breathing;

  » Anxiousness;

  » Cyanosis (bluish skin colour);

  » Nostrils flaring with each breath.

- Procedure to assist someone who has been bitten by an animal:
  - » Wash the bite area with mild soap and warm water for five minutes to remove saliva and any other foreign matter.
  - » Use direct pressure or pressure point bleeding control to stop any bleeding.
  - » If the wound is swollen, apply ice wrapped in a towel for 10 minutes.
  - » Cover the wound with a clean dressing or bandage.
  - » Seek medical assistance if the person showcases any severe symptom.
- Precautions to take while assisting someone with a nose bleed:
  - » It often occurs when a person has been breathing dry air.
  - » Seek professional help if they occur often.
  - » Do not tilt the persons head back. This could cause them to choke as the blood runs down their throat.

Activity

1. Divide the class in groups and ask each group to give presentation on one of the following topics:
- Types of emergencies at workplace
- Dealing with Medical Emergencies
- Explain emergency evacuation and its steps

Notes for Facilitation

- Encourage participants to ask questions so that they can clear their doubts (if any) on future job role.
- Help participants to complete all the tasks included in the participant manual.
- Trainer may use rotational basis for individuals or in groups to take up different activities, answering the question, etc.
- Provide feedback to the group as a whole as to its performance.
- Ensure you have all the material for the activity - exercise sheets, related reading, stationery, etc.
- Re-emphasize key points made and issues raised during the session.

6. Employability and Entrepreneurship Skills

Key Learning Outcomes 💡

At the end of this module, trainee 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. Understand 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. Understand 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 how to maintain a positive attitude
15. Discuss the role of attitude in self-analysis
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. Explain 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

1. Discuss how to speak effectively
2. Discuss how to solve problems
3. List important problem solving traits
4. Discuss ways to assess problem solving skills
5. Discuss the importance of negotiation
6. Discuss how to negotiate
7. Discuss how to identify new business opportunities
8. Discuss how to identify business opportunities within your business
9. Understand the meaning of entrepreneur
10. Describe the different types of entrepreneurs
11. List the characteristics of entrepreneurs
12. Recall entrepreneur success stories
13. Discuss the entrepreneurial process
14. Describe the entrepreneurship ecosystem
15. Discuss the government's role in the entrepreneurship ecosystem
16. Discuss the current entrepreneurship ecosystem in India
17. Understand the purpose of the Make in India campaign
18. Discuss the relationship between entrepreneurship and risk appetite
19. Discuss the relationship between entrepreneurship and resilience
20. Describe the characteristics of a resilient entrepreneur
21. Discuss how to deal with failure
22. Discuss how market research is carried out
23. Describe the 4 Ps of marketing
24. Discuss the importance of idea generation
25. Recall basic business terminology
26. Discuss the need for CRM
27. Discuss the benefits of CRM
28. Discuss the need for networking
29. Discuss the benefits of networking
30. Understand the importance of setting goals
31. Differentiate between short-term, medium-term and long-term goals
32. Discuss how to write a business plan
33. Explain the financial planning process
34. Discuss ways to manage your risk
35. Describe the procedure and formalities for applying for bank finance

UNIT 6.1: Personal Strengths & Value Systems

Unit Objectives ⊚

At the end of this unit, trainee 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. Understand 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. Understand 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 how to maintain a positive attitude
15. Discuss the role of attitude in self-analysis
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

Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about Personal Strengths and value systems.

Say

- Tell the participants about the Health, Habits and Hygiene. What is Health? 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."

Elaborate

Explain – 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. You also need to think about whether you are feeling calm, relaxed and happy.

Common Health Issues

Some common health issues are:

- Allergies
- Asthma
- Skin Disorders
- Depression and Anxiety
- Diabetes
- Cough, Cold, Sore Throat
- Difficulty Sleeping
- Obesity

Say 💬

- Give participants some tips to prevent health issues.

Elaborate ☸

Explain – Taking measures to prevent ill health is always better than curing a disease or sickness. You can stay healthy by:

- 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

How many of these health standards do you follow? Tick the ones that apply to you.

- Get minimum 7-8 hours of sleep every night.
- Avoid checking email first thing in the morning and right before you go to bed at night.
- Don't skip meals – eat regular meals at correct meal times.
- Read a little bit every single day.
- Eat more home cooked food than junk food
- Stand more than you sit.
- Drink a glass of water first thing in the morning and have at least 8 glasses of water through the day.
- Go to the doctor and dentist for regular checkups.
- Exercise for 30 minutes at least 5 days a week.
- Avoid consuming lots of aerated beverages.

Say 💬

- Tell the participants what is hygiene. 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.

Elaborate

Explain – For instance, think about the kitchen in your home. Good hygiene means ensuring that the kitchen is always spick and span, the food is put away, dishes are washed and dustbins are not overflowing with garbage. Doing all this will reduce the chances of attracting pests like rats or cockroaches, and prevent the growth of fungus and other bacteria, which could spread disease.

How many of these health standards do you follow? Tick the ones that apply to you.

- Have a bath or shower every day with soap – and wash your hair with shampoo 2-3 times a week.
- Wear a fresh pair of clean undergarments every day.
- Brush your teeth in the morning and before going to bed.
- Cut your fingernails and toenails regularly.
- Wash your hands with soap after going to the toilet.
- Use an anti-perspirant deodorant on your underarms if you sweat a lot.
- Wash your hands with soap before cooking or eating.
- Stay home when you are sick, so other people don't catch what you have.
- Wash dirty clothes with laundry soap before wearing them again.
- Cover your nose with a tissue/your hand when coughing or sneezing.

See how healthy and hygienic you are, by giving yourself 1 point for every ticked statement! Then take a look at what your score means.

Your Score

- 0-7/20: You need to work a lot harder to stay fit and fine! Make it a point to practice good habits daily and see how much better you feel!
- 7-14/20: Not bad, but there is scope for improvement! Try and add a few more good habits to your daily routine.
- 14-20/20: Great job! Keep up the good work! Your body and mind thank you.

Say

- Tell the participants about the Swatch Bharat Abhiyan. The 'Swachh Bharat Abhiyan' (Clean India Mission) launched by Prime Minister Shri Narendra Modi on 2nd October 2014, believes in doing exactly this. 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. You should take the pledge too, and do everything possible to keep our country clean!
- Also tell the participants about the habits.

Elaborate

Explain – 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.

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

• Smiling! Make it a habit to smile as often as possible

• Making time for family and friends

• Going to bed early and waking up early

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

• Smoking, drinking alcohol and doing drugs

• Spending more money than you can afford

• Worrying about unimportant issues

• Staying up late and waking up late

Do

Give participants some safety tips to design a safe workplace. 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

Say 💬

- Tell the participants about the Negotiable Employee Safety Habits.

Elaborate ⚙

Tell them – 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:

- Immediately report unsafe conditions to a supervisor
- Recognize and report safety hazards that could lead to slips, trips and falls
- Report all injuries and accidents to a supervisor
- Wear the correct protective equipment when required
- Learn how to correctly use equipment provided for safety purposes
- Be aware of and avoid actions that could endanger other people
- Take rest breaks during the day and some time off from work during the week

Say 💬

- Tell the participants about the Self Analysis. To truly achieve your full potential, you need to take a deep look inside yourself and find out what kind of person you really are. This attempt to understand your personality is known as self-analysis. Assessing yourself in this manner will help you grow, and will also help you to identify areas within yourself that need to be further developed, changed or eliminated.
- Tell the participants about the motivation. Very simply put, 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 many, many different things. We can understand this better by looking at Maslow's Hierarchy of Needs.
- Also tell the participants about the Maslow's Hierarchy of needs.

Elaborate ⚙

Tell them – 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. These needs are usually shown as a pyramid with five levels and are known as Maslow's Hierarchy of Needs.

As you can see from the pyramid, the lowest level depicts the most basic needs. Maslow believed that our behaviour is motivated by our basic needs, until those needs are met. Once they are fulfilled, we move to the next level and are motived by the next level of needs. Let's understand this better with an example:

"Rupa comes from a very poor family. She never has enough food, water, warmth or rest. According to Maslow, until Rupa is sure that she will get these basic needs, she will not even think about the next level of needs – her safety needs. But, once Rupa is confident that her basic needs will be met, she will move to the next level, and her behaviour will then be motivated by her need for security and safety. Once these new needs are met, Rupa will once again move to the next level, and be motivated by her need for relationships and friends. Once this need is satisfied, Rupa will then focus on the fourth level of needs – her esteem needs, after which she will move up to the fifth and last level of needs – the desire to achieve her full potential."

Say

- Tell the participants about the Achievements Motivation. We now know that people are motivated by basic, psychological and self-fulfillment needs. However, certain people are also motivated by the achievement of highly challenging accomplishments. This is known as Achievement Motivation, or 'need for achievement'.

Elaborate

Tell them – The level of motivation achievement in a person differs from individual to individual. It is important that entrepreneurs have a high level of achievement motivation – a deep desire to accomplish something important and unique. It is equally important that they hire people who are also highly motivated by challenges and success.

Characteristics of Entrepreneurs with Achievement Motivation

- Entrepreneurs with achievement motivation can be described as follows:
- Unafraid to take risks for personal accomplishment
- Love being challenged Future-oriented Flexible and adaptive
- Value negative feedback more than positive feedback
- Very persistent when it comes to achieving goals
- Extremely courageous
- Highly creative and innovative
- Restless - constantly looking to achieve more
- Feel personally responsible for solving problems

Think about it:

- How many of these traits do you have?
- Can you think of entrepreneurs who display these traits?

Say 💬

- Tell the participants how to cultivate a positive attitude. The good news is attitude is a choice. So it is possible to improve, control and change our attitude, if we decide we want to!

Elaborate ⚙

Tell them – 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
- Stop thinking of yourself as a victim and start being proactive
- Imagine yourself succeeding and achieving your goals

Say 💬

- Tell the participants about the attitude. Now that we understand why motivation is so important for self-analysis, let's look at the role our attitude plays in better understanding ourselves. Attitude can be described as your tendency (positive or negative), to think and feel about someone or something

Elaborate ⚙

Tell them – 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."

When you start a business, you are sure to encounter a wide variety of emotions, from difficult times and failures to good times and successes. Your attitude is what will see you through the tough times and guide you towards success. Attitude is also infectious. It affects everyone around you, from your customers to your employees to your investors. A positive attitude helps build confidence in the workplace while a negative attitude is likely to result in the demotivation of your people.

Say 💬

- Tell the participants about the Honesty and Work Ethics. Honesty is the quality of being fair and truthful. It means speaking and acting in a manner that inspires trust.

Elaborate ⚙

Tell them – 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.

Say 💬

- Tell the participants about the Qualities of Honesty People.

Elaborate ⚙

Tell them – Honest individuals have certain distinct characteristics. 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 think 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.

- **Honesty and employees:** When entrepreneurs build honest relationships with their employees, it leads to more transparency in the workplace, which results in higher work performance and better results.

- **Honesty and investors:** For entrepreneurs, being honest with investors means not only sharing strengths but also candidly disclosing current and potential weaknesses, problem areas and solution strategies. Keep

- in mind that investors have a lot of experience with startups and are aware that all new companies have problems. Claiming that everything is perfectly fine and running smoothly is a red flag for most investors.

- **Honesty with oneself:** The consequences of being dishonest with oneself can lead to dire results, especially in the case of entrepreneurs. For entrepreneurs to succeed, it is critical that they remain realistic about their situation at all times, and accurately judge every aspect of their enterprise for what it truly is.

What are Work Ethics?

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.

Say 🗨

- Tell the participants about the Elements of Work Ethics.

Elaborate ⚙

Tell them – An entrepreneur must display strong work ethics, as well as hire only those individuals who believe in and display the same level of ethical behavior in the workplace. Some elements of a strong work ethic are:

- **Professionalism:** This involves everything from how you present yourself in a corporate setting to the manner in which you treat others in the workplace.

- **Respectfulness:** This means remaining poised and diplomatic regardless of how stressful or volatile a situation is.

- **Dependability:** This means always keeping your word, whether it's arriving on time for a meeting or delivering work on time.

- **Dedication:** This means refusing to quit until the designated work is done, and completing the work at the highest possible level of excellence.

- **Determination:** This means embracing obstacles as challenges rather than letting them stop you, and pushing ahead with purpose and resilience to get the desired results.

- **Accountability:** This means taking responsibility for your actions and the consequences of your actions, and not making excuses for your mistakes.

- **Humility:** This means acknowledging everyone's efforts and had work, and sharing the credit for accomplishments.

Say

- Tell the participants how to foster a good work ethic. As an entrepreneur, it is important that you clearly define the kind of behavior that you expect from each and every team member in the workplace.

Elaborate

Tell them – You should make it clear that you expect employees to display positive work ethics like:

- **Honesty:** All work assigned to a person should be done with complete honesty, without any deceit or lies.
- **Good attitude:** All team members should be optimistic, energetic, and positive.
- **Reliability:** Employees should show up where they are supposed to be, when they are supposed to be there.
- **Good work habits:** Employees should always be well groomed, never use inappropriate language, conduct themselves professionally at all times, etc.
- **Initiative:** Doing the bare minimum is not enough. Every team member needs to be proactive and show initiative.
- **Trustworthiness:** Trust is non-negotiable. If an employee cannot be trusted, it's time to let that employee go.
- **Respect:** Employees need to respect the company, the law, their work, their colleagues and themselves.
- **Integrity:** Each and every team member should be completely ethical and must display above board behaviour at all times.
- **Efficiency:** Efficient employees help a company grow while inefficient employees result in a waste of time and resources.

Say

- Tell the participants about the creativity and innovation.

Elaborate

What is Creativity?

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.

Characteristics of Highly Creative People

Some characteristics of creative people are:

- They are imaginative and playful
- They see issues from different angles
- They notice small details
- They have very little tolerance for boredom
- They detest rules and routine
- They love to daydream
- They are very curious

What is Innovation?

There are many different definitions of innovation. In simple terms, 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.

Characteristics of Highly Innovative People

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

Say

- Tell the participants about the Time Management. 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).

Elaborate

Tell them – 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.

Benefits of Time Management

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

Do ✓

Discuss with the participants about the Traits of effective Time Managers. Some traits of effective time managers are:

- They begin projects early They set daily objectives

- They modify plans if required, to achieve better results

- They are flexible and open-minded

- They inform people in advance if their help will be required

- They know how to say no

- They break tasks into steps with specific deadlines

- They continually review long term goals

- They think of alternate solutions if and when required

- They ask for help when required They create backup plans

Say 💬

- Tell the participants about the effective time management techniques.

Elaborate

Tell them – You can manage your time better by putting into practice certain time management techniques. Some helpful tips are:

- Plan out your day as well as plan for interruptions. Give yourself at least 30 minutes to figure out your time plan. In your plan, schedule some time for interruptions.

- Put up a "Do Not Disturb" sign when you absolutely have to complete a certain amount of work.

- Close your mind to all distractions. Train yourself to ignore ringing phones, don't reply to chat messages and disconnect from social media sites.

- Delegate your work. This will not only help your work get done faster, but will also show you the unique skills and abilities of those around you.

- Stop procrastinating. Remind yourself that procrastination typically arises due to the fear of failure or the belief that you cannot do things as perfectly as you wish to do them.

- Prioritize. List each task to be completed in order of its urgency or importance level. Then focus on completing each task, one by one.

- Maintain a log of your work activities. Analyze the log to help you understand how efficient you are, and how much time is wasted every day.

- Create time management goals to reduce time wastage.

Say

- Now tell the participants about the Anger Management.

Elaborate

Tell them – 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.

Importance of Anger Management

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.

Say

- Tell the participants about the Anger Management Strategies.

Elaborate

Tell them – 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

Say

- Tell the participants about the Stress Management. We say we are 'stressed' when we feel overloaded and unsure of our ability to deal with the pressures placed on us. Anything that challenges or threatens our well-being can be defined as a stress.

Elaborate

Tell them – 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.

Causes of Stress

Stress can be caused by internal and external factors.

Internal causes of stress:

- Constant worry

- Rigid thinking
- Unrealistic expectations
- Pessimism
- Negative self-talk
- All in or all out attitude

External causes of stress:

- Major life changes
- Difficulties with relationships
- Having too much to do
- Difficulties at work or in school
- Financial difficulties
- Worrying about one's children and/or family

Say

- Tell the participants about the Symptoms of Stress.

Elaborate

Tell them – Stress can manifest itself in numerous ways. Take a look at the cognitive, emotional, physical and behavioral symptoms of stress.

Cognitive Symptoms	Emotional Symptoms
• Memory problems	• Depression
• Concentration issues	• Agitation
• Lack of judgement	• Irritability
• Pessimism	• Loneliness
• Anxiety	• Anxiety
• Constant worrying	• Anger
Physical Symptoms	**Behavioral Symptoms**
Aches and pain	Increase or decrease in appetite
Diarrhea or constipation	Over sleeping or not sleeping enough
Nausea	Withdrawing socially
Dizziness	Ignoring responsibilities
Chest pain and/or rapid heartbeat	Consumption of alcohol or cigarettes
Frequent cold or flu like feelings	Nervous habits like nail biting, pacing etc.

Do ✓

Give participants Tips for managing Stress. 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.

- Plan your day so that you can manage your time better, with less stress.

- Say no to people and things when required.

- Schedule time to pursue your hobbies and interests.

- Ensure you get at least 7-8 hours of sleep.

- Reduce your caffeine intake.

- Increase the time spent with family and friends.

Notes for Facilitation 📋

- Summarise the main points of the unit.

- Ask participants if they have any doubts. Encourage them to ask questions.

- Answer their queries satisfactorily.

- Ask them to answer the questions at the end of unit given in the participant's manual.

- Ensure that every participant answer all questions.

Activity ⚙️

- Divide the class into two equal groups.

- Tell the participants they have to give a presentation on Work Ethics and Innovation.

- Tell them they would be given a time of 20 minute for preparation. The time for presentation for each group should not exceed 20 minutes per group.

- Once the presentations are complete appreciate the efforts made by the group and summarize the highlights of the activity.

Skill Practice	Time	Resources
1. Presentation on work ethics and innovation	2 Hours	• Charts and markers

UNIT 6.2: Digital Literacy: A Recap

Unit Objectives ◎

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

1. Identify the basic parts of a computer
2. Identify the basic parts of a keyboard
3. Recall basic computer terminology
4. Recall basic computer terminology
5. Recall the functions of basic computer keys
6. Discuss the main applications of MS Office
7. Discuss the benefits of Microsoft Outlook
8. Discuss the different types of e-commerce
9. List the benefits of e-commerce for retailers and customers
10. Discuss how the Digital India campaign will help boost e-commerce in India
11. Describe how you will sell a product or service on an e-commerce platform

Resources to be Used ⚙

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

Do ✓

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about Digital Literacy.

Say 💬

- Tell the participants about the basic parts of a Computer.

Elaborate

- **Central Processing Unit (CPU):** The brain of the computer. It interprets and carries out program instructions.
- **Hard Drive:** A device that stores large amounts of data.
- **Monitor:** The device that contains the computer screen where the information is visually displayed.
- **Desktop:** The first screen displayed after the operating system loads.
- **Background:** The image that fills the background of the desktop.
- **Mouse:** A hand-held device used to point to items on the monitor.
- **Speakers:** Devices that enable you to hear sound from the computer.
- **Printer:** A device that converts output from a computer into printed paper documents.
- **Icon:** A small picture or image that visually represents something on your computer.
- **Cursor:** An arrow which indicates where you are positioned on the screen.
- **Program Menu:** A list of programs on your computer that can be accessed from the Start menu.
- **Taskbar:** The horizontal bar at the bottom of the computer screen that lists applications that are currently in use.
- **Recycle Bin:** A temporary storage for deleted files.

Do

Discuss with the participants about the basic internet terms.

- **The Internet:** Avast, international collection of computer networks that transfers information.
- **The World Wide Web**: A system that lets you access information on the Internet.
- **Website:** A location on the World Wide Web (and Internet) that contains information about a specific topic.
- **Homepage:** Provides information about a website and directs you to other pages on that website.
- **Link/Hyperlink:** A highlighted or underlined icon, graphic, or text that takes you to another file or object.
- **Web Address/URL:** The address for a website.
- **Address Box:** A box in the browser window where you can type in a web address.

Say

- Tell the participants about the basic computer keys.
    - » Arrow Keys: Press these keys to move your cursor.
    - » Space bar: Adds a space.
    - » Enter/Return: Moves your cursor to a new line.
    - » Shift: Press this key if you want to type a capital letter or the upper symbol of a key.

- » Caps Lock: Press this key if you want all the letters you type to be capital letters. Press it again to revert back to typing lowercase letters.
- » Backspace: Deletes everything to the left of your cursor.
- Also tell the participants about the MS office and Email.

Elaborate

Tell them – 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.

Most Popular Office Products

Some of the most popular and universally used MS Office applications are:

1. **Microsoft Word:** Allows users to type text and add images to a document.
2. **Microsoft Excel:** Allows users to enter data into a spreadsheet and create calculations and graphs.
3. **Microsoft PowerPoint:** Allows users to add text, pictures and media and create slideshows and presentations.
4. **Microsoft Outlook:** Allows users to send and receive email.
5. **Microsoft OneNote:** Allows users to make drawings and notes with the feel of a pen on paper.
6. **Microsoft Access:** Allows users to store data over many tables.

Why Choose Microsoft Outlook

A popular email management choice especially in the workplace, Microsoft Outlook also includes an address book, notebook, web browser and calendar. Some major benefits of this program are:

- Integrated search function: You can use keywords to search for data across all Outlook programs.
- Enhanced security: Your email is safe from hackers, junk mail and phishing website email.
- Email syncing: Sync your mail with your calendar, contact list, notes in One Note and…your phone!
- Offline access to email: No Internet? No problem! Write emails offline and send them when you're connected again.

Say

- Tell the participants about the E-Commerce. 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."

Elaborate

Tell them – Followings are the examples of E-Commerce:

- Online shopping Online auctions
- Online ticketing
- Electronic payments
- Internet banking

Types of E-Commerce

E-commerce can be classified based on the types of participants in the transaction. 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

The e-commerce business provides some benefits for retailers and customers.

Benefits for retailers:

- Establishes an online presence
- Reduces operational costs by removing overhead costs
- Increases brand awareness through the use of good keywords
- Increases sales by removing geographical and time constraints

Benefits for customers:

- Offers a wider range of choice than any physical store
- Enables goods and services to be purchased from remote locations
- Enables consumers to perform price comparisons

Do

- Discuss with the participants about the Digital India Campaign. Prime Minister Narendra Modi launched the Digital India campaign in 2015, with the objective of offering every citizen of India access to digital services, knowledge and information. The campaign aims to improve the country's online infrastructure and increase internet connectivity, thus boosting the e-commerce industry.

- Currently, the majority of online transactions come from tier 2 and tier 3 cities. Once the Digital India campaign is in place, the government will deliver services through mobile connectivity, which will help deliver internet to remote corners of the country. This will help the e-commerce market to enter India's tier 4 towns and rural areas.

E-Commerce Activity

Choose a product or service that you want to sell online. Write a brief note explaining how you will use existing e-commerce platforms, or create a new e-commerce platform, to sell your product or service.

Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

Activity

- Divide the class into two equal groups.
- Tell the participants they have to demonstration the steps of opening a Bank account and on online banking.
- Tell them they would be given a time of 20 minute for preparation. The time for presentation for each group should not exceed 20 minutes per group.
- Once the presentations are complete appreciate the efforts made by the group and summarize the highlights of the activity.

Skill Practice	Time	Resources
1. Demonstrate the process of opening a bank account and how to use online banking	2 Hours	• Charts and markers

UNIT 6.3: Money Matters

Unit Objectives

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

1. Discuss the importance of saving money
2. Discuss the benefits of saving money
3. Discuss the main types of bank accounts
4. Describe the process of opening a bank account
5. Differentiate between fixed and variable costs
6. Describe the main types of investment options
7. Describe the different types of insurance products
8. Describe the different types of taxes
9. Discuss the uses of online banking
10. Discuss the main types of electronic funds transfers

Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PCwith LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about Money Matters.

Say

- Tell the participants about the Personal Finance. 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.

Elaborate

Tell them – 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.

Benefits of Saving

Inculcating the habit of saving leads to a vast number of benefits. Saving helps you:

- **Become financially independent:** When you have enough money saved up to feel secure you can start making your choices, from taking a vacation whenever you want, to switching careers or starting your own business.
- **Invest in yourself through education:** Through saving, you can earn enough to pay up for courses that will add to your professional experience and ultimately result in higher paying jobs.
- **Get out of debt:** Once you have saved enough as a reserve fund, you can use your savings to pay off debts like loans or bills that have accumulated over time.
- **Be prepared for surprise expenses:** Having money saved enables you to pay for unforeseen expenses like sudden car or house repairs, without feeling financially stressed.
- **Pay for emergencies:** Saving helps you deal with emergencies like sudden health issues or emergency trips without feeling financially burdened.
- **Afford large purchases and achieve major goals:** Saving diligently makes it possible to place down payments towards major purchases and goals, like buying a home or a car.
- **Retire:** The money you have saved over the years will keep you comfortable when you no longer have the income you would get from your job.

Say

- Tell the participants about the Types of Bank Accounts.

Elaborate

Tell them – In India, banks offer four main types of bank accounts. These are:

- Current Accounts
- Savings Accounts
- Recurring Deposit Accounts
- Fixed Deposit Accounts

Say

- Tell the participants about Opening a Bank Accounts.

Elaborate

Tell them – Opening a bank account is quite a simple process. Take a look at the steps to open an account of your own:

Step 1: Fill in the Account Opening Form

This form requires you to provide the following information:

- Personal details (name, address, phone number, date of birth, gender, occupation, address)
- Method of receiving your account statement (hard copy/email)
- Details of your initial deposit (cash/cheque)
- Manner of operating your account (online/mobile banking/traditional via cheque, slip books) Ensure that you sign wherever required on the form.

Step 2: Affix your Photograph

Stick a recent photograph of yourself in the allotted space on the form.

Step 3: Provide your Know Your Customer (KYC) Details

KYC is a process that helps banks verify the identity and address of their customers. To open an account, every individual needs to submit certain approved documents with respect to photo identity (ID) and address proof. Some Officially Valid Documents (OVDs) are:

- Passport
- Driving License
- Voters' Identity Card
- PAN Card
- UIDAI (Aadhaar) Card

Step 4: Submit All your Documents

Submit the completed Account Opening Form and KYC documents. Then wait until the forms are processed and your account has been opened!

Say

- Tell the participants about Fixed and variable costs.

Elaborate

Tell them – 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.

Differences between Fixed and Variable Costs

Let's take a look at some of the main differences between fixed and variable costs:

Criteria	Fixed Costs	Variable Costs
Meaning	A cost that stays the same, regardless of the output produced.	A cost that changes when the
Nature	Time related.	Volume related.
Incurred	Incurred irrespective of units being produced.	Incurred only when units are produced.
Unit cost	Inversely proportional to the number of units produced.	Remains the same, per unit.
Examples	Depreciation, rent, salary, insurance, tax etc.	Material consumed, wages, commission on sales, packing expenses, etc.

Say

- Tell the participants about the investment, insurance and taxes.

Elaborate

Tell them – 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
- Mutual Funds
- Fixed Deposits
- Real Estate
- Hedge Funds
- Private Equity
- Venture Capital

Insurance

There are two types of insurance:

1. Life Insurance

2. Non-Life or General Insurance.

Say

•   Tell the participants about the online banking, NEFT, RTGS etc.

Elaborate

Tell them – 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

Notes for Facilitation

•   Summarise the main points of the unit.

•   Ask participants if they have any doubts. Encourage them to ask questions.

•   Answer their queries satisfactorily.

•   Ask them to answer the questions at the end of unit given in the participant's manual.

•   Ensure that every participant answer all questions.

UNIT 6.4: Preparing for Employment & Self Employment

Unit Objectives ◎

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

1. Discuss the steps to prepare for an interview
2. Discuss the steps to create an effective Resume
3. Discuss the most frequently asked interview questions
4. Discuss how to answer the most frequently asked interview questions
5. Discuss basic workplace terminology

Resources to be Used ⚙

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

Do ✓

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about Employment and Self Employment.

Say 💬

- Tell the participants about the Interview Preparation. 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.

Elaborate

Tell them – 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.

Say

- Tell the participants how to prepare an effective resume. 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 résumé that is effective.

Elaborate

Tell them – Take a look at the steps to create an effective resume:

Step 1: Write the Address Section

Step 2: Add the Profile Summary Section

Step 3: Include Your Educational Qualifications

Step 4: List Your Technical Skills

Step 5: Insert Your Academic Project Experience

Step 6: List Your Strengths

Step 7: List Your Extracurricular Activities

Step 8: Write Your Personal Details

Say

- Tell the participants about the interview FAQs.

Elaborate

Tell them – Take a look at some of the most frequently asked interview questions, and some helpful tips on how to answer them.

Can you tell me a little about yourself?

Tips to answer:

- Don't provide your full employment or personal history.
- Offer 2-3 specific experiences that you feel are most valuable and relevant.
- Conclude with how those experiences have made you perfect for this specific role.

How did you hear about the position?

Tips to answer:

- Tell the interviewer how you heard about the job – whether it was through a friend (name the friend), event or article (name them) or a job portal (say which one).
- Explain what excites you about the position and what in particular caught your eye about this role.

What do you know about the company?

Tips to answer:

- Don't recite the company's About Us page.
- Show that you understand and care about the company's goals.
- Explain why you believe in the company's mission and values.

Say

- Tell the participants about the work readiness.

Elaborate

Tell them – Every employee should be well versed in the following terms:

- **Annual leave:** Paid vacation leave given by employers to employees.
- **Background Check:** A method used by employers to verify the accuracy of the information provided by potential candidates.
- **Benefits:** A part of an employee's compensation package.
- **Breaks:** Short periods of rest taken by employees during working hours.
- **Compensation Package:** The combination of salary and benefits that an employer provides to his/her employees.

- **Compensatory Time (Comp Time):** Time off in lieu of pay.

- **Contract Employee:** An employee who works for one organization that sells said employee's services to another company, either on a project or time basis.

Notes for Facilitation

- Summarise the main points of the unit.

- Ask participants if they have any doubts. Encourage them to ask questions.

- Answer their queries satisfactorily.

- Ask them to answer the questions at the end of unit given in the participant's manual.

- Ensure that every participant answer all questions.

UNIT 6.5: Understand Entrepreneurship

Unit Objectives ⊚

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

1. Discuss the concept of entrepreneurship
2. Discuss the importance of entrepreneurship
3. Describe the characteristics of an entrepreneur
4. Describe the different types of enterprises
5. List the qualities of an effective leader
6. Discuss the benefits of effective leadership
7. List the traits of an effective team
8. Discuss the importance of listening effectively
9. Discuss how to listen effectively
10. Discuss the importance of speaking effectively
11. Discuss how to speak effectively
12. Discuss how to solve problems
13. List important problem solving traits
14. Discuss ways to assess problem solving skills
15. Discuss the importance of negotiation
16. Discuss how to negotiate
17. Discuss how to identify new business opportunities
18. Discuss how to identify business opportunities within your business
19. Understand the meaning of entrepreneur
20. Describe the different types of entrepreneurs
21. List the characteristics of entrepreneurs
22. Recall entrepreneur success stories
23. Discuss the entrepreneurial process
24. Describe the entrepreneurship ecosystem
25. Discuss the government's role in the entrepreneurship ecosystem
26. Discuss the current entrepreneurship ecosystem in India
27. Understand the purpose of the Make in India campaign
28. Discuss the relationship between entrepreneurship and risk appetite
29. Discuss the relationship between entrepreneurship and resilience
30. Describe the characteristics of a resilient entrepreneur
31. Discuss how to deal with failure

Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about Entrepreneurship.

Say

- Tell the participants about the Entrepreneurship. 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.
- Tell the participants about the importance and characteristics of Entrepreneurship.

Elaborate

Tell them – 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

Characteristics of Entrepreneurs

All successful entrepreneurs have certain characteristics in common.

They are all:

- Extremely passionate about their work
- Confident in themselves
- Disciplined and dedicated

- Motivated and driven

- Highly creative

- Visionaries

- Open-minded

- Decisive

Entrepreneurs also have a tendency to:

- Have a high risk tolerance

- Thoroughly plan everything

- Manage their money wisely

- Make their customers their priority

- Understand their offering and their market in detail

- Ask for advice from experts when required

- Know when to cut their losses

Say

- Tell the participants about the types of enterprises.

Elaborate

Tell them – As an entrepreneur in India, you can own and run any of the following types of enterprises:

Sole Proprietorship

In a sole proprietorship, a single individual owns, manages and controls the enterprise. This type of business is the easiest to form with respect to legal formalities. The business and the owner have no separate legal existence. All profit belongs to the proprietor, as do all the losses- the liability of the entrepreneur is unlimited.

Partnership

A partnership firm is formed by two or more people. The owners of the enterprise are called partners. A partnership deed must be signed by all the partners. The firm and its partners have no separate legal existence. The profits are shared by the partners. With respect to losses, the liability of the partners is unlimited. A firm has a limited life span and must be dissolved when any one of the partners dies, retires, claims bankruptcy or goes insane.

Limited Liability Partnership (LLP)

In a Limited Liability Partnership or LLP, the partners of the firm enjoy perpetual existence as well as the advantage of limited liability. Each partner's liability is limited to their agreed contribution to the LLP. The partnership and its partners have a separate legal existence.

Say

- Tell the participants about the Leadership and team Work. Leadership means setting an example for others to follow. Setting a good example means t 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.

- Also tell the participants about the Leadership qualities that all entrepreneurs needs.

Elaborate

Tell them – Building a successful enterprise is only possible if the entrepreneur in charge possesses excellent leadership qualities. Some critical leadership skills that every entrepreneur must have are:

- **Pragmatism:** This means having the ability to highlight all obstacles and challenges, in order to resolve issues and reduce risks.

- **Humility:** This means admitting to mistakes often and early, and being quick to take responsibility for your actions. Mistakes should be viewed as challenges to overcome, not opportunities to point blame.

- **Flexibility:** It is critical for a good leader to be very flexible and quickly adapt to change. It is equally critical to know when to adapt and when not to.

- **Authenticity:** This means showing both, your strengths and your weaknesses. It means being human and showing others that you are human.

- **Reinvention:** This means refreshing or changing your leadership style when necessary. To do this, it's important to learn where your leadership gaps lie and find out what resources are required to close them.

- **Awareness:** This means taking the time to recognize how others view you. It means understanding how your presence affects those around you.

Say

- Tell the participants about the benefits of effective Leadership. 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

- Discuss with the participants about the teamwork and teams. 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.

- Also tell the participants about the importance of team work in entrepreneurial success.

Elaborate

Tell them – 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:** All the team members should clearly understand and be equally committed to the purpose, vision and goals of the team.

- **Great communication skills:** Team members should have the ability to express their concerns, ask questions and use diagrams, and charts to convey complex information.

- **The ability to collaborate:** Every member should feel entitled to provide regular feedback on new ideas.

- **Initiative:** The team should consist of proactive individuals. The members should have the enthusiasm to come up with new ideas, improve existing ideas, and conduct their own research.

- **Visionary members:** The team should have the ability to anticipate problems and act on these potential problem before they turn into real problems.

- **Great adaptability skills:** The team must believe that change is a positive force. Change should be seen as the chance to improve and try new things.

- **Excellent organizational skills:** The team should have the ability to develop standard work processes, balance responsibilities, properly plan projects, and set in place methods to measure progress and ROI.

Say

- Tell the participants about the communication skills. 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.

- Also tell the participants how to listen effectively.

Elaborate

Tell them – 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

How to Listen Effectively

How successfully a message gets conveyed depends entirely on how effectively you are able to get it through. An effective speaker is one who enunciates properly, pronounces words correctly, chooses the right words and speaks at a pace that is easily understandable. Besides this, the words spoken out loud need to match the gestures, tone and body language used.

What you say, and the tone in which you say it, results in numerous perceptions being formed. A person who speaks hesitantly may be perceived as having low self-esteem or lacking in knowledge of the discussed topic. Those with a quiet voice may very well be labelled as shy. And those who speak in commanding tones with high levels of clarity, are usually considered to be extremely confident. This makes speaking a very critical communication skill.

Say

- Tell the participants how to speak effectively.

Elaborate

Tell them – To speak effectively you should:

- Incorporate body language in your speech like eye contact, smiling, nodding, gesturing etc.

- Build a draft of your speech before actually making your speech.

- Ensure that all your emotions and feelings are under control.

- Pronounce your words distinctly with the correct pitch and intensity. Your speech should be crystal clear at all times.

- Use a pleasant and natural tone when speaking. Your audience should not feel like you are putting on an accent or being unnatural in any way.

- Use precise and specific words to drive your message home. Ambiguity should be avoided at all costs.

- Ensure that your speech has a logical flow.

- Be brief. Don't add any unnecessary information.

- Make a conscious effort to avoid irritating mannerisms like fidgeting, twitching etc.

- Choose your words carefully and use simple words that the majority of the audience will have no difficulty understanding.

- Use visual aids like slides or a whiteboard.

- Speak slowly so that your audience can easily understand what you're saying. However, be careful not to speak too slowly because this can come across as stiff, unprepared or even condescending.

- Remember to pause at the right moments

Say

Tell the participants about the problem solving and negotiation skills. As per The Concise Oxford Dictionary (1995), a problem is, "A doubtful or difficult matter requiring a solution". All problems contain two elements:

- Goals

- Obstacles

The aim of problem solving is to recognize the obstacles and remove them in order to achieve the goals

- Also tell the participants how to solve the problems.

Elaborate

Tell them – Solving a problem requires a level of rational thinking. Here are some logical steps to follow when faced with an issue:

- **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

Do

Discuss with the participants about the important traits for problem solving. Highly developed problem solving skills are critical for both, business owners and their employees. 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

Say

- Tell the participants about the negotiation. 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.

Elaborate

Tell them – Good negotiation skills help satisfy both parties and go a long way towards developing strong relationships.

Why Negotiate

Starting a business requires many, many negotiations. Some negotiations are small while others are critical enough to make or break a startup. Negotiation also plays a big role inside the workplace. As an entrepreneur, you need to know not only know how to negotiate yourself, but also how to train employees in the art of negotiation.

How to Negotiate

Take a look at some steps to help you negotiate:

- **Step 1:** Pre-Negotiation Preparation: Agree on where to meet to discuss the problem, decide who all will be present and set a time limit for the discussion.

- **Step 2:** Discuss the Problem: This involves asking questions, listening to the other side, putting your views forward and clarifying doubts.

- **Step 3:** Clarify the Objective: Ensure that both parties want to solve the same problem and reach the same goal.

- **Step 4:** Aim for a Win-Win Outcome: Try your best to be open minded when negotiating. Compromise and offer alternate solutions to reach an outcome where both parties win.

- **Step 5:** Clearly Define the Agreement: When an agreement has been reached, the details of the agreement should be crystal clear to both sides, with no scope for misunderstandings.

- **Step 6:** Implement the Agreed Upon Solution: Agree on a course of action to set the solution in motion.

Say

- Now tell the participants about the Business opportunities Identification.

Elaborate

Tell them – The ability to identify business opportunities is an essential characteristic of an entrepreneur.

What is an Opportunity?

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.

Common Questions Faced by Entrepreneurs

A critical question that all entrepreneurs face is how to go about finding the business opportunity that is right for them.

Some common questions that entrepreneurs constantly think about are:

• Should the new enterprise introduce a new product or service based on an unmet need?

• Should the new enterprise select an existing product or service from one market and offer it in another where it may not be available?

• Should the enterprise be based on a tried and tested formula that has worked elsewhere?

It is therefore extremely important that entrepreneurs must learn how to identify new and existing business opportunities and evaluate their chances of success.

Say

• Now tell the participants about the Entrepreneurship Support eco-system.

Elaborate

Tell them – 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

Types of Entrepreneurs

There are four main types of entrepreneurs:

• The Traditional Entrepreneur

• The Growth Potential Entrepreneur

• The Project-Oriented Entrepreneur

- The Lifestyle Entrepreneur

Characteristics of an Entrepreneur

- 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

Do ✓

Discuss with the participants about the Entrepreneur Success Stories.

Dhiru Bhai Ambani

Dhirubhai Ambani began his entrepreneurial career by selling "bhajias" to pilgrims in Mount Girnar on weekends. At 16, he moved to Yemen where he worked as a gas-station attendant, and as a clerk in an oil company. He returned to India with Rs. 50,000 and started a textile trading company. Reliance went on to become the first Indian company to raise money in global markets and the first Indian company to feature in Forbes 500 list.

Dr. Karsanbhai Patel

Karsanbhai Patel made detergent powder in the backyard of his house. He sold his product door-to-door and offered a money back guarantee with every pack that was sold. He charged Rs. 3 per kg when the cheapest detergent at that time was Rs.13 per kg. Dr. Patel eventually started Nirma which became a whole new segment in the Indian domestic detergent market.

Say 💬

- Now tell the participants about the Entrepreneurial Process.

Elaborate

Tell them – 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.

Take a look at the diagram below to get a better idea of this process.

Say

- Now tell the participants about the Entrepreneur. 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.

Elaborate

Tell them – These players nurture and sustain the new ventures, facilitating the entrepreneurs' efforts.

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.

These domains indicate whether there is a strong entrepreneurship support ecosystem and what actions should the government put in place to further encourage this ecosystem. The six domains and their various elements have been graphically depicted.

Every entrepreneurship support ecosystem is unique and all the elements of the ecosystem are interdependent. Although every region's entrepreneurship ecosystem can be broadly described by the above features, each ecosystem is the result of the hundred elements interacting in highly complex and particular ways.

Entrepreneurship ecosystems eventually become (largely) self-sustaining. When the six domains are resilient enough, they are mutually beneficial. At this point, government involvement can and should be significantly minimized. Public leaders do not need to invest a lot to sustain the ecosystem. It is imperative that the entrepreneurship ecosystem incentives are formulated to be self-liquidating, hence focusing on sustainability of the environment.

Say

- Now tell the participants about the Government's role in the Entrepreneurship Ecosystem. Encouraging new ventures is a major focus for policymakers. Governments across the world are recognizing that new businesses flourish in distinctive types of supportive environments.

Elaborate

Tell them – Policymakers should study the scenario and take into account the following points whilst they formulate policies and regulations that enable successful entrepreneurship support ecosystems.

- Policymakers should avoid regulations that discourage new entrants and work towards building efficient methods for business startups. Policies and regulations that favour existing, dominant firms over entrepreneurial ventures restrict competition and obstruct entry for new companies.

- Instead of developing policies conceptually intended to correct market failures, policymakers should interact with entrepreneurs and understand the challenges faced by them. The feedback should be used to develop policies that incite idea exploration, product development and increased rates of deal flow.

- Entrepreneurial supporters should create a database that enables identifying who the participants in the ecosystem are and how they are connected. These ecosystem maps are useful tools in developing engagement strategies.

- Disruptions are unavoidable in economic and social life. However, it's important to note that economic disruption gives rise to entrepreneurial opportunities. Architects of the entrepreneurship ecosystems (entrepreneurs, mentors, policymakers and consumers,) should anticipate these dips, thus capitalizing on the opportunities they create.

The need for effective strategies to enable local entrepreneurship support ecosystems is a practical one. Better understanding of the actual ecosystems provides a framework within which policy makers can ask relevant questions, envisage more efficient approaches, and assess ensuing outcomes.

Say

- Now tell the participants about the Snapshot of the Entrepreneurship Ecosystem in India. Entrepreneurship has earned a newfound respect in India. Many Indians, with exposure to the world of business, who traditionally would have opted for a job, are setting up their own ventures. Many elements of the entrepreneurship ecosystem are beginning to come together. For example, increase in venture capitalists, government schemes and incubators, academia industry linkages, and emerging clusters and support to rural economy.

Elaborate

Tell them – Policymakers should study the scenario and take into account the following points whilst they formulate policies and regulations that enable successful entrepreneurship support ecosystems.

- We need to review our attitude towards failures and accept them as learning experiences.
- We must encourage the educated to become entrepreneurs and provide students in schools and colleges with entrepreneurship skills.
- Universities, research labs and the government need to play the role of enablers in the entrepreneurship support ecosystem.
- Policymakers need to focus on reducing the obstacles such as corruption, red tape and bureaucracy.
- We need to improve our legal systems and court international venture capital firms and bring them to India.
- We must devise policies and methods to reach the secondary and tertiary towns in India, where people do not have access to the same resources available in the cities.

Today, there is a huge opportunity in this country to introduce innovative solutions that are capable of scaling up, and collaborating within the ecosystem as well as enriching it.

Say

- Now tell the participants about the Make in India Campaign.

Elaborate

Tell them – Every entrepreneur has certain needs. Some of their important needs are:

- To easily get loans
- To easily find investors
- To get tax exemptions
- To easily access resources and good infrastructure
- To enjoy a procedure that is free of hassles and is quick

- To be able to easily partner with other firms

The Make in India campaign, launched by Prime Minister Modi aims to satisfy all these needs of young, aspiring entrepreneurs. Its objective is to:

- Make investment easy

- Support new ideas

- Enhance skill development

- Safeguard the ideas of entrepreneurs

- Create state-of-the-art facilities for manufacturing goods

Say

- Now tell the participants about the Risk Appetite and Resilience.

Elaborate

Entrepreneurship and Risk

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.

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.

The levels of risk appetite can be broadly categorized as "low", "medium" and "high." The company's entrepreneur(s) have to evaluate all potential alternatives and select the option most likely to succeed. Companies have varying levels of risk appetites for different objectives. The levels depend on:

- The type of industry

- Market pressures

- Company objectives

For example, a startup with a revolutionary concept will have a very high risk appetite. The startup can afford short term failures before it achieves longer term success. This type of appetite will not remain constant and will be adjusted to account for the present circumstances of the company.

Say 💬

- Now tell the participants about the Success and Failures. Understanding Successes and Failures in Entrepreneurship.

Elaborate ☸

Tell them – Shyam is a famous entrepreneur, known for his success story. But what most people don't know, is that Shyam failed numerous times before his enterprise became a success. Read his interview to get an idea of what entrepreneurship is really about, straight from an entrepreneur who has both, failed and succeed

Interviewer: Shyam, I have heard that entrepreneurs are great risk-takers who are never afraid of failing. Is this true?

Shyam: Ha ha, no of course it's not true! Most people believe that entrepreneurs need to be fearlessly enthusiastic. But the truth is, fear is a very normal and valid human reaction, especially when you are planning to start your own business! In fact, my biggest fear was the fear of failing. The reality is, entrepreneurs fail as much as they succeed. The trick is to not allow the fear of failing to stop you from going ahead with your plans. Remember, failures are lessons for future success!

Interviewer: What, according to you, is the reason that entrepreneurs fail?

Shyam: Well, there is no one single reason why entrepreneurs fail. An entrepreneur can fail due to numerous reasons. You could fail because you have allowed your fear of failure to defeat you. You could fail because you are unwilling to delegate (distribute) work. As the saying goes, "You can do anything, but not everything!" You could fail because you gave up too easily – maybe you were not persistent enough. You could fail because you were focusing your energy on small, insignificant tasks and ignoring the tasks that were most important. Other reasons for failing are partnering with the wrong people, not being able to sell your product to the right customers at the right time at the right price... and many more reasons!

Interviewer: As an entrepreneur, how do you feel failure should be looked at?

Shyam: I believe we should all look at failure as an asset, rather than as something negative. The way I see it, if you have an idea, you should try to make it work, even if there is a chance that you will fail. That's because not trying is failure right there, anyway! And failure is not the worst thing that can happen. I think having regrets because of not trying, and wondering 'what if' is far worse than trying and actually failing.

Interviewer: How did you feel when you failed for the first time?

Shyam: I was completely heartbroken! It was a very painful experience. But the good news is, you do recover from the failure. And with every subsequent failure, the recovery process gets a lot easier. That's because you start to see each failure more as a lesson that will eventually help you succeed, rather than as an obstacle that you cannot overcome. You will start to realize that failure has many benefits.

Interviewer: Can you tell us about some of the benefits of failing?

Shyam: One of the benefits that I have experienced personally from failing is that the failure made me see things in a new light. It gave me answers that I didn't have before. Failure can make you a lot stronger. It also helps keep your ego in control.

Interviewer: What advice would you give entrepreneurs who are about to start their own enterprises?

Shyam: I would tell them to do their research and ensure that their product is something that is actually wanted by customers. I'd tell them to pick their partners and employees very wisely and cautiously. I'd tell them that it's very important to be aggressive – push and market your product as aggressively as possible. I would warn them that starting an enterprise is very expensive and that they should be prepared for a situation where they run out of money.

I would tell them to create long term goals and put a plan in action to achieve that goal. I would tell them to build a product that is truly unique. Be very careful and ensure that you are not copying another startup. Lastly, I'd tell them that it's very important that they find the right investors.

Interviewer: That's some really helpful advice, Shyam! I'm sure this will help all entrepreneurs to be more prepared before they begin their journey! Thank you for all your insight!

Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

UNIT 6.6: Preparing to be an Entrepreneur

Unit Objectives ◎

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

1. Discuss how market research is carried out
2. Describe the 4 Ps of marketing
3. Discuss the importance of idea generation
4. Recall basic business terminology
5. Discuss the need for CRM
6. Discuss the benefits of CRM
7. Discuss the need for networking
8. Discuss the benefits of networking
9. Understand the importance of setting goals
10. Differentiate between short-term, medium-term and long-term goals
11. Discuss how to write a business plan
12. Explain the financial planning process
13. Discuss ways to manage your risk
14. Describe the procedure and formalities for applying for bank finance
15. Discuss how to manage your own enterprise
16. List important questions that every entrepreneur should ask before starting an enterprise

Resources to be Used ⚙

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

Do ✓

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about Preparing to be an Entrepreneur.

Say

- Tell the participants about the market study.

Elaborate

Understanding Market Research

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.

Say

- Tell the participants about the 4 Ps of marketing.

Elaborate

Tell them –The 4 Ps of marketing are:

- Product,

- Price,

- Promotion and

- Place.

Let's look at each of these 4 Ps in detail.

Say

- Tell the participants about the Business entity concepts. If your aim is to start and run a business, it is crucial that you have a good understanding of basic business terms.

Elaborate

Tell them – Every entrepreneur should be well versed in the following terms:

- Accounting: A systematic method of recording and reporting financial transactions.

- Accounts payable: Money owed by a company to its creditors.

- Accounts Receivable: The amount a company is owed by its clients.

- Assets: The value of everything a company owns and uses to conduct its business.

- Balance Sheet: A snapshot of a company's assets, liabilities and owner's equity at a given moment.

Say

- Tell the participants about the CRM. 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.

Elaborate

The 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.

Benefits of CRM

CRM has a number of important benefits:

- It helps improve relations with existing customers which can lead to:
- Increased sales
- Identification of customer needs
- Cross-selling of products
- It results in better marketing of one's products or services
- It enhances customer satisfaction and retention
- It improves profitability by identifying and focusing on the most profitable customers

Say

- Tell the participants about the Networking. 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.

Elaborate

Tell them – Networking can be based on referrals and introductions, or can take place via phone, email, and social and business networking websites.

The 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. Benefits of Networking

Networking offers numerous benefits for entrepreneurs. Some of the major benefits are:

- Getting high quality leads
- Increased business opportunities
- Good source of relevant connections
- Advice from like-minded entrepreneurs
- Gaining visibility and raising your profile
- Meeting positive and enthusiastic people
- Increased self-confidence
- Satisfaction from helping others
- Building strong and lasting friendships

Say 💬

- Tell the participants about the Business Plans. Setting goals is important because it gives you long-term vision and short-term motivation. Goals can be short term, medium term and long term.

Elaborate ⚙️

Tell them – Short-Term Goals

- These are specific goals for the immediate future. Example: Repairing a machine that has failed. Medium-Term Goals
- These goals are built on your short term goals.
- They do not need to be as specific as your short term goals.

Example: Arranging for a service contract to ensure that your machines don't fail again.

Long-Term Goals

These goals require time and planning. They usually take a year or more to achieve.

Example: Planning your expenses so you can buy new machinery

Why Create a Business Plan

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.

Say 💬

- Tell the participants about the Elements of a Business Plans. The executive summary follows the title page. The summary should clearly state your desires as the business owner in a short and businesslike way. It is an overview of your business and your plans. Ideally this should not be more than 1-2 pages.

Elaborate ⚙

Tell them – Your Executive Summary should include:

- The Mission Statement: Explain what your business is all about.

- Example: Nike's Mission Statement

- Nike's mission statement is "To bring inspiration and innovation to every athlete in the world."

- Company Information: Provide information like when your business was formed, the names and roles of the founders, the number of employees, your business location(s) etc.

- Growth Highlights: Mention examples of company growth. Use graphs and charts where possible.

- Your Products/Services: Describe the products or services provided.

- Financial Information: Provide details on current bank and investors.

- Summarize future plans: Describe where you see your business in the future.

Say 💬

- Tell the participants what Information Should Entrepreneurs Offer Banks for Funding. 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.

Elaborate ⚙

Tell them – 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.

General Credentials

This is where you, as an entrepreneur, provide the bank with background information on yourself. Such information includes:

- **Letter(s) of Introduction:** This letter should be written by a respected business person who knows you well enough to introduce you. The aim of this letter is set across your achievements and vouch for your character and integrity.

- **Your Profile:** This is basically your resume. You need to give the bank a good idea of your educational achievements, professional training, qualifications, employment record and achievements.

- **Business Brochure:** A business brochure typically provides information on company products, clients, how long the business has been running for etc.

- **Bank and Other References:** If you have an account with another bank, providing those bank references is a good idea.

- **Proof of Company Ownership or Registration:** In some cases, you may need to provide the bank with proof of company ownership and registration. A list of assets and liabilities may also be required.

Financial Situation

Banks will expect current financial information on your enterprise. The standard financial reports you should be prepared with are:

- Balance Sheet

- Profit-and-Loss Account

- Cash-Flow Statement

- Projected Sales and Revenues

- Business Plan

- Feasibility Study

Guarantees or Collaterals

Usually banks will refuse to grant you a loan without security. You can offer assets which the bank can seize and sell off if you do not repay the loan. Fixed assets like machinery, equipment, vehicles etc. are also considered to be security for loans.

Say 💬

- Tell the participants about the landing criteria of banks.

Elaborate ☸

Tell them – Your request for funding will have a higher chance of success if you can satisfy the following lending criteria:

- Good cash flow

- Adequate shareholders' funds

- Adequate security

- Experience in business

- Good reputation

The Procedure

To apply for funding the following procedure will need to be followed.

- Submit your application form and all other required documents to the bank.
- The bank will carefully assess your credit worthiness and assign ratings by analyzing your business information with respect to parameters like management, financial, operational and industry information as well as past loan performance.
- The bank will make a decision as to whether or not you should be given funding.

Say

- Tell the participants about the Enterprise Management. To manage your enterprise effectively you need to look at many different aspects, right from managing the day-to-day activities to figuring out how to handle a large scale event.

Elaborate

Tell them – Let's take a look at some simple steps to manage your company effectively.

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.

Say

- Tell the participants about Considering Entrepreneurship.

Elaborate

- Tell them – Questions to Ask Yourself before Considering Entrepreneurship:
- Why am I starting a business?
- What problem am I solving?

- Have others attempted to solve this problem before? Did they succeed or fail?
- Do I have a mentor1 or industry expert that I can call on?
- Who is my ideal customer2?
- Who are my competitors3?
- What makes my business idea different from other business ideas?
- What are the key features of my product or service?
- Have I done a SWOT4 analysis?
- What is the size of the market that will buy my product or service?
- What would it take to build a minimum viable product5 to test the market?
- How much money do I need to get started?
- Will I need to get a loan?
- How soon will my products or services be available?
- When will I break even6 or make a profit?
- How will those who invest in my idea make a profit?
- How should I set up the legal structure7 of my business?
- What taxes8 will I need to pay?
- What kind of insurance9 will I need?
- Have I reached out to potential customers for feedback

Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

7. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria
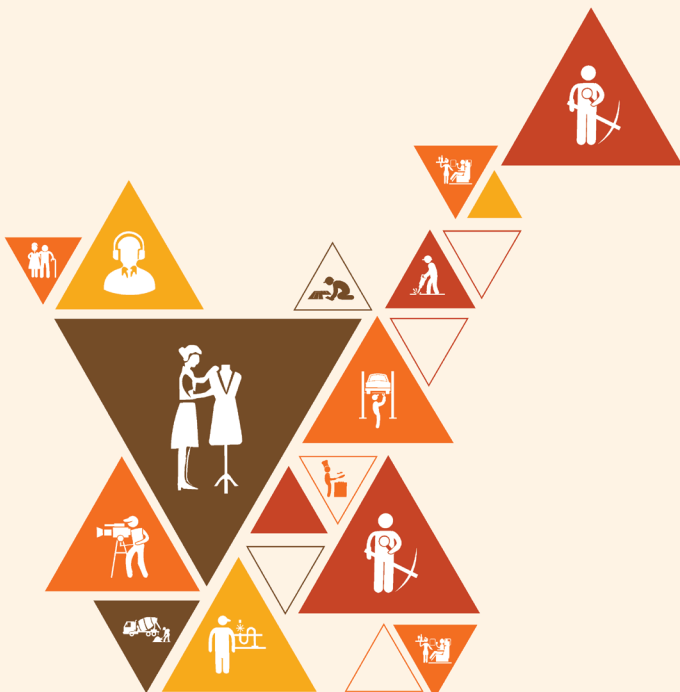
Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	CRM Domestic Non-Voice		
Qualification Pack Name & Ref. ID	SSC/Q2211		
Version No.	1.0	**Version Update Date**	31/03/2016
Pre-requisites to Training	10th Standard		
Training Outcomes	By the end of this program, the participants will be able to: 1. Deal remotely with customer queries-Domestic 2. Manage your work to meet requirements 3. Maintain a healthy, safe and secure working environment		

Sl. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
1	Introduction	Introduction to IT-ITeS Sector	• Learn about It-IteS Sector • Discuss IT and ITeS industry in India • Familiarise with the role of a CCE- CRM Domestic Non Voice	Bridge Module	• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	
		Introduction to the Training Program	• Explain the purpose of the training program.	Bridge Module	• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc	
		Role of CRM Domestic Non-Voice	• Discuss the roles and responsibilities of CRM Domestic Non Voice • Explain how to keep oneself updated about industry • Explain the personal attributes of a CCE • Discuss about the career ladder of CCE.	Bridge Module	• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	
2.	Core/Generic Skills	Industry Specific Concepts	• Explain the importance of customer service. • Discuss how to maintain data confidentiality. • Explain what is a CRM tool.	Bridge Module	• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	
			• Develop typing skills	Bridge Module	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	
		Language Skills	• Familiarise with two basic sounds in the English language • Learn about vowel variants.	Bridge Module	• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	
			• Perform pronunciation activity of vowel sounds. • Identify sounds • Identify short vowel sounds • Identify long vowel sounds • Practice vowel variants	Bridge Module	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	

			• Practice vowel-consonant variants • Identify consonant sounds • Identify common consonant blends • Discuss about articulation of letters of the English alphabet.				
3.	Deal Remotely with Customer Queries	Introduction to Dealing with the Customer and Greet the Customer	• Learn how a CCE can be effective • Explain how to open a chat/email conversation.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	4 hours
			• Familiarize with the tips for effective chats	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2 hours
			• Practice how to be an effective CCE.	Practical Lab	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8 hours
			• Practice how to start a chat.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8 hours
			• Follow the tips for effective chats.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8 hours
		Address Customer Issues	• Provide an introduction about QRC. • Provide an introduction about probing technique.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	8 hours
			• Discuss about Probing technique.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8 hours
			• Categorise customer queries, requests and complaints.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8 hours

		Dealing with QRC	• Provide an overview on how to deal with QRC.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	8 hours
			• Role play how to deal with QRC.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8 hours
			• Identify common customer query types.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8 hours
		Escalation	• Explain how to work with difficult customers • Define Escalation	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	8 hours
			• Role play how to deal with difficult customers.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8 hours
			• Role play how to escalate query.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8 hours
			• Discuss the points to keep in mind during escalation.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8 hours
		Customer Feedback	• Define customer feedback. • List advantages of taking customer feedback.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	8 hours
			• Identify how to take customer feedback.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8 hours

			• Identify the importance of taking feedback.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8 hours
			• Identify how taking feedback helps.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8 hours
		Closing the Chat	• Discuss how to estimate customer satisfaction and how to close the chat.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	8 hours
			• Practice how to close the chat.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8 hours
			• Identify the points to be kept in mind while closing the chat.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8 hours
		Core and Generic Skills to Work Effectively	• Define communication • Explain 7 C's of communication. • Explain the importance of paying attention to details. • Define reading skills • Explain the importance of reading skills required for a CCE.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	6 hours
			• List and explain the techniques for good reading skills. • Define writing skills • Explain the importance of writing skills required for a CCE. • Explain the importance of writing skills.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	8 hours

			• Demonstrate and explain the diagram of communication.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8 hours
			• Practice reading skills.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8 hours
			• Practice writing skills.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8 hours
			• Discuss about decision making.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8 hours
			• Discuss about planning and organising of work.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8 hours
			• Discuss about customer centricity.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8 hours
			• Discuss about problem solving.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8 hours
			• Discuss about analytical and critical thinking.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8 hours

			• Discuss about teamwork.	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8 hours
4	Manage Your Work to Meet Requirement	Manage Your Work to Meet Requirements	• Establish and agree your work requirements with appropriate people • Discuss the required skills to manage work to meet requirements.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5 hours
			• Discuss how to understand your work to meet requirements.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	8 hours
		Code of Conduct of a CCE	• Explain the code of conduct of a CCE.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5 hours
			• Identify the required resources for work. • Discuss how to use resources correctly and efficiently.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	5 hours
			• Demonstrate how to keep your work area clean and tidy.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	5 hours

		Organisational Procedures and Policies	• Provide a brief description of Organisational procedures and policies.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5 hours
			• Discuss in detail about organisational procedures and policies.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	8 hours
		Planning and Organising	• Define planning and organising.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5 hours
			• Identify the limits of your responsibilities.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	5 hours
			• Follow organization's policies, procedures and priorities for area of work and your role & responsibilities in carrying out your work.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	8 hours
			• Discuss how to plan and organize work to achieve targets and deadlines.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	5 hours

		Working Effectively in Teams	• Discuss the importance of working effectively in a team. • Identify from whom to obtain guidance and when this may be required.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5 hours
			• Develop strategies to work effectively in teams.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	8 hours
			• Discuss the purpose of keeping others updated with the progress of your work.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	5 hours
		Core and Generic Skills to Work Effectively	• Discuss communi-cation skills • Discuss profession-al skills.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5 hours
			• Read instructions, guidelines/ procedures.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	4 hours

					SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.		• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	4 hours
				• Communicate orally with colleagues.					
				• Discuss how to make decisions.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.		• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	5 hours
5.	Maintain a Healthy, Safe and Secure Working Environment	Hazards at Workplace		• Provide an introduction of Hazards at workplace	SSC/N9003 PC5, KA2, KA3, KA5, KB2.		• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5 hours
				• Identify physical hazards • Discuss how to deal with occupational hazards. • Prepare checklist for workstations.	Practical Lab		• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection	8 hours
				• Prepare checklist for work environment • Discus norms and services of govt. agencies.	SSC/N9003 PC5, KA2, KA3, KA5, KB2.		• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	8 hours
		Dealing with Emergencies		• Explain what is an emergency evacuation.	SSC/N9003 PC5, KA2, KA3, KA5, KB2.		• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5 hours

			• Discuss about emergencies at workplace • Discuss how to deal with medical emergencies.	SSC/N9003 PC5, KA2, KA3, KA5, KB2.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	8 hours
			• Discuss the procedure to assist someone who is bleeding. • Discuss the procedure to assist someone who has fainted • Discuss the procedure to assist someone who is in shock. • Discuss the procedure to assist someone who is suffering from muscle cramps.	SSC/N9003 PC5, KA2, KA3, KA5, KB2.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	8 hours
			• Demonstrate the steps to be followed when assisting someone suffering from strain or sprain. • Demonstrate the steps to be followed when assisting someone suffering from a fracture or dislocation. • Discuss the procedure to assist someone suffering from an asthma attack. • Discuss the procedure to assist someone who has been bitten by an animal.	SSC/N9003 PC5, KA2, KA3, KA5, KB2.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	6 hours

6.	Employability and Entrepreneurship skills	Personal Strengths & Value Systems	• Explain the meaning of health • List common health issues • Discuss tips to prevent common health issues • Explain the meaning of hygiene • Understand 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 • Understand 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 how to maintain a positive attitude • Discuss the role of attitude in self-analysis • 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	Bridge Module	• Power-point presentation • Facilitator- led - discussion • Audio- visuals Image Practicals	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	4.5 hours

			• Demonstrate tips to prevent health issues. • Demonstrate safety tips to design a safe workplace. • Discuss effective time management techniques.	Bridge Module	• Practical Lab	Workbook exercises on health standards, Laptop, activity on strengths and weaknesses, white board, marker, projector.	4 hours
		Digital Literacy: A Recap	• 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 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	Bridge Module	• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	1 hour
			• Demonstrate basic parts of a computer. • Demonstrate basic parts of a keyboard. • Discuss the main applications of MS Office.	Bridge Module	• Practical Lab	Laptop, white board, marker, projector,CPU, Monitor,keyboard, mouse, MS Office software, E-Wallet soft wares such as Pay TM, SBI buddy etc.	3 hours
		Money Matters	• Discuss the importance of saving money • Discuss the benefits of saving money • Discuss the main types of bank accounts • 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 main types of electronic funds transfers	Bridge Module	• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	6 hours
			• Discuss the process of opening a bank account. • Discuss the uses of online banking	Bridge Module	• Practical Lab	Laptop, white board, marker, projector, Passport, Driving License, Voter ID card, PAN card, Aadhaar card, sample KYC document, bank opening form (can be downloaded from the Internet).	2 hours

		Preparing for Employment and Self Employment	• Discuss the steps to prepare for an interview • Discuss the steps to create an effective Resume • Discuss the most frequently asked interview questions • Discuss basic workplace terminology	Bridge Module	• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2 hours
			• Role play how to prepare for an interview. • Discuss how to answer the most frequently asked interview questions	Bridge Module	• Practical Lab	Laptop, white board, marker, projector, sample CVs, Mock interviews, role plays, role play briefs, FAQs, quiz on basic workplace technologies.	4 hours
		Understanding Entrepreneur-ship	• 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 • Understand 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 government's role in the entrepreneurship ecosystem	Bridge Module	• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2.5 hours

			• Discuss the current entrepreneurship ecosystem in India • Understand the purpose of the Make in India campaign • 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			
			• Role play how to listen effectively. • Role play how to speak effectively. • Role play how to negotiate.	Bridge Module	• Practical Lab	Laptop, white board, marker, projector, SWOT activity: pen and paper individual exercise, charts, coloured pens, Group Activity: poster making on entrepreurship ecosystem. Activity: SMART Goal writing.	4.5 hours
		Preparing to be an Entrepreneur	• 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 • Understand the importance of setting goals • Differentiate between short-term, medium-term and long-term goals • Explain the financial planning process • Discuss ways to manage your risk • Discuss how to manage your own enterprise	Bridge Module	• Power-point presentation • Facilitator- led - discussion • Audio- visuals • Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2.5 hours
			• Discuss how to write a business plan. • Discuss the procedure and formalities for applying for bank finance • List and discuss important questions that every entrepreneur should ask before starting an enterprise.	Bridge Module	• Practical Lab	Laptop, white board, marker, projector, SWOT activity: pen and paper individual exercise, charts, coloured pens, Group Activity: poster making on entrepreurship ecosystem. Activity: SMART Goal writing.	4.5 hours
Total Duration						440 hours

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for CRM Domestic Non-Voice	
Job Role	CRM Domestic Non-Voice
Qualification Pack	SSC/Q2211
Sector Skill Council	IT-ITeS

Sr. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack (QP) will be created by the Sector Skill Council (SSC). Each performance criteria (PC) will be assigned Theory and Skill/Practical marks proportional to its importance in NOS.
2	The assessment will be conducted online through assessment providers authorised by SSC.
3	Format of questions will include a variety of styles suitable to the PC being tested such as multiple choice questions, fill in the blanks, situational judgment test, simulation and programming test.
4	To pass a QP, a trainee should pass each individual NOS. Standard passing criteria for each NOS is 70%.
5	For latest details on the assessment criteria, please visit www.sscnasscom.com.

Assessable Outcomes	Assessment criteria for the outcome	Total Mark	Out of	Marks Allocation	
				Theory	Skills Practical
1.SSC/N3021 (Deal remotely with customer queries - Domestic)	PC1. greet customers and verify their details, following your organization's procedures		12.5	2.5	10
	PC2. read carefully, summarize, and obtain **customer** confirmation of, your understanding of queries		12.5	2.5	10
	PC3. express your concern for any difficulties caused and your commitment to resolving queries		15	0	15
	PC4. record and categorize queries accurately using your organization's query management tool		5	0	5
	PC5. refer queries outside your area of competence or authority promptly to appropriate people	120	2.5	0	2.5
	PC6. access your organization's knowledge base for solutions to queries, where available		2.5	0	2.5
	PC7. resolve queries within your area of competence or authority in line with organizational guidelines and service level agreements (SLAs)		15	0	15
	PC8. obtain advice and guidance from appropriate people, where necessary		2.5	0	2.5
	PC9. obtain confirmation from customers that queries have been resolved to their satisfaction		10	0	10

Criteria for Assessment of Trainees

	PC10. record the resolution of queries accurately using your organization's query management tool		35	15	20
	PC11. comply with relevant standards, policies, procedures and guidelines when dealing remotely with customer queries		7.5	0	7.5
		Total	120	20	100
2.SSC/N9001 (Manage your work to meet requirements)	PC1. establish and agree your work requirements with appropriate people		10	5	5
	PC2. keep your immediate work area clean and tidy		5	0	5
	PC3. utilize your time effectively		5	5	0
	PC4. use resources correctly and efficiently		5	2	3
	PC5. treat confidential information correctly	40	5	0	5
	PC6. work in line with your organization's policies and procedures		2.5	0	2.5
	PC7. work within the limits of your job role		2.5	0	2.5
	PC8. obtain guidance from appropriate people, where necessary		2.5	0	2.5
	PC9. ensure your work meets the agreed requirements		2.5	0	2.5
		Total	40	12	28
3.SSC/N9003 (Maintain a healthy, safe and secure working environment)	PC1. comply with your organization's current health, safety and security policies and procedures		10	5	5
	PC2. report any identified breaches in health, safety, and security policies and procedures to the designated person		5	0	5
	PC3. identify and correct any hazards that you can deal with safely, competently and within the limits of your authority		10	5	5
	PC4. report any hazards that you are not competent to deal with to the relevant person in line with organizational procedures and warn other people who may be affected	40	5	0	5
	PC5. follow your organization's emergency procedures promptly, calmly, and efficiently		5	0	5
	PC6. identify and recommend opportunities for improving health, safety, and security to the designated person		2.5	0	2.5
	PC7. complete any health and safety records legibly and accurately		2.5	0	2.5
		Total	40	10	30

Pre-Training Hours recommended for Persons with Speech and Hearing Impairment (SHI)

Sr. No.	MODULE	THEORY (hours)	PRACTICAL (hours)	TOTAL (hours)
1	Learn Basic Indian SignLanguage (ISL)	15	12	27
2	Use Basic English	27	12	39
3	Personal and Social Skill	9	3	12
4	Professional EthicalBehaviour in the Workplace	9	3	12
5	Developing Keyboarding Skills	0	30	30
	Total	60	60	120

- Please note that Point 5 in the table (Developing Keyboarding Skills), are applicable only for the job roles that have an IT Skills component.

Module Details

Module 1: Learn Basic Indian Sign Language (ISL)

Mapped to: Bridge Module

Terminal Outcomes:
- Communicate usin asic Indian Si n Lan ua e.

Duration: 15:00	Duration: 12:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss the re ional differences in si ns used in Indian Si n Lan ua e. • Descri e ways to reet and respond to others. • plain si nificance of facial e pressions and estures in enhancin meanin of si ned words. • Discuss the eneral sentence rules used while si nin	• Demonstrate introductions and reetin s usin Indian Si n lan ua e • Demonstrate use of fin er spellin s in ISL for e ample: names, places and a re iations. • press simple actions and feelin usin ISL. • press information related to time, directions, num ers and currency usin ISL. • press information related to self-usin ISL. e. ., name, nati e place, city, state, family mem ers, work etc.
Classroom Aids	
Laptop, white oard, marker, pro ector	
Tools, Equipment and Other Requirements	
LCD V, Visual curricula, ssisti e id/Ser ice, i-Li e, Captions First, Captions 2020, Closed Capp, Let s alk	

Module 2: Use Basic English

Mapped to: Bridge Module

Terminal Outcomes:

- pply knowled e of asic n lish to interpret information recei ed and respond accordin ly.
- Reco nise familiar words and asic phrases concernin self, family mem ers and immediate workplace.
- Read and Write simple sentences in n lish a out self, acti ities planned and e ents of the day.

Duration: 27:00	*Duration: 12:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Reco nise words and phrases related to formal and informal reetin s. - Reco nise simple personal information a out self and others when shared in writin e. ., name, a e, place of residence etc. . - Reco nise ery simple words related to home, nei h ourhoods, e eryday o ects, market place, names of the days of the week, months, time, directions, clothes food and drinks. - Reco nise simple pronouns he/she/ we / they . - Comprehend asic ho y related er s like playin , sin in , dancin . - Reco nise common er s related to mo ement of transport e. ., uses run, oats sail . - Reco nise words related to common feelin s and emotions. e. ., sad, unhappy, depressed, irritated, furious, an ry . - Reco nise familiar en lish words and phrases used in the workplace especially as instructions related to direction, safety instructions, date and time etc. oca ulary: stop, close the door etc. .	- Write asic personal information a out self and others such as names, date of irth, id num ers, address, nationality, marital status . - se simple words related to common diseases in sentences e. ., cold, cou h, headache, fe er, pain etc . - Write simple sentences usin names of e eryday o ects, places, directions. e. ., i li e in delhi. . - Write words related to professions. like acancy, sale, associate, mana er, super isor, file etc . - Write words and short phrases to descri e tra el, holidays and acations. - Frame written answer to simple uestions related to self, food preferences, feelin s etc. - Identify and read health, safety, security si na e in en lish at works and pu lic places or on ad ets and appliances when accompanied y related ima es or raphics. - Read asic familiar words and phrases to identify areas of work, responsi ilities and workin relationships. - Read and write simple sentences descri in acti ities planned for the ne t Day/week/month etc.
Sample Classroom Aids	
Laptop, white oard, marker, pro ector	
Tools, Equipment and Other Requirements	
LCD V, Visual curricula, ssisti e id/Ser ice, i-Li e, Captions First, Captions 2020, Closed Capp, Let s alk	

Module 3: Personal and Social Skill

Mapped to: Bridge Module

Terminal Outcomes:

- ana e Professional and Social eha iour.

Duration: 09:00	Duration: 03:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss the importance of professional appearance and eha iour at workplace. - Discuss the importance of followin social eti uette in formal and informal settin s. - plain the principles of communication. - Discuss the arriers to effecti e communication and ways to o ercome these. - Discuss the importance of mana in stress.	- Display professional appearance. - Demonstrate formal and informal communication eti uettes/ estures/ ody lan ua e in dealin with seniors/peers or clients. - Demonstrate ways to mana e stress as per choice like reathin e ercises/ spendin time with friends etc. - Create a method for stress mana ement with reference to self y listin techni ues/steps.
Classroom Aids	
Laptop, white oard, marker, pro ector	
Tools, Equipment and Other Requirements	
LCD V, Visual curricula, ssisti e id/Ser ice, i-Li e, Captions First, Captions 2020, Closed Capp, Let s alk	

Module 4: Professional & Ethical Behaviour in the Workplace

Mapped to: Bridge Module

Terminal Outcomes:

- aintain professional and ethical eha iour in the work en ironment.

Duration: 09:00	Duration: 03:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss the importance of Completin task/assi nments on time/ y prioriti in . • Discuss the importance and challen es of team work in an or anisation to achie e oals. • Discuss the importance of seekin assistance from peers and super isor when re uired. • utline the importance of maintainin pri acy and confidentiality. • Discuss situations that may lead to conflict of interest with peers/or ani ation and ways to resol es them.	• Prepare a work schedule prioritisin i en tasks. • Demonstrate effecti e team eha iour to accomplish a i en task. • List acti ities/write to seekapplication assistance of super isor/peers.
Classroom Aids	
Laptop, white oard, marker, pro ector	
Tools, Equipment and Other Requirements	
LCD V, Visual curricula, ssisti e id/Ser ice, i-Li e, Captions First, Captions 2020, Closed Capp, Let s alk	

Pre- rainin Hours recommended for Persons with Low Vision LV

Sr. No.	MODULE	THEORY (hours)	PRACTICAL (hours)	TOTAL (hours)
1	Learn Basic n lish	21	24	45
2	se Smart Phone	3	18	21
3	Learn asic raille	3	21	24
3	Computer rainin	30	120	150
	otal	57	183	240

- Please note that Point 3 in the ta le Computer rainin , are applica le only for the o roles that ha e an I Skills component.
- In addition to the a o e Pre- rainin odules, for each o role, 1/3rd increase of the Nos wise total domain practical duration in the trainin hours has een recommended for Persons with Low Vision.

Module 1: Learn Basic English

Mapped to: Bridge Module

Terminal Outcomes:

pply knowled e of Basic n lish to interpret information recei ed and respond accordin ly.
Reco ni e familiar words and asic phrases concernin self, family mem ers, and immediate workplace.
Read and write simple sentences in n lish a out self, acti ities planned, and e ents o f the day.

Duration: 21:00	Duration: 24:00
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
Identify and write lpha et and Letters. Identify arious owel and consonant sounds in arious words. Reco ni e words and phrases related to formal and informal reetin s. Reco ni e simple personal information a out self and others e. . name, a e, place of residence etc. . Reco ni e ery simple words related to home, nei h orhoods, e eryday o ects, market place, names of the days of the week, months, time, directions, clothes, food, and drinks. Reco ni e simple pronouns he/she/we/they . Comprehend asic ho y related er s like playin , sin in , dancin . Reco ni e common er s related to mo ement of transport e. . uses run, oats sail . Reco ni e words related to common feelin s and emotions. e. . sad, unhappy, depressed, irritated, furious, an ry . Reco ni e familiar n lish words and phrases used in the workplace for e ample instructions related to direction, safety, date and time etc. oca ulary: stop, close the door . Differentiate etween Spoken and Written n lish.	Demonstrate the correct way to pronounce words with the ri ht stress. Read and write asic personal information a out selfand others such as names, date of irth, ID num ers, address, nationality, marital status . se simple words related to common diseases in sentences e. . cold, cou h, headache, fe er and pain . Read and write simple sentences usin names of e eryday o ects, places, directions. e. . I li e in Delhi. . Read and write words related to professions. like acancy, sale, associate, mana er, super isor, file etc. . Read and write words and short phrases to descri e tra el, holidays, and acations. Read and frame written answers to simple uestions related to self, food preferences, feelin s etc. Identify and read health, safety, and security si na e ima es/ raphics in n lish ta work and pu l ic places or on ad ets and appliances. Read and write asic familiar words and phrases tio dentify areas of work, responsi ilities, and workin relationships. Read and write simple sentences descri in acti ities planned for the ne t day/week/month. Pronounce words related to professions correctly. sk and answer uestions related to their o correctly. Discuss acti ities planned for the ne t day/week/month at the workplace. Introduce yourself in n lish with confidence such as talk a out your o /profession, your educational ualifications .
Classroom Aids	
Laptop, Computer, CR Scanner, Screen readers, Di ital/Handheld a nifiers	
Tools, Equipment and other requirements	
ptical Character Reco nition CR , Clear View Speech, oom , ur weil, BB Fine Reader, esseract, Non- Visual Desktop ccess NVD , o ccess with Speech WS , D IS players D IS Di ital ccessi le Information System	

Module 2: Use of Smartphone

Mapped to: Bridge Module

Terminal Outcomes:

Demonstrate the use of a smartphone to make calls, messa e, read ooks documents, write emails, and we rowsin .

Duration: 03:00	Duration: 18:00
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
plain the enefits of a smartphone for Persons with Visual Impairment. plain the si nificance and usa e of ma or software pplications for Persons with Visual Impairment e. . PS, Social media pplications and Ca Bookin pplications . Discuss the arriers in accessin some Software pplications like amin pplication .	Demonstrate how to use the different functions of the screen such as power on/off, accessin the main menu, home utton, olume rocker, power uttons, memory slot and sim tray. Demonstrate asic operations on the screen y usin , e plore y touch . se talk ack, speech, and olume settin s. se a mo ile phone for makin calls and for sendin and recei in messa es. se Na i ation for accessin conte t menu, contact list for callin , messa in , and sa in new contacts. se asic applications like oo le Play Store and calculator. se ook readin apps such as ota, Daisy Reader, and Simply Readin and access Su amya Pustakalaya and Book Share online li rary. se oo le Chrome to rowse the we and search usin a keyword and operate e-mail accounts from smartphones. se ad anced applications like ye-D, ap apsea, colored ID, e t fairy and oo le aps. Demonstrate how to download apps on a smartphone.

Classroom Aids
ne smart phone with talk ack per trainee

Tools, Equipment and other requirements
ptical Character Reco nition CR , Clear View Speech, oom , ur weil, BB Fine Reader, esseract, Non-Visual Desktop ccess NVD , o ccess with Speech WS , D IS players, D IS Di ital ccessi le Information System

Module 3: Learn Basic Braille

Mapped to: Bridge Module

Terminal Outcomes:

- Read and write asic Braille.

Duration: 03:00	Duration: 21:00
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
- Discuss the history and si nificance of the in ention of Braille. - Descri e the concept of Dots and Cells in Braille. - Distin uish etween ld and modern Braille slates.	- Read and write te t in Braille y usin appropriate hand mo ements - Reco ni e Braille characters, words, sentences, para raphs, and placement of te t. - Demonstrate use of Braille e uipment such as Positionin Braille slate, insertin paper in the slate, use of stylus . - Demonstrate correct sittin posture while usin Braille de ices. - Demonstrate how to use technolo y to replace manual Braille typin such as usin r it 20 .

Classroom Aids
Braille ooks. Braille Cu es. Braille Slate and Stylus Braille Sheets Braille ypewriter.

Tools, Equipment and other requirements
- udio Films on Braille teachin with isual portions descri ed and demonstrated y the trainer on one to one asis.   - Sheets containin words/ sentences/ para raphs in local lan ua e in open uncontracted Braille.   - Books in interline and inter point local lan ua e in open uncontracted Braille.   - Computer.   - Low cost Braille note taker.   - Stylus and interline and interpoint Braille slate.   - Braille writin paper.   - Braille Note taker such as r it 20.

Pre- rainin Hours recommended for Persons with Blindness/Visual Impairmen VI

Sr. No.	MODULE	THEORY (hours)	PRACTICAL (hours)	TOTAL (hours)
1	Learn basic Braille	3	21	24
2	Learn Basic English	21	24	45
3	Orientation & Mobility	3	27	30
4	Use Smart Phone	3	18	21
5	Computer Training	30	120	150
	Total	60	210	270

Pre-Training Hours recommended for Persons with Blindness

Minimum= 120

Maximum=270

- Please note that Point 5 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, 1/3rd increase of the Nos wise total domain practical duration in the training hours has been recommended for Persons with Blindness.

Module 1: Learn Basic Braille

Mapped to: Bridge Module

Terminal Outcomes:

- Read and write basic Braille.

Duration: 03:00 (In Hours)	Duration: 21:00 (In Hours)
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
- Discuss the history and significance of the invention of Braille. - Describe the concept of Dots and Cells in Braille. - Distinguish between Old and modern Braille slates.	- Read and write text in Braille by using appropriate hand movements. - Recognize Braille characters, words, sentences, paragraphs, and placement of text. - Demonstrate use of Braille equipment (such as Positioning Braille slate, inserting paper in the slate, use of stylus). - Demonstrate correct sitting posture while using Braille devices. - Demonstrate how to use technology to replace manual Braille typing (such as using Orbit 20).
Classroom Aids	
Braille books. Braille Cubes. Braille Slate and Stylus; Braille Sheets; Braille Typewriter.	
Tools, Equipment and other requirements	
- Audio Films on Braille teaching with visual portions described and demonstrated by the trainer on one to one basis. - Sheets containing words/ sentences/ paragraphs in local language in open (uncontracted) Braille. - Books in interline and inter point local language in open (uncontracted) Braille. - Computer. - Low cost Braille note taker. - Stylus and interline and interpoint Braille slate. - Braille writing paper. - Braille Note taker such as Orbit 20.	

Module 2: 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.

Duration: 21:00 (In Hours)	Duration: 24:00 (In Hours)
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
- Identify and write alphabets and letters. - Identify various vowel and consonant sounds in various words. - Recognize words and phrases related to formal and informal greetings. - Recognize simple personal information about self and others (e.g. name, age, place of residence etc.). - 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. - Recognize simple pronouns (he/she/we/they). - Comprehend basic hobby related verbs (like playing, singing, dancing). - Recognize common verbs related to movement of transport (e.g. buses run, boats sail). - Recognize words related to common feelings and emotions. (e.g. sad, unhappy, depressed, irritated, furious, angry). - Recognize familiar English words and phrases used in the workplace, like instructions related to direction, safety instructions, date and time etc. (vocabulary: stop, close the door). - Differentiate between Spoken and Written English.	- Demonstrate the correct way to pronounce words with the right stress. - Read and write basic personal information about self and others such as names, date of birth, ID numbers, address, nationality, marital status). - Use simple words related to common diseases in sentences (e.g. cold, cough, headache, fever and pain). - Read and write simple sentences using names of everyday objects, places, directions. (e.g. I live in Delhi.). - Read and write words related to professions. (like vacancy, sale, associate, manager, supervisor, file etc.). - Read and write words and short phrases to describe travel, holidays, and vacations. - Read and frame written answers to simple questions related to self, food preferences, feelings etc. - Identify and read health, safety, and security signage (images/graphics) in English; at work and public places or on gadgets and appliances. - Read and write basic familiar words and phrases to identify areas of work, responsibilities, and working relationships. - Read and write simple sentences describing activities planned for the next day/week/month. - Pronounce words related to professions correctly. - Ask and answer questions related to their job correctly. - Discuss activities planned for the next day/week/month at the workplace. - Introduce yourself in English with confidence (such as talk about your job/profession, your educational qualifications).
Classroom Aids	
Braille flashcards, Braille books	
Tools, Equipment and other requirements	
Laptops/Computers, Braille Slates and Stylus, Braille sheets, Braille Note takers	

Module 3: Orientation and Mobility

Mapped to: Bridge Module

Terminal Outcomes:

- Learn Pre-Cane skills and Cane Travel Techniques.
- Demonstrate skills to travel in rural, urban areas and use of Public transport.

Duration: 03:00 (In Hours)	Duration: 27:00 (In Hours)
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
- Describe the importance of White cane in facilitating mobility for the Persons with Blindness. - Describe the significance of sound in noticing landmarks, road surface, and barriers using White Cane. - Discuss the basic principles of road safety and seeking help from others in outdoor settings.	- Demonstrate the basic steps to be followed for using Sighted Guide Technique. - Demonstrate walking through a narrow space and doorways, sitting on a chair. - Demonstrate the methods for using staircase, escalators, and lifts. - Demonstrate techniques to move around in familiar settings and areas (such as hand trailing, locating dropped articles). - Illustrate how to use a combination of upper and lower body protective techniques for maximum protection (such as when crossing the door). - Select and demonstrate basic cane techniques. - Demonstrate application of basic cane techniques such as grips, hand position, wrist movement, arc of the cane, step coordination, and rhythm. - Identify major landmarks en-route to the destination. - Demonstrate application of Cane Travel; Techniques such as shoreline, touch technique, touch and drag technique, and diagonal cane technique. - Demonstrate appropriate use of Long Cane, Smart Cane, and GPS. - Demonstrate the appropriate use of mobility techniques or travel independently to places such as the market, office, post office or other places; using public transport such as buses and the metro. - Demonstrate effective use of mobility techniques in traffic and crowded areas.
Classroom Aids	
Chairs, Tables and some metallic objects. (Like Spoons, Tin boxes, Keys, Coins etc.)	
Tools, Equipment and other requirements	
Smart Canes, white Canes , smart phones	

Module 4: Use smart phone

Mapped to: Bridge Module

Terminal Outcomes:

- Demonstrate the use of a smartphone to make calls, message, read books & documents, write e-mails, and web browsing.

Duration: 03:00 (In Hours)	Duration: 18:00 (In Hours)
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
- Explain the benefits of a smartphone for Persons with Visual Impairment. - Explain the significance and usage of major software Applications for Persons with Visual Impairment (e.g. GPS, Social media Applications and Cab Booking Applications). - Discuss the barriers in accessing some Software Applications (like Gaming Application).	- 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. - Demonstrate basic operations on the screen by using, "explore by touch". - Use talk back, speech, and volume settings. - Use a mobile phone for making calls and for sending and receiving messages. - Use Navigation for accessing context menu, contact list for calling, messaging, and saving new contacts. - Use basic applications like Google Play Store and calculator. - Use book reading apps such as Kota, Daisy Reader, and Simply Reading and access Sugamya Pustakalaya and Book Share online library. - Use Google Chrome to browse the web and search using a keyword and operate e-mail accounts from smartphones. - Use advanced applications like Eye-D, Tap Tapsea, colored ID, Text fairy and Google Maps. - Demonstrate how to download apps on a smartphone.
Classroom Aids	
One smart phone with talkback per trainee	
Tools, Equipment and other requirements	
Braille Slates and Stylus, Braille sheets, Braille Note takers, 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 (Digital Accessible Information System)	

Module 5: Computer Training

Mapped to: Bridge Module

Terminal Outcomes:

- Learn the basics of computers.

Duration: 30:00 (In Hours)	Duration: 120:00 (In Hours)
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
• Describe the uses of computers. • Distinguish between hardware and software components of computers. • Describe input and output devices. • Describe basic functions of the various parts of computers.	• Demonstrate hand and finger placement for using keyboard and numpad. • Open, create, and save word documents. • Navigate and read commands for creating word documents. • Demonstrate cut, copy, and paste in a word document. • Demonstrate steps to format a word document(for example, change paragraph alignment, bold / italicize text, edit, delete, capitalize letters, insert date and time).
Classroom Aids	
Desktop Computer / Laptops	
Tools, Equipment and other requirements	
Braille Slates and Stylus, Braille sheets, Braille Note takers, 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 (Digital Accessible Information System)	

Skill Council for Persons with Disability

Sector Skill Council Contact Details:

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Website: www.scpwd.in

Phone: 01120892791

Price: ₹