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MINISTRY OF SKILL DEVELOPMENT  
& ENTREPRENEURSHIP



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**MEPSC**  
Management & Entrepreneurship  
and Professional Skills Council

# Facilitator Guide



Sector  
Management, Entrepreneurship  
and Professional Skills

Sub-Sector  
Office Management & Professional Skills

Occupation  
Office Support

Reference ID: MEP/Q0204, Version 1.0  
NSQF level: 4

## Receptionist





**Shri Narendra Modi**  
Prime Minister of India

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



## Acknowledgements

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

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

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

## About this Guide

This Facilitator Guide is designed for providing skill training and /or upgrading the knowledge level of the Trainees to take up the job of an “Receptionist” in the Management and Entrepreneurship Sector.

This Facilitator Guide is designed based on the Qualification Pack (QP) under the National Skill Qualification framework (NSQF) and it comprises of the following National Occupational Standards (NOS)/topics and additional topics.

1. MEP/N0213 Receive visitors and direct them as per their requirement
2. MEP/N0214 Respond to phone calls received at the reception as per the caller’s requirement
3. MEP/N0215 Co-ordinate incoming and outgoing mail
4. MEP/N0216 Use computers to store, retrieve and communicate information
5. MEP/N9903 Apply health and safety practices at the workplace
6. MEP/N9914 Communicate with clients, visitors and colleagues effectively

## Symbols Used



Ask



Explain



Elaborate



Notes



Objectives



Do



Demonstrate



Activity



Team Activity



Facilitation Notes



Practical



Say



Resources



Example



Summary



Role Play



Learning Outcomes



Exercise

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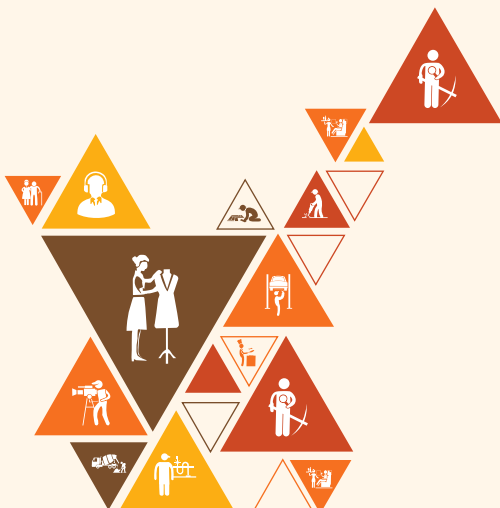


# 1. Introduction to the Training Program

Unit 1.1 - Introduction to the Job Role

Unit 1.2 - Organisational Structure

Unit 1.3 - Organisational Procedures to Deal with Visitors



## Key Learning Outcomes



By the end of this module, the trainees will be able to:

1. Describe the job role and responsibilities of a receptionist
2. State the typical visitor profiles for various organisations and their purpose of visit
3. Explain company policy for greeting visitors, maintaining visitor records, and access control
4. State various facilities that are offered to the visitors as per organisational protocol
5. Explain various functions carried out in a typical organisation and concepts of organisational hierarchy

## Unit 1.1: Introduction to the Job Role

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Describe the job role and responsibilities of a receptionist
2. Determine the skills required for a receptionist

### Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

### Note

This is the first session of the program.

Introduce yourself, the program and its purpose in detail. Welcome the trainees cordially to the session. Explain that you are going to put them at ease by playing a game. This game is meant to break the ice between everyone and get the trainees interested in the class.

### Say

Good morning, participants and a very warm welcome to this training program, called 'Receptionist'.

### Do

- Start by welcoming all the participants to the training program and conveying a message of encouragement.
- Thank all the participants for joining and being a part of this training program
- Introduce yourself briefly to participants, your name and background, and your role in the training program,
- Explain the rules of the game you are going to play as an "Ice Breaker".

### Note

- Please ensure that while introducing yourself, you share at least one personal information, such as your hobbies, likes, dislikes etc., with the participants. This will facilitate participation and exchange in many ways.
- Take a keen interest in understanding the needs and aspirations of the participants before actually conducting the training

## Ask

Ask the trainees the following questions:

- MEPSC leads skill development initiatives in which key segments?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

## Say

Before we start the training, let us spend some time introducing and knowing each other. We shall play a game.

Each of us will tell the class his or her name, hometown, hobbies and special quality about himself/herself, starting with the 1st letter of his / her name. I will start with mine.

## Activity

- Arrange the class in a semi-circle/circle.
- Say your name aloud and start playing the game with your name.
- Say, "Now, each of one you shall continue with the game with your names, till the last person in the circle/ semi-circle participates".
- Listen to and watch the trainees while they play the game.
- Ask questions and clarify if you are unable to understand or hear a trainee.
- Discourage any queries related to one's financial status, gender orientation or religious bias during the game
- Try recognising each trainee by their name, as it is not recommended for a trainer to ask the name of a trainee during every interaction

Activity	Duration	Resources used
Ice Breaker	60 minutes	Pen, notebook, writing pad, etc.

## Say

Did you all enjoy this activity? I hope you all had a good time during this icebreaker session. Now we are all well acquainted with each other. This will help us go ahead with our training session.

## Note

In this unit,, we will discuss the duties of a Receptionist, their scope of work and their required qualities.

## Say

Good morning and welcome back to this training program, “ Receptionist “. Today we shall learn about the duties of a Receptionist, their scope of work and their required qualities.

## Ask

Ask the trainees the following questions:

- Does anybody know what is “Reception”?
- Where can you see the “Reception”?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

## Elaborate

In this session, discuss the following points:

- Who is a Receptionist?
- Core Responsibilities of a receptionist
- Skill Criteria required to be a receptionist

## Say

Let us participate in an activity to explore the unit a little more. We are now going to part of an interesting session.

## Activity

- This session will have a video activity.
- You will play a video.
- The video will give a brief idea about the Job Role of a “Receptionist”.
- The YouTube link for the video is: <https://youtu.be/8ThPcgWJdVs>
- They can note down pointers from the video that they may find relevant.
- In case of any queries or confusions, trainees will write those down in their notebooks.
- After the end of the video, the trainees can ask questions of you.
- The trainees will raise their hands, and you will pick up the trainees who will place their questions.
- The answering session will be in the form of a discussion where you or any of the trainees knowing the answer, can give the answers.

Activity	Duration	Resources used
Video Activity	20 minutes	Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer

### Say

Did you find this activity interesting? I hope you all enjoyed this session today. Now we are going to take part in another activity.

### Activity

- In this activity, you will divide the class into 2 groups.
- The trainees will have to provide a broad explanation of the following topics.
  - Need for Receptionist in India.
  - Importance of Receptionist in various sectors.
- The trainees must present their answers rich in information.
- You will take 15 minutes to evaluate the answers of the trainees.
- The group which can present their answers in the best way within 20 minutes will be awarded appreciation and accolades

Activity	Duration	Resources used
Writing Activity	30 minutes	Chair, table, notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, etc.

### Say

Did you find the activity interesting? I hope you all enjoyed the session thoroughly.

### Do

- Conduct a doubt clarification session if needed.
- Jot down the crucial points on the whiteboard as the trainees speak.

### Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer.

## Unit 1.2: Organisational Structure

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Describe various departments in a typical organisation and their related functions
2. Describe the concept of organisational structure, hierarchy and escalation matrix

### Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

### Note

In this unit,, we will discuss the various departments in a typical organisation and their related functions, the concept of organisational structure, hierarchy and escalation matrix

### Say

Good morning and welcome back to this training program, "Receptionist". Today we shall learn about the various departments in a typical organisation and their related functions, the concept of organisational structure, hierarchy and escalation matrix

### Ask

Ask the trainees the following questions:

- What are the various departments in a typical organisation?
- What is organisational structure or hierarchy, and why it is important?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

- Typical Departments in an Organisation
- Departments and their functions
- Sales and marketing department
- Administrative department

- Computer services/IT department
- Keep stock records
- Keep employee database up to date
- Finance/ accounts department
- Organisational Structure and Hierarchy
- Escalation matrix

## Say

Let us participate in a group activity to explore the unit a little more.

## Activity

- Divide the trainees into 2 groups
- The first group will make a list of Typical Departments in an Organisation.
- The other group will make a list of Departments and their functions.
- Each group will get a chart paper where they will write their answers.
- The students can use both texts as well as hand-drawn diagrams to represent their answers
- After the groups complete their work, collect all the charts and evaluate them

Activity	Duration	Resources used
Chart paper activity	30 minutes	Paper, pen, notebook, chart paper, sketch pens. Participant handbook, etc.

## Do

- Guide the trainees throughout the activity
- Ensure that all trainees participate in the activity.

## Notes for Facilitation

- Answer all the queries/doubts raised by the trainees in the class
- Encourage other trainees to answer problems and boost peer learning in the class

## Unit 1.3: Organisational Procedures to Deal with Visitors

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Follow organisational protocol to welcome visitors and clients
2. Identify guidelines to deal proactively with the visitors

### Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

### Note

In this unit,, we will discuss how to follow organisational protocol to welcome visitors and clients, identify guidelines to deal proactively with the visitors

### Say

Good morning and welcome back to this training program, “Receptionist”. Today, we shall learn how to follow organisational protocol to welcome visitors and clients and identify guidelines to deal proactively with visitors.

### Ask

Ask the trainees the following questions:

- Who all are Visitors and Clients?
- Why are they important?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

- Organisational Protocol to Welcome Visitors and Clients
- Direct the visitor to the meeting room or the relevant designated area
- Greeting Office Visitors as part of Organisational Protocol

## Say

Let us participate in a group activity to explore the unit a little more.

## Activity

- Divide the trainees into 2 groups
- The first group will act as Visitors.
- The other group will act as a receptionist, and they will welcome visitors.
- All the students will Practice how to talk with a visitor by doing the Role-play.
- After this, all the students will be asked to write down the steps of welcoming the Guest in their notebook.
- The students can use both texts as well as hand-drawn diagrams to represent their answers
- After the groups complete their work, collect all the answers and evaluate them.

Activity	Duration	Resources used
Role Play activity	30 minutes	Paper, pen, notebook, chart paper, sketch pens. Participant handbook, etc.

## Do

- Guide the trainees throughout the activity
- Ensure that all trainees participate in the activity.

## Notes for Facilitation

- Answer all the queries/doubts raised by the trainees in the class
- Encourage other trainees to answer problems and boost peer learning in the class

## Answers to the Exercise Questions

1. c. Prepare annual sales report and budget
2. d. All of the above
3. d. All of the above
4. a. True
5. d. All of the above





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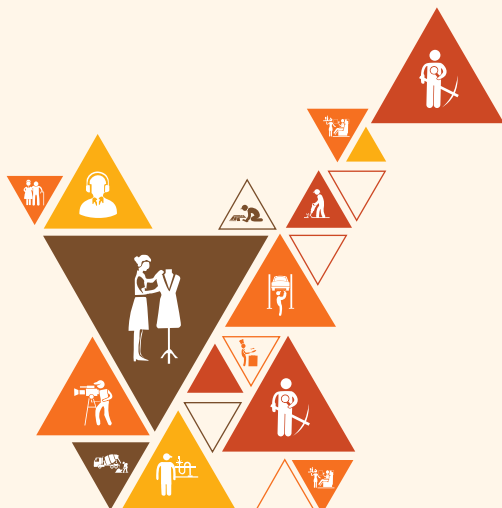
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## 2. Receiving and Guiding Visitors

Unit 2.1 - Working on Help Desk

Unit 2.2 - Identifying Visitors



MEP/N0213

## Key Learning Outcomes



By the end of this module, the trainees will be able to:

1. Describe proper meeting and greeting techniques
2. Identify the visitors and the reason for their visit
3. Ensure the visitors are attended promptly
4. Explain the etiquette of interacting with different types of visitors
5. Describe the types of problems that may occur while handling different visitors

## Unit 2.1: Working on Help Desk

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Identify the visitor category
2. Identify and check the required identity proof of the visitors

### Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

### Note

In this unit, we will discuss Identifying the visitor category, Identify and check the required identity proof of the visitors

### Say

Good morning and welcome back to this training program, "Receptionist". Today we shall learn about Identifying the visitor category, Identify and check the required identity proof of the visitors

### Ask

Ask the trainees the following questions:

- Identify the different category of Visitors?
- What can be the identity proof of the visitors?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

- Categories of Visitors
- Acceptable Identify Proof and Documents
- Business cards

## Say

Let us participate in a role-play activity to check the relevant identity proof and documents of the visitors.

## Activity

- Choose any two participants among the students
- Assign the role of a Receptionist to one of the participant and Visitor to the other
- Now, ask the receptionist to check the identity proof and documents of the visitors as per the below scenario:  
The visitor comes at the front desk to speak to the receptionist. The visitor has a prior appointment with the Sales Manager of the organisation.
- Ask the receptionist to follow the greeting guidelines. Check the identity of the visitor by asking the relevant questions.
- Also, ask the visitor to show any proof of identity and check with the Sales Manager regarding the appointment.
- Repeat the activity with other participants

Activity	Duration	Resources used
Role Play	60 minutes	Pen, paper, sample dummy documents, notebook, participant handbook, etc.

## Do

- Guide the trainees throughout the activity
- Ensure that all trainees participate in the activity.

## Notes for Facilitation

- Answer all the queries/doubts raised by the trainees in the class
- Encourage other trainees to answer problems and boost peer learning in the class

## Unit 2.2: Identifying Visitors

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Explain the importance of first impression and communication strategies
2. Classify customer dissatisfaction issues and address their complaints effectively

### Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

### Note

In this unit, we will discuss the importance of first impression and communication strategies, customer dissatisfaction issues and address their complaints effectively

### Say

Good morning and welcome back to this training program, “Receptionist”. Today we shall learn about the importance of first impression and communication strategies, customer dissatisfaction issues and address their complaints effectively

### Ask

Ask the trainees the following questions:

- How to create a very good first impression in any social or formal meeting?
- What is communication, and what are the different strategies by which you can make effective communication

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

- First Impression
- Non-verbal communication
- Show respect

- Listening skills
- Other languages and cultures
- communication strategies
- Decision-making
- Customer centricity
- Problem-solving
- Analytical thinking
- Teamwork
- Handling Dissatisfied Customer

## Say

Let us participate in a role-play to identify the importance of first impression while dealing with visitors.

## Activity

- Pick any two participants from the students
- Assign the role of a Receptionist to one of the participant and Visitor to the other
- Now, ask the receptionist to check the identity proof and documents of the visitors as per the below scenario:  
The visitor comes and sits in the waiting area. The visitor does not have a prior appointment but wants to meet the Marketing Manager to identify business opportunities.
- Ask the receptionist to follow the greeting guidelines. Make eye contact and make the visitor feel comfortable and listen attentively to the visitor's query.
- Also ask them to check the identity of the visitor by asking the relevant questions and ask the visitor to show any proof of identity
- Check with the Marketing Manager regarding the appointment and inform the same to the visitor.
- Repeat the activity with other participants

Activity	Duration	Resources used
Role Play	60 minutes	Pen, paper, sample dummy documents, notebook, participant handbook, etc.

## Say

Let us participate in a role-play to effectively deal with dissatisfied customers resolve their queries.

## Activity

- Pick any two participants from the students
- Assign the role of a Receptionist to one of the participant and Visitor to the other
- Now, ask the receptionist to check the identity proof and documents of the visitors as per the below scenario:  
A very angry visitor comes inside the office premises and speaks very rudely with the receptionist. The visitor is very annoyed and wants to escalate his issues to the highest authority in the organisation.
- Ask the receptionist to communicate effectively with the dissatisfied visitors and listen attentively to the visitor's complaint/issue. Check the identity of the visitor by asking the relevant questions and ask the visitor if he has raised the complaint through email/phone call etc. prior to the visit.
- Also, ask them to note own the important points shared by the visitor and escalate the concerns with the supervisor, and identify the next steps.
- Repeat the activity with other participants

Activity	Duration	Resources used
Role Play	60 minutes	Pen, paper, sample dummy documents, notebook, participant handbook, etc.

## Do

- Ensure that all the trainees participate in the group discussion
- Ensure a friendly atmosphere during the group discussion
- Guide the students in identifying key points

## Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class
- Discuss the proper communication technique in group discussion

## Answers to the Exercise Questions

1. d. All of the above
2. d. All of the above
3. d. Body posture
4. d. All of the above
5. a. True



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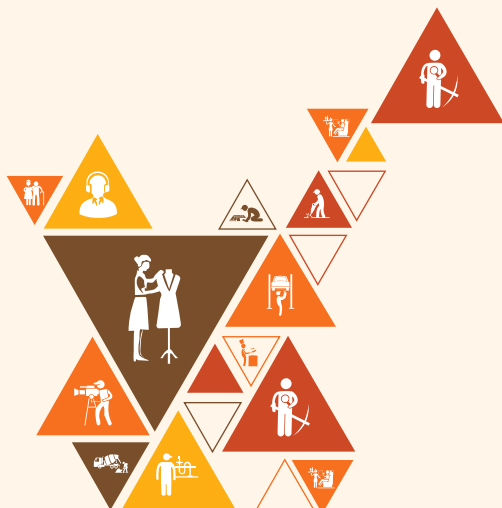
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## 3. Handling Phone Calls

Unit 3.1 - Telephonic Communication

Unit 3.2 - Telephone Etiquette



MEP/N0214

## Key Learning Outcomes



By the end of this module, the trainees will be able to:

1. Demonstrate operating telecommunications equipment efficiently and effectively
2. Explain the importance of speaking clearly and slowly when dealing with customers on the telephone
3. Explain telephone etiquette and its various components in official or professional conversation
4. Identify how to respond to the customer immediately for their voice messages

## Unit 3.1: Telephonic Communication

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Explain the importance of telephonic communication for the company
2. Identify different telephonic devices, technologies and their significance

### Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools, various communication equipment

### Note

In this unit, we will discuss the importance of telephonic communication for the company, Identify different telephonic devices, technologies and their significance

### Say

Good morning and welcome back to this training program, “Receptionist”. Today we will discuss the importance of telephonic communication for the company, Identify different telephonic devices, technologies and their significance

### Ask

Ask the trainees the following questions:

- What are the different telephone Etiquettes?
- Identify different telephonic devices used in different companies?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

- Introduction to Telecommunication
- Advantages of communicating over the telephone
- Telephone Equipment and Devices

## Say

Let us participate in a role-play to discuss and identify the importance of telecommunication at the workplace.

## Activity

- Identify the participants for the Group Discussion
- Conduct the group discussion on the topic - Advantages of Telecommunication
- Ask the participants share their viewpoints while maintaining dignity
- Ask the class audience make a note of all the points
- After the trainer announces the end of the activity, the other class audience are also given a change to share their views
- Close the discussion by summarising the Advantages of Telecommunication for handling mail

Activity	Duration	Resources used
Group discussion	60 minutes	Pen, paper, notebook, participant handbook, etc.

## Say

Let us participate in a role-play to speak on the topic and share the importance of the various telephone equipment and devices.

## Activity

- Identify participants for the Extempore activity
- Conduct extempore on the topic - Importance of the Telephone Equipment and Devices
- Specify a duration for which the participants needs to speak about the said topic
- Ask the class audience make a note of all the points
- After the end of the activity, give the class audience a chance to share their views
- Close the activity by summarising the importance of Telephone Equipment and Devices
- Repeat the activity with other interested participants

Activity	Duration	Resources used
Extempore	60 minutes	Pen, paper, notebook, participant handbook, etc.

**Do** 

- Display the following pictures on the projector



- Answer all the doubts raised by the trainees in the class
- Guide the students in identifying the pictures

**Notes for Facilitation** 

- Explain to the students the importance of Microsoft Office
- Explain the issues of not knowing to operate a computer

## Unit 3.2: Telephone Etiquette

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Respond effectively to calls and voice messages
2. Identify the type of caller and deal appropriately

### Resources to be Used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, equipment and tools

### Note

In this unit, we will discuss how to respond effectively to calls and voice messages, Identify the type of caller and deal appropriately

### Say

Good morning and welcome back to this training program, “Receptionist”. Today we will discuss how to respond effectively to calls and voice messages, Identify the type of caller and deal appropriately

### Ask

Ask the trainees the following questions:

- How to respond effectively to calls and voice messages?
- How to Identify different types of Callers?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

- Responding to Calls and Voice Messages
- Tips for communicating effectively on the phone
- Demonstrate proper call handling techniques
- How to place a caller on hold

- Transferring a phone call
- Types of Callers

## Say

Let us participate in a role-play to effectively interact using the telephone in complex situations at workplace.

## Activity

- Choose any two participants among the students
- Assign the role of a Receptionist to one of the participant and Caller to the other
- Now, ask the receptionist make a conversation with the caller effectively as per the below scenario:  
A customer calls the receptionist, enquires about the organisation, and shows interest for business opportunities.
- Ask the receptionist to answer the phone within three rings, with a pleasant tone
- Ask them to keep a note pad and pen handy when answering calls. If there is a pause on the other end of the phone, ask for clarification: “Is there anything else I can help you with?”
- Ask the receptionist to summarise the entire conversation at the end and transfer the call if required or else promise a call back after sharing the conversation points with the concerned person
- Ensure that the receptionist notes down the details of the caller
- Repeat the activity with other interested participants

Activity	Duration	Resources used
Role play	60 minutes	Pen, paper, notebook, participant handbook, etc.

## Say

Let us participate in a role-play to effectively interact with the caller who mistakenly calls you.

## Activity

- Choose any two participants among the students
- Assign the role of a Receptionist to one of the participant and Caller to the other
- Ask the receptionist to answer the phone within three rings, with a pleasant tone
- Now, ask the receptionist make a conversation with the caller effectively as per the below scenario:  
A customer calls the receptionist and enquires about a product/service. After talking to the customer the receptionist realises that the caller has dialled the wrong number.
- Ask the receptionist to answer the phone within three rings, with a pleasant tone

- Ask them to keep a note pad and pen handy when answering calls to note down customer details
- Ensure that the receptionist understands the intent of the call and politely explain to the caller that he/she has mistakenly dialled the wrong number
- Ensure that the receptionist thank the caller and end the call with a smile and right tone without sounding irritated
- Repeat the activity with other interested participants

Activity	Duration	Resources used
Role play	60 minutes	Pen, paper, notebook, participant handbook, etc.

## Do

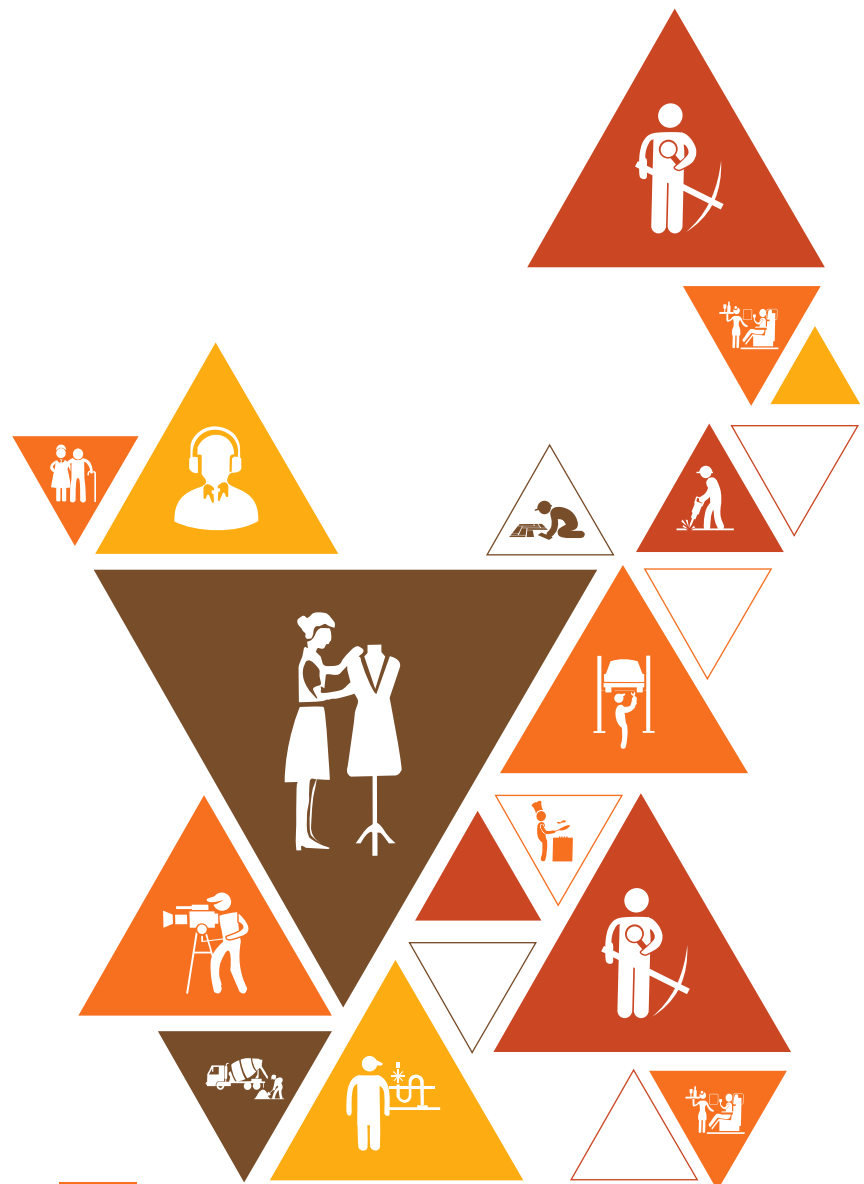
- Ensure that all the trainees participate in the video activity
- Help the students to understand the need for each act

## Notes for Facilitation

- Encourage teamwork and active participation
- Answer all the doubts raised by the trainees in the class

## Answers to the Exercise Questions

1. d. All of the above
2. a. PBXs (Private Branch Exchange)
3. a. Irate Caller
4. Steps to put a caller on hold:
  - Do greet the caller politely or use your company standard greeting
  - Do wait for a pause in the conversation to tell them you are going to put them on hold
  - Explain the reason for putting them on hold
  - Tell them you will return to their call sometime
  - Apologise for the inconvenience or thank the caller for holding when you return to the caller
  - Don't leave the caller on hold for more than 30 seconds at a time
  - Do use the caller's name frequently to add a personal connection to the caller
5. The procedure to transfer call is:
  - Make sure to explain to the caller the reason why you are transferring their call
  - Verify that it is all with the caller for you to transfer them
  - Call the department or person where you are transferring a call and take the call.
  - Return to your caller and give them the name of the person they are being transferred to, the department, and the telephone number (if possible)





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Transforming the skill landscape



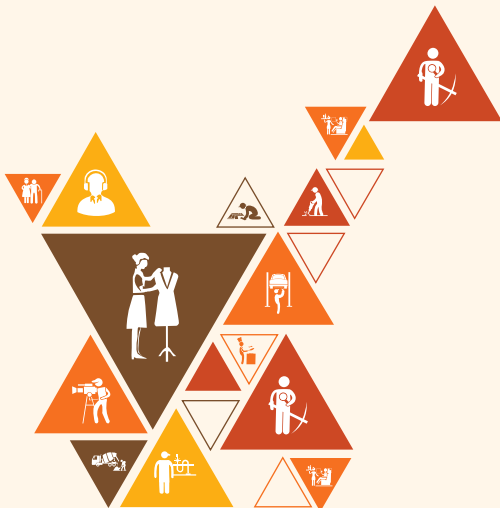
## 4. Co-ordinate Incoming and Outgoing Mail

Unit 4.1 - Types of Mails

Unit 4.2 - Guidelines to Receive and Forward Incoming Mail

Unit 4.3 - Guidelines to Dispatch Outgoing Mail

Unit 4.4 - Safety and Confidentiality while Handling Mails



MEP/N0215

## Key Learning Outcomes



By the end of this module, the trainees will be able to:

1. List the various types of mail and packages that need to be handled in an organisation
2. Identify and dispose of unwanted mails after taking necessary approvals as per organisational guidelines
3. Demonstrate best options for dispatching mail in line with organisational process
4. Classify the different storage conditions for various types of mails, ensuring that suitable conditions of storage are used for them
5. Describe various methods to deal with different problems that occur while handling mails
6. Explain effective methods to deal with suspicious or dangerous mail items

## Unit 4.1: Types of Mails

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Explain different types of mails and packages handled by a receptionist
2. Identify the guidelines to handle mails and their components

### Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

### Note

In this unit, we will discuss the different types of mails and packages handled by a receptionist, Identify the guidelines to handle mails and their components

### Say

Good morning and welcome back to this training program, “Receptionist”. Today we will discuss the different types of mails and packages handled by a receptionist, Identify the guidelines to handle mails and their component

### Ask

Ask the trainees the following questions:

- What are the different types of mails and packages which a receptionist handles?
- How can you handle mails and packages?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

- Types of Mails and Packages
- What is a mail
- Types of mails
- Handling of Mail Service
- Components of mail service

## Say



Let us participate in a role-play to briefly write about various types of mails.

## Activity



- This is an individual activity
- Write a short note about types of mails explaining the following:
  - Letters
  - Registered mail
  - Parcels
  - Couriers
  - Telegrams
- Ask the participants to write down their answers in the notebook
- At the end of the activity, ask random students to read out their answers

Activity	Duration	Resources used
Writing activity	45 minutes	Pen, paper, notebook, participant handbook, etc.

## Say



Let us participate in a role-play to list down the steps to form a process of handling incoming mail service at the workplace.

## Activity



- This is an individual activity
- Asks the participants to share steps for setting up a mail handling process
- The steps are:
  - Contacting the nearest post office and sharing the details about the organisation
  - Having a post box number
  - Informing the security persons about the procedure to accept/reject mails at the gate
  - Manual/digital format to note down the details of the mails etc.

Activity	Duration	Resources used
Handling incoming mail service	45 minutes	Pen, paper, notebook, participant handbook, etc.

**Do**

- Conduct a doubt clarification session, if needed
- Ensure that all the trainees participate in the activity

**Notes for Facilitation**

- Ensure that all the trainees answer every question listed in the participant Handbook
- Encourage peer learning in the class.

## Unit 4.2: Guidelines to Receive and Forward Incoming Mail

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Explain the procedures to receive incoming mail and forward it to concerned departments
2. Identify and dispose of unwanted mail after taking necessary approvals as per organisational guidelines

### Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

### Note

In this unit, we will discuss the procedures to receive incoming mail and forward it to concerned departments. Identify and dispose of unwanted mail after taking necessary approvals as per organisational guidelines.

### Say

Good morning and welcome back to this training program, “Receptionist”. Today we will discuss the procedures to receive incoming mail and forward it to concerned departments. Identify and dispose of unwanted mail after taking necessary approvals as per organisational Guidelines.

### Ask

Ask the trainees the following questions:

- What are the procedures to receive incoming mails?
- How to forward incoming mails to concerned departments?
- What to do with the unwanted mails?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

- Handling Incoming Mail
- The standard operating process for handling mail
- Sorting and Identifying Unwanted Mails

- Responsibility of receptionist
- Sorting the mail.

## Say

Let us participate in an Open Discussion to list down the Standard Operating Process for handling incoming mail at the workplace.

## Activity

- Chose the participants for this activity
- Asks the participants to share steps for handling incoming mail at the workplace
- Ask them to consider the following stages of incoming mail handling while discussing the steps:
  - Receiving
  - Sorting
  - Opening the mail
  - Scrutiny of the contents
  - Date stamping
  - Recording
  - Distribution
  - Follow-up and closure
- Ask them to note down their answers in the note book

Activity	Duration	Resources used
Handling incoming mail service	45 minutes	Pen, paper, notebook, participant handbook, etc.

## Do

- Ensure that all the trainees participate in the group discussion
- Ensure a friendly atmosphere during the group discussion
- Guide the students in identifying key points

## Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class
- Discuss the proper commination technique in group discussion

## Unit 4.3: Guidelines to Dispatch Outgoing Mail

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Illustrate the process to collect outgoing letters
2. Explain the procedure to organise urgent and same-day deliveries

### Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

### Note

In this unit, we will discuss the process to collect outgoing letters and the procedure to organise urgent and same day deliveries

### Say

Good morning and welcome back to this training program, “Receptionist”. Today we will discuss the process to collect outgoing letters and the procedure to organise urgent and same day deliveries

### Ask

Ask the trainees the following questions:

- What is the process to collect outgoing letters?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

- Standard operating process for outgoing mails
- Steps to handle outgoing mail
- Organising urgent and same-day deliveries
- Evaluating and selecting the best delivery options
- Organising urgent deliveries
- Preparing items for urgent delivery

- Completing the paperwork
- Recording your dispatched items
- Organising urgent and same-day deliveries
- Lodging and following up emergency deliveries
- Following up a delivery

## Say

Let us participate in an Open Discussion to list down the Standard Operating Process for handling outgoing mail service at the workplace.

## Activity

- Chose the participants for this activity
- Asks the participants to share steps for handling incoming mail at the workplace
- Ask them to consider the following stages of outgoing mail handling while discussing the steps:
  - Collecting of letters and sorting
  - Recording in the outward mail register
  - Folding, inserting and sealing
  - Stamping
  - Posting
  - Informing the security persons about the procedure
  - Manual/digital format to note down the details of the mails etc.
- Ask them to note down their answers in the note book

Activity	Duration	Resources used
Chart paper activity	50 minutes	Participant handbook, laptop, overhead screen, projector, internet connection, chart paper, ruler, sketch pens, etc.

## Do

- Ensure that all trainees participate in the class.
- Encourage the non-participating trainees to open up and speak.

## Notes for Facilitation

- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.
- Answer all the doubts raised by the trainees in the class
- Discuss the proper commination technique in group discussion

## Unit 4.4: Safety and Confidentiality while Handling Mails

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Explain how to handle suspicious packages
2. Demonstrate confidentiality while handling mails

### Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

### Note

In this unit, we will discuss how to handle suspicious packages and demonstrate confidentiality while handling mails.

### Say

Good morning and welcome back to this training program, "Receptionist". Today we will discuss how to handle suspicious packages and how to Demonstrate confidentiality while handling mails.

### Ask

Ask the trainees the following questions:

- How to Identify suspicious packages?
- How to Demonstrate confidentiality while handling mails?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

- Handling and Processing Mails Safely
- Identifying a suspicious mail by visual inspection
- Follow procedures to ensure safety while handling suspicious package
- Mail containing valuables
- Ensure Confidentiality

## Say

Let us participate in an activity to understand this unit better.

## Activity

- This session will be in the form of a “Show and Explain “ activity.
- In this activity, please bring a few mails to the class and demonstrates each of them.
- To make the session interesting, show the different types of mails and ask the trainees to identify the suspicious package.
- The focus of this activity is to understand the Handling and Processing Mails Safely

Activity	Duration	Resources used
"Show and Explain"	40 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, internet connection, various protective equipment etc.

## Do

- Share your inputs and insight to encourage the trainees and add to what they talk about.
- Ensure that all trainees participate in the class.

## Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class

## Answers to the Exercise Questions

1. Business mail is of three distinct types, as listed below.
  - Incoming or inward mail.
  - Outgoing or outward mail and
  - Inter-departmental mail.
2. Standard operating process for handling mail are:  
 Handling such incoming mail with speed and accuracy is essential because improper handling can create various problems.
  - Receiving
  - Sorting
  - Opening the mail
  - Scrutiny of the contents
  - Date stamping
  - Recording
  - Distribution
  - Follow-up and closure
3. Receptionist should screen All mail and packages to check for suspicious items when they first arrive at your mailroom for sorting. Staff who sort mail by hand should perform the screening, as they are most likely to notice a suspicious item.  
 Identifying a suspicious mail by visual inspection
  - Mailed from a foreign country
  - Excessive postage stamps
  - Words misspelt
  - Addressed to an individual
  - Very hard and bulky
  - No return addresses
  - Protruding wires
  - Dirty cover (oil-stained or soiled)
  - Strange smell
4. The respective departments may prepare 4. Letters of different departments by dictating or by the guidance of the departmental head. The most common variety of outwards mail is a letter. A letter may be again of two types. Either it is an original letter sent by a sender to an addressee out of his own, or it may be a reply by an addressee to the letter received by him from a sender.  
 Steps to handle outgoing mail:
  - Collecting of letters and sorting
  - Recording in the outward mail register
  - Folding, inserting and sealing
  - Stamping
  - Posting

5. In today's increasingly litigious and highly competitive workplace, confidentiality is essential for various reasons. If privacy is not maintained, the business may lose clients. Some rules must be followed for handling 'confidential' and 'personal' letters and classified documents. These are:
- Proper labelling
  - Insert non-disclosure provisions in employment agreements
  - Check out other agreements for confidentiality provisions
  - Limit access
  - Add a confidentiality policy to the mail handling department



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Transforming the skill landscape

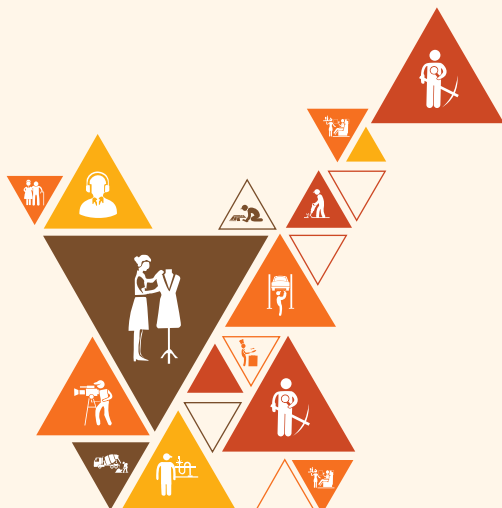


# 5. Use Computer to Store, Retrieve and Communicate information

Unit 5.1 - Components of a Computer

Unit 5.2 - Computer Applications

Unit 5.3 - Cyber Security Guidelines and Basic Troubleshooting



MEP/N0216

## Key Learning Outcomes



By the end of this module, the trainees will be able to:

1. Define the main components of a computer and how to set up a computer
2. List various operating systems commonly used by organisations for their computers
3. Explain how to navigate computer drives, directories, folders and software applications to access specified file locations
4. Demonstrate various application software used in organisations to store, retrieve and communicate information
5. Explain the various data storages accessible through computers
6. Identify the various electrical safety precautions one should follow while using computers and related equipment, which uses electricity to run
7. Explain different methods to deal with computer-related problems

## Unit 5.1: Components of a Computer

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Identify various software and hardware parts of a computer
2. Classify computers based on various criteria
3. Identify the main components of a computer
4. Explain the process to retrieve information from computer

### Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

### Note

In this unit, we will discuss various software and hardware parts of a computer, the Classification of computers based on various criteria, the main components of a computer, the process to retrieve information from the computer.

### Say

Good morning and welcome back to this training program, "Receptionist". Today we will discuss various software and hardware parts of a computer, the Classification of computers based on various criteria, the main components of a computer, the process to retrieve information from the computer.

### Ask

Ask the trainees the following questions:

- Discuss what Software and Hardware are?
- What are the main components of a computer?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

- Introduction to the World of Computers
- Computers in today's world

- The four key functions of a computer
- Characteristics of computers
- Classification of Computers

## Say

Let us participate in an activity to understand this unit better.

## Activity

- This session will be in the form of a “Show and Explain “ activity.
- In this activity, bring a few Input and output devices to the class and demonstrates each of them.
- To make the session interesting, show the different types of computers and ask the trainees to identify them.
- The focus of this activity is to understand the main components of the computer.

Activity	Duration	Resources used
"Show and Explain"	40 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.

## Do

- Ensure that all the trainees participate in the group discussion
- Ensure a friendly atmosphere during the group discussion
- Guide the students in identifying key points

## Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class
- Discuss the proper commination technique in group discussion

## Unit 5.2: Computer Applications

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Use the Windows Operating System
2. Use Microsoft Office software
3. Explain computer ergonomics

### Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

### Note

In this unit, we will discuss the use of the Windows Operating System, use of Microsoft Office software, and computer ergonomics

### Say

Good morning and welcome back to this training program, “Receptionist”. Today we shall learn an important unit regarding using the Windows Operating System, use of Microsoft Office software, and computer ergonomics.

### Ask

Ask the trainees the following questions:

- What is Windows Operating System?
- What is the use of Microsoft Office software?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

- Windows Operating System
- The different components of the operating system
  - Microsoft Office

- Microsoft Word
- Microsoft Excel
- Microsoft PowerPoint
- Computer Ergonomics

## Say

Let us participate in an activity to understand this unit better.

## Activity

- This activity will be based on group performance.
- In this activity, you will randomly pick up trainees and separate them into two groups. Allot the trainees 10 minutes to prepare the topic that you will give them.
- The first group will prepare word documents and demonstrate how to prepare and save a word document.
- The second group will prepare a progress report in the excel worksheet, and they will demonstrate how to create a file in excel, and later they will save the file in a new folder on their desktop.
- After the time is up, you will call out any trainee and ask him or her to speak on the topic for 5 minutes.
- The trainee with the simple explanation but rich in content will be appreciated with accolades.

Activity	Duration	Resources used
Practical activity – Preparing and saving word files and excel file in different folders	40 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, internet connection, various protective equipment etc.

## Do

- Share your inputs and insight to encourage the trainees and add to what they talk about.
- Ensure that all trainees participate in the class.

## Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class

## Unit 5.3: Cyber Security Guidelines and Basic Troubleshooting

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Explain the Importance of cybersecurity
2. Demonstrate basic computer trouble shooting procedures

### Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

### Note

In this unit, we will discuss the importance of cybersecurity, basic computer troubleshooting procedures.

### Say

Good morning and welcome back to this training program, “Receptionist”. Today we will discuss the importance of cyber security, basic computer troubleshooting procedures.

### Ask

Ask the trainees the following questions:

- What is cyber security?
- What are the basic computer troubleshooting procedures?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

- Cyber Security
- Basic protection guidelines against cyber attacks
- Basic Computer Troubleshooting
  - Slow execution
  - Noise from the computer
  - Slow internet browsing

- PC continually freezes
- Printer not printing
- Blue Screen of Death (BSOD)
- The basic operations every receptionist should follow while repairing the printer

## Say

Let us participate in an extempore activity to understand this unit better.

## Activity

- In this activity, you will give two topics to the trainees.
- The first topic in this session will be Cyber Security.
- The second topic on which the trainees will prepare their extempore will be Basic protection guidelines against cyber attacks
- You will randomly pick up trainees and separate them into two groups.
- Ensure that the trainees are equal in number.
- Allot the trainees 2 minutes to prepare the topic that you will give them.
- After the time is up, you will call out any trainee and ask him or her to speak on the topic for 5 minutes.
- The trainee with the simple explanation but rich in content will be appreciated with accolades.

Activity	Duration	Resources used
Extempore	40 minutes	Participant handbook, whiteboard, notebook, writing pad, pen, pencil, marker, etc.

## Do

- Conduct a doubt clarification session if needed.
- Encourage the non-participating trainees to open up and speak

## Notes for Facilitation

- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants

## Answers to the Exercise Questions

1. **Turn off personal computers:** The Shutdown option allows you to turn off your system in a secure manner. When the Shutdown command is executed, the operating system ends all system-related programs and power consumption. This ensures the integrity of all system files and hardware safety. If you have a program opened, a message would be displayed asking you to save any unsaved information before it is closed.

To Shut down the computer:

- Display the Start menu.
- On the Start menu, click Shutdown to Shut down the system.

You can also click the Switch User button if you need to select a different username.

**The restart option:** The Restart option enables you to reload Windows 7 and refresh your system's memory without turning off the computer or switching it on. A restart can help if programs stop responding because your computer is running low on memory. Sometimes, installing or uninstalling a program may also require you to restart the system.

To lock the system:

- Display the Start menu.
- Choose Shutdown →Restart to restart the system.

2. The steps to Create, Open and Save a Document named "HR Database" in MS Word are:

### Creating, opening and saving documents

MS Word is a very efficient word processor. A document can be created to give ideas a new look in the form of a Word document. Entering the text is the first step while creating a Word document. The text can be deleted if any mistake is made while entering the text in the document. In addition to this, the AutoFormat option is available to correct typing errors. To enter the text:

Click Backstage view and select New to open the Blank Document dialogue box, as shown in the following figure:



Fig. 5.3.1: Open the Blank Document

### Saving document

After entering the text, you might need to save your document for future requirements. Your document "HR Database" will be of no use if you do not save your document that can be retrieved at any time for future reference.

So, always remember to save the document. To save a document for the first time:

- Click the Backstage view and select the Save As dialogue box, as shown in the following figure:



Fig. 5.2.11: Save As dialogue box

- Select the location where you need to save
- Type file name “HR Database.”
- Click Save to save the file

If a previously saved document is opened and changes are made to the document, the changes must be saved. To save the changes made in an existing document:

Click the Save button from the Quick Access toolbar, or you can press Ctrl+S to save your document.

3. Difference between Absolute Reference and Relative Reference in the context of a Worksheet is  
In a nutshell, relative reference means cell reference relative to the current cell. Relativity refers to how many columns are the referenced cell to the right or to the left.

When you copy the formula to any other cell, the reference cells change in the same relation, i.e. the same number of columns (right/left) and rows (above/below)

Relative reference is without \$ sign before row and column name, e.g. =A3.

An absolute reference remains constant when you copy the formula to other cells.

An absolute reference is with \$ sign before row and column name, e.g. =\$A\$3.

There is another type which is called a mixed reference. e.g. =\$A3, or A\$3. Here, you change to copy the formula; elsewhere, the column reference (in \$A3) remains the same, but row reference changes or row reference (in A\$3) remains the same but column reference changes.

4. A site or website is a central location of web pages that are related and accessed by visiting the home page of the website using a browser.
  - Here are some of the standard components that hold a website:
  - Front End Elements.
  - The navigation structure.
  - The page layout.
  - Logo.
  - Images.
  - Contents.
  - Graphic Design.
  - Back End elements.
  - Content Management System.
  - E-Commerce
  - Shopping Cart.
  - Site Search.
  - Blog feature.

- Image-rotation.
- Contact forms.
- Referral forms.
- Online databases.
- Password protected sections.
- Downloadable files.
- Multi-media.
- Security.
- Hosting.
- Domain Name.
- Online Promotion.

5. Information security is necessary because, as a receptionist, we are on the front lines of information security. Our company may have comprehensive cybersecurity policies for us and our co-workers to follow. But even with these protections, it's essential to stay on guard to help assure our company's data and networks are safe and secure. Seek the assistance of the IT helpdesk available as per your organisational policy in case of any computer-related problems.

We can take the following precautions for our organisation to safeguard our company's data and networks.

- Protect your data
- Avoid pop-ups, unknown e-mails, and links
- Use strong password protection and authentication
- Connect to secure Wi-Fi
- Enable firewall protection at work and home
- Invest in security systems
- Install security software updates and back up your files
- Talk to your IT department
- Employ third-party controls
- Embrace education and training





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Transforming the skill landscape

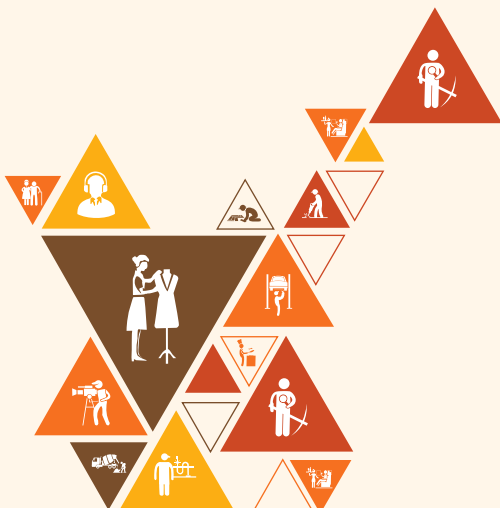


## 6. Workplace Safety

Unit 6.1 - Healthy Work Practice, Compliance Norms at Workplace

Unit 6.2 - Checklists for Maintaining Cleanliness

Unit 6.3 - Methods to Reduce Accidental Risks and Loss



MEP/N9903

## Key Learning Outcomes



By the end of this module, the trainees will be able to:

1. Identify possible causes of risk, hazard, or accident in the workplace
2. Explain the methods of accident prevention such as training in health and safety procedures; using health and safety procedures
3. Identify, control and report health and safety issues relating to the immediate work environment according to guidelines.
4. Demonstrate the importance of using protective clothing/equipment while working

## Unit 6.1: Healthy Work Practice, Compliance Norms at Workplace

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Demonstrate personal hygiene techniques
2. Demonstrate workplace hygiene

### Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

### Note

In this unit, we will discuss personal hygiene techniques and workplace hygiene.

### Say

Good morning and welcome back to this training program, “Receptionist”. Today we shall learn an important unit regarding personal hygiene techniques and workplace hygiene.

### Ask

Ask the trainees the following questions:

- Can anyone name a few good habits of personal hygiene?
- What is workplace hygiene?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

- Ensure to Maintain Personal Hygiene
- The cleanliness habits and practices to which a reception should adhere.
- Steps to maintain personal hygiene.
- Ensure the Workplace is Well Ventilated with Fresh Air Supply

## Activity

- Divide the entire class into 4 groups
- Provide each group with chart paper, pencil, sketch pens, rulers, etc.
- Ask each group to make a chart paper presentation on Personal Hygiene.
- Ask the trainees to gather the required information from the participant Handbook
- Appreciate the teamwork and hang/paste the best presentation in the wall magazine/ bulletin board

Activity	Duration	Resources used
Chart paper activity	50 minutes	Participant handbook, whiteboard, notebook, writing pad, pen, marker, chart paper, pencil, sketch pens, rulers, etc.

## Do

- Conduct a doubt clarification session if needed.
- Share your inputs and insight to encourage the trainees and add to what they talk about

## Notes for Facilitation

- Encourage peer learning
- Use video reference from different sources for a better explanation

## Unit 6.2: Checklists for Maintaining Cleanliness

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. List appropriate materials and procedures for cleaning store areas
2. Explain the procedure to ensure pest control activities at the workplace
3. Demonstrate proper waste disposal techniques

### Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

### Note

In this unit, we will discuss appropriate materials and procedures for cleaning store areas, ensuring pest control activities at the workplace, proper waste disposal techniques.

### Say

Good morning and welcome back to this training program, “Receptionist “. Today we shall learn an important unit regarding appropriate materials and procedures for cleaning store areas, the procedure to ensure pest control activities at the workplace, proper waste disposal techniques

### Ask

Ask the trainees the following questions:

- What are the appropriate materials and procedures for cleaning store areas?
- What is Pest control?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

- Ensure to Clean the Store Areas with Appropriate Materials and Procedures
- Regular Pest Control Activities at the Workplace
- Waste Disposal
- Identify the different types of wastes

## Say



Let us participate in a Chart paper making activity to understand this unit better.

## Activity



- Divide the entire class into 4 groups
- Provide each group with chart paper, pencil, sketch pens, rulers, etc.
- Ask each group to make a chart paper presentation on the materials and procedures for cleaning reception areas
- Ask the trainees to gather the required information from the participant Handbook
- Appreciate the teamwork and hang/paste the best presentation in the wall magazine/ bulletin board

Activity	Duration	Resources used
Chart paper making activity	60 minutes	Participant handbook, whiteboard, notebook, writing pad, pen, marker, etc.

## Do



- Provide each trainee with constructive feedback
- Ensure that each role-play meets the session objectives

## Notes for Facilitation



- Ask the trainees if they have any questions
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

## Unit 6.3: Methods to Reduce Accidental Risks and Loss

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Apply safety procedures at the workplace
2. Identify various protective gears and equipment
3. Demonstrate CCTV surveillance process
4. Explain electrical hazard and safety methods
5. Illustrate accident investigation report

### Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

### Note

In this unit, we will discuss safety procedures at the workplace, various protective gears and equipment, CCTV surveillance process, electrical hazard and safety methods, accident investigation report,

### Say

Good morning and welcome back to this training program, "Receptionist". Today we shall learn an important unit regarding methods to reduce accidental risks and loss

### Ask

Ask the trainees the following questions:

- What are the components of effective communication?
- What is the importance of tone in effective communication?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

- Comply with the Established Safety Procedures of the Workplace
- Use of Personal Protective Equipment and Safety Gears

- Ensure availability of general health and safety equipment
- CCTV Surveillance
- Electrical Hazard
- Symptoms of electrical shock
- First aid for electrical shock
- Accident Investigation Report

## Activity

- This session will be in the form of a “Show and Explain “ activity.
- In this activity, bring a few PPE (relevant to the job role) to the class and demonstrates each of them.
- To make the session interesting, show the PPE and ask the trainees to identify it
- After the session, you will select a few volunteers from the class and wear the PPEs.
- This activity focuses on selecting and using appropriate personal protective equipment compatible with the work and compliant with relevant occupational health and safety guidelines.

Activity	Duration	Resources used
Practical activity - PPE	40 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, internet connection, various protective equipment etc.

## Do

- Share your inputs and insight to encourage the trainees and add to what they talk about.
- Ensure that all trainees participate in the class.

## Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class

## Answers to the Exercise Questions

1. a. Personal Protective Equipment
2. The various waste disposal processes at the office: General waste makes up at least 85% of all waste generated at homes. General waste is no different from a general hotel or office waste and includes paper, plastics, liquids, and other materials that do not fit into the previous three categories. While the wastes are collected from the different areas of the home, they should be classified and collected according to the type of wastes. This is called the segregation of wastes. The waste is then collected and disposed of according to the method of segregation.

The waste could be categorised into different types such as – solid, liquid, food, and non-food. Each category of waste has a different process and method for disposal, which have been represented below:

- Liquid- Wash water from restrooms, liquids used for cleaning in industries, and waste detergents. – Waste water treatment process
- Solid- Household waste-, Sanitation residue- Landfill incineration
- Food -Discarded food or lost uneaten -Landfill incineration
- Non-food- Industry waste, construction, and demolition waste, etc.- Landfill incineration

3. The list of all the emergency numbers that you may need. Place them on a notice board or at a convenient place in your home

NATIONAL EMERGENCY NUMBER	112
POLICE	100
FIRE	101
AMBULANCE	102
Disaster Management Services	108
Women Helpline	1091
Women Helpline - ( Domestic Abuse )	181
Senior Citizen Helpline	1091 , 1291
Railway Accident Emergency Service	1072
Road Accident Emergency Service	1073
LPG Leak Helpline	1906

4. The Accident Report Form is in 2 parts. The employee who suffered the accident completes the first part, and the supervisor completes the second part.

An accident report is used for investigation purposes. This report comes in 2 parts. It provides documentary evidence against an accident and assists in investigating the cause of this accident. The report also helps to develop rules and procedures to prevent such accidents from happening again.

Following details are captured in the accident investigation report:

- Details of the employees,
- Details about the injury such as date of the accident, its time and expected time off,
- Medical treatment required

5. The electric hazards are: Electrical fires are different from regular fires. They cannot be extinguished with water. Also, using water to put out an electrical fire is very dangerous and could lead to electrocution. To put out an electrical fire, the right type of fire extinguisher must be used.

Two types of fire extinguishers can be used for electrical fires. These are:

- Carbon dioxide (CO<sub>2</sub>) extinguishers
- Dry chemical extinguishers



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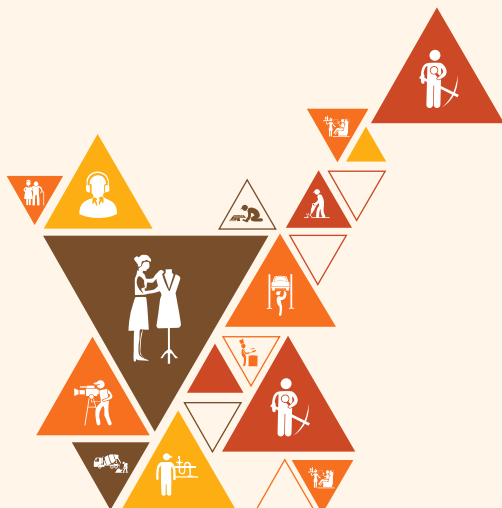
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# 7. Fire Safety

Unit 7.1 - Fire Hazards and Safety

Unit 7.2 - Fire Extinguishers



MEP/N9903

## Key Learning Outcomes



By the end of this module, the trainees will be able to:

1. Identify different types of fire and appropriate fire extinguisher for each of them
2. Explain the precautionary activities to prevent the fire accident
3. Describe the techniques of using the different fire extinguishers
4. Classify rescue techniques applied during a fire hazard
5. Demonstrate the correct use of a fire extinguisher

## Unit 7.1: Fire Hazards and Safety

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Explain fire hazards at the workplace
2. Identify different types of fire

### Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

### Note

In this unit, we will discuss fire hazard and safety

### Say

Good morning and welcome back to this training program, "Receptionist". Today we shall learn an important unit regarding fire hazards at the workplace and Identify different types of fire

### Ask

Ask the trainees the following questions:

- What are the different types of fire?
- Name few Common fire-related hazards?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

- Fire Accidents at Workplace
- Common fire-related hazards
- Types of Fire

## Say



Let us participate in an activity to understand this unit better.

## Activity



- Divide the entire class into 4 groups
- Provide each group with chart paper, pencil, sketch pens, rulers, etc.
- Ask each group to make a chart paper presentation on types of fire and Fire Accidents at Workplace
- Ask the trainees to gather the required information from the participant Handbook
- Appreciate the teamwork and hang/paste the best presentation in the wall magazine/ bulletin board

Activity	Duration	Resources used
Chart paper activity	50 minutes	Participant handbook, whiteboard, notebook, writing pad, pen, marker, chart paper, pencil, sketch pens, rulers, etc.

## Do



- Conduct a doubt clarification session if needed.
- Share your inputs and insight to encourage the trainees and add to what they talk about

## Notes for Facilitation



- Encourage peer learning
- Use video reference from different sources for a better explanation

## Unit 7.2: Fire Extinguishers

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Demonstrate correct fire extinguisher usage techniques
2. Identify different types of fire extinguisher and their applications

### Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

### Note

In this unit, we will discuss correct fire extinguisher usage and techniques, Identify different types of fire extinguisher and their applications

### Say

Good morning and welcome back to this training program, “Receptionist”. Today we shall learn an important unit regarding correct fire extinguisher usage and techniques, Identify different types of fire extinguisher and their applications

### Ask

Ask the trainees the following questions:

- Can anyone name a few firefighting equipments?
- What is the use of a fire extinguisher?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

- Using a Fire Extinguisher
- Handling a fire extinguisher
- Types of Fire Extinguishers and Their Applications

## Say

Let us participate in an activity to understand this unit better.

## Activity

- This session will be in the form of a “Show and Explain “ activity.
- In this activity, show the pictures of different types of Fire Extinguisher to the class and ask the students to identify each of them.
- The focus of this activity is to understand the Types of Fire Extinguishers and Their Applications.

Activity	Duration	Resources used
"Show and Explain"	40 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.

## Do

- Ensure that all the trainees participate in the group discussion
- Ensure a friendly atmosphere during the group discussion
- Guide the students in identifying key points

## Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class
- Discuss the proper combination technique in group discussion

## Answers to the Exercise Questions

1. There are four classes of fires:

- Class A: Ordinary solid combustibles such as paper, wood, cloth and some plastics.
- Class B: Flammable liquids such as alcohol, ether, oil, gasoline and grease, which are best extinguished by smothering.
- Class C: Electrical equipment, appliances and wiring in which the use of a non-conductive extinguishing agent prevents injury from electrical shock. Don't use water.
- Class D: Certain flammable metallic substances such as sodium and potassium. These materials are normally not found in the Medical Center.

2. The PASS technique of using a fire extinguisher:

Use the PASS technique (pull, aim, squeeze, and sweep) to extinguish a fire by discharging the extinguisher within its effective range. Remain safely from the fire extinguisher to prevent yourself from a fire if it flames up again. Evacuate the premises immediately if the extinguisher is empty and the fire is yet not completely out.

3. Describe the use of various types of fire extinguishers?

Now that we have a basic understanding of the various types of fires and why different extinguishers are necessary, here are the various types of fire extinguishers and their uses:

- Water and Foam -Class A fires only
- Carbon Dioxide –Class B & C fires.
- Dry Chemical - Class A, B, and C fires.
- Wet Chemical -Class A fires in commercial kitchens.
- Clean Agent - Class A, B, and C fires.
- Dry Powder - Class D or combustible metal fires, only.
- Water Mist - Class A fires
- Cartridge Operated Dry Chemical - Class A, B, and C fires.

4. b. Dry powder

5. c. Class C





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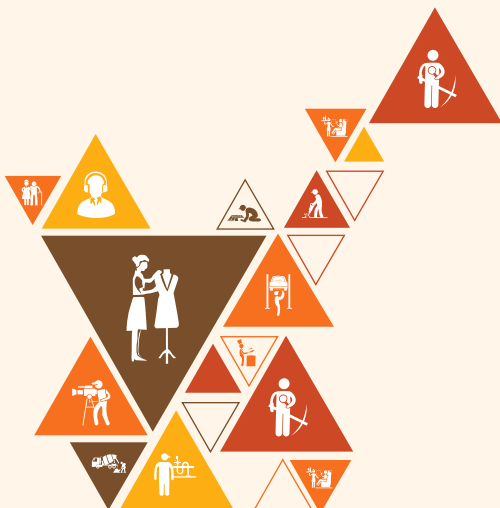
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# 8. Emergency, Rescue and First Aid

Unit 8.1 - Handling Emergencies and First Aid



MEP/N9903

## Key Learning Outcomes



By the end of this module, the trainees will be able to:

1. Identify various dangers associated with the use of electrical equipment
2. Illustrate the appropriate basic first aid treatment relevant to the condition
3. Demonstrate the artificial respiration and the CPR process
4. Describe the various types of safety signs and what they mean
5. Explain personal safety, health, and dignity issues relating to the movement of a person by others

## Unit 8.1: Handling Emergencies and First Aid

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Explain various medical emergencies
2. Demonstrate appropriate first aid techniques as relevant
3. Demonstrate Cardiopulmonary Resuscitation (CPR) procedure

### Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

### Note

This unit will discuss medical emergencies and appropriate first aid techniques.

### Say

Good morning and welcome back to this training program, “Receptionist”. Today we shall learn an important unit regarding various medical emergencies, appropriate first aid techniques as relevant, Cardiopulmonary Resuscitation (CPR) procedure.

### Ask

Ask the trainees the following questions:

- What is the importance of first aid?
- What can be the various medical emergencies?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

- Medical Emergency
- How to deal with medical emergencies
- Rescue and first aid for electrocution
- Electric shock effects and medical assessment requirements

- First Aid Kit and Basic First Aid Procedures
- Cardiopulmonary Resuscitation (CPR)

## Say

Let us participate in an activity to understand this unit better.

## Activity

- Divide the entire class into 4 groups
- Provide each group with chart paper, pencil, sketch pens, rulers, Card boards or empty boxes etc.
- Ask each group to make a First Aid Box, and each of their group members has to explain the use of the First Aid box and the things to be kept inside the First Aid Box.
- Ask the trainees to gather the required information from the participant Handbook
- Appreciate the teamwork and hang/paste the best pictures of the First Aid Box in the wall magazine/ bulletin board

Activity	Duration	Resources used
Firs-Aid Box making activity	50 minutes	Participant handbook, whiteboard, notebook, writing pad, pen, marker, chart paper, pencil, sketch pens, rulers, card boards or empty boxes etc.

## Do

- Conduct a doubt clarification session if needed.
- Share your inputs and insight to encourage the trainees and add to what they talk about

## Notes for Facilitation

- Encourage peer learning
- Use video reference from different sources for a better explanation

## Answers to the Exercise Questions

1. Essential steps of CPR:
  - Position your hand
  - Interlock fingers
  - Give chest compressions
  - Open the airway
  - Give rescue breaths
  - Watch chest fall
  - Repeat chest compressions and rescue breaths
2. The basic first aid for burns:
  - Flush the burned area with cool running water for several minutes. Ice should not be used to cool a burnt surface.
  - Apply a light gauze bandage.
  - Do not apply ointments, butter, or oily remedies to the burn.
  - Gove the patient ibuprofen or acetaminophen tablet for pain relief, if needed.
  - Do not break any blisters that may have formed.
3. First aid is medical attention provided to the patient immediately after the illness or injury. It usually includes a short-term treatment given at once or as soon as possible. Some of the types of first aid that can be given include applying bandages, treating minor burns, cleaning minor cuts, and giving nonprescribed medicines.

The first aid kit is a collection of equipment and supplies used to treat a patient medically.

Its contents:

- Directions for obtaining emergency service
  - Resuscitation equipment (such as a resuscitation bag)
  - Box of adhesive bandages
  - Gauze roller bandages
  - Gauze pads (multiple sizes)
  - Splint
  - A blanket
  - Wound cleaning supplies
  - Scissors
  - Tweezers
  - Triangular bandages
  - Latex gloves etc.
4. The process of dressing a wound:
    - Avoid contact with the victim's blood by making use of the gloves.
    - Use mild soap and water to clean the wound.
    - You can also apply a small layer of topical antibiotic.
    - Use a clean dressing to cover the entire wound. It is a good practice to use Gauze dressings to allow them in the air for faster healing. These days non-stick dressings are also being used. These dressings have a special surface and do not cling to the wound.
    - If blood soaks through the dressing, place another dressing over the first one.

5. The basic first aid process for electrocution injury:

- If you witness an electric shock or believe one has occurred:
- Remember, do not become the second victim.
- If possible and safe to do so – de-energise the power supply.
- If a flexible power cord cable is present, switch off the supply and remove the socket's plug.
- For low voltage, If it is not possible to switch off or break the current, remove the person from contact using non-conductive dry materials, e.g., heavy-duty insulated gloves, wooden poles, etc.
- Only those appropriately trained and competent in "Low Voltage Release and Rescue" shall attempt a rescue.
- For high voltage – Do not attempt to rescue a person until the supply has been de-energised and earthed.
- Use extreme caution if the skin at the point of contact or the ground is wet, as water conducts electricity.
- Ensure all plant is isolated and has been made safe.
- Continue with first aid response and assist the affected person only when you are sure it is safe to do so



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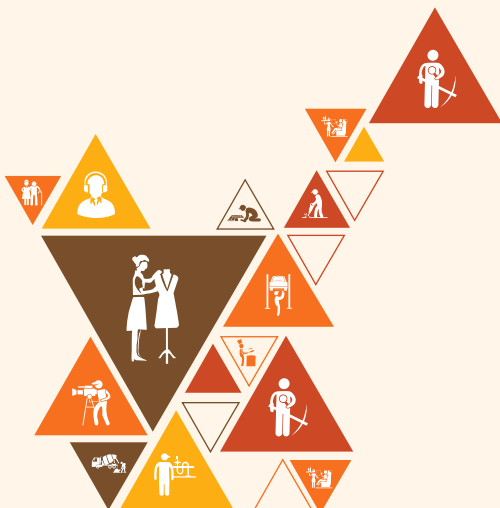
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# 9. Communicating with colleagues (Seniors, Peers and Subordinate)

Unit 9.1 - Communication and its Importance

Unit 9.2 - Communicating with Superiors, Peers and Subordinate



MEP/N9914

## Key Learning Outcomes



By the end of this module, the trainees will be able to:

1. Explain how to seek and obtain clarification about job-related requirements, performance indicators and incentives from reporting superior
2. Classify the importance and ways of managing interpersonal conflict effectively
3. Describe the importance of effective communication in the workplace
4. Explain the value and importance of active listening and assertive communication
5. Demonstrate responsible and disciplined behaviours at the workplace such as punctuality, completing tasks as per given time and standards, not gossiping and idling time, honesty, etc.
6. Summarise the importance of avoiding casual expletives and unpleasant terms while communicating in professional circles

## Unit 9.1: Communication and its Importance

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Demonstrate effective communication skills
2. Describe 7C's of communication
3. Explain barriers to effective communication

### Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

### Note

In this unit, we will discuss effective communication skills, 7C's of communication, and the barriers to effective communication.

### Say

Good morning and welcome back to this training program, "Receptionist". Today we shall learn an important unit regarding effective communication skills, 7C's of communication, and the barriers to effective communication.

### Ask

Ask the trainees the following questions:

- Do you know about communication skills?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

- What is Communication
- Communication process
- The different categories of communication
- Elements in visual communication

- C's of Communication
- Barriers of Effective Communication

## Say



Let us participate in an activity to understand this unit better.

## Activity



- Divide the class into 3 groups
- Ask each group to select any of the topics from below and make a chart paper presentation
  - What is Communication
  - The different categories of communication
  - Barriers of Effective Communication
- You will take 15 minutes to evaluate the correctness of the presentation.
- The group which can present their answers in the best way within 20 minutes will be awarded appreciation and accolades

Activity	Duration	Resources used
Chart paper activity	45 minutes	Chair, table, notebook, pen, pencil, eraser, participant handbook, chart paper, sketch pen, ruler, whiteboard, marker, etc.

## Do



- Ask the students to write the answer in tabular format
- Ensure that all the trainees participate in the activity

## Notes for Facilitation



- Encourage peer learning
- Ensure that all the trainees answer every question listed in the participant Handbook

## Unit 9.2: Communicating with Superiors, Peers and Subordinate

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Demonstrate effective communication with supervisors and colleagues
2. Identify various communication channels

### Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

### Note

In this unit,, we will demonstrate effective communication with supervisors and colleagues and various communication channels,

### Say

Good morning and welcome back to this training program, “Receptionist”. Today we shall learn an important unit regarding effective communication with supervisors and colleagues and various communication channels,

### Ask

Ask the trainees the following questions:

- Do you know about various communication channels?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

- How to Communicate with Superiors and colleagues
- Communication Channels

## Say

Let us participate in a group discussion to explore the unit a little more.

## Activity

- Divide the class into two groups
- Conduct a group discussion in the class on How to Communicate with Superiors and colleagues.
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the importance of looking at footages and pass on the message to the on-field security guards

Activity	Duration	Resources used
Group discussion	40 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.

## Do

- Ensure that all the trainees participate in the group discussion
- Ensure a friendly atmosphere during the group discussion
- Guide the students in identifying key points

## Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class
- Discuss the proper combination technique in group discussion

## Answers to the Exercise Questions

1. The 7 C's of communication are: The 7 C's of Communication is a checklist that improves professional communication skills and increases the chance that the message will be understood in the same way as it was intended.

To have effective communication, one should keep the following 7 C's of communication in mind:

The 7 C's:

- **Clear:** The message should be easily understandable when sent. The message should emphasise a single goal and shall not cover several ideas in a single sentence.
  - **Correct:** The message should be correct, i.e., correct language should be used, and the sender must ensure that there are no grammatical and spelling mistakes. Also, the message should be exact and well-timed.
  - **Complete:** The message should be complete, i.e., it must include all the recipients' information. The complete information gives answers to all the receivers' questions and helps in better decision making by the recipient.
  - **Concrete:** The communication should be concrete, which means the message should be clear and particularly such that no room for misinterpretation is left. All the data should be mentioned in a message to substantiate whatever the sender is saying.
  - **Concise:** The message should be to the point and not cluttered by irrelevant information. One simple mistake to avoid is the use of lengthy sentences. The short and brief message is more comprehensive and helps in retaining the receiver's attention.
  - **Consideration:** Understanding the profile of the intended users is important. The sender must consider knowledge, age, thinking patterns, background, etc., to communicate effectively. To communicate, the sender must relate to the target recipient and be involved.
  - **Courteous:** The sender must consider both the receiver's feelings and viewpoints such that the message is positive and focused. Be careful not to word the message such that it becomes biased and shows a respectful attitude towards the recipient.
2. The basic etiquette to be maintained during communicating with a supervisor are:  
Effective communication with your supervisor is a key element of your eventual success in the workplace. Therefore, it is important that you feel comfortable and prepared to approach your supervisor promptly to discuss concerns, request assistance, or report work progress. For example, It is essential to communicate the maintenance and repair schedule proactively to the superior and receive feedback on work standards. The documentation for the completed work schedule should be maintained and handed over to the superior.
3. **Formal and informal communication:** There are two types of communication when considering the communication formality. One is formal and informal communication. Formal communication is considered documentary evidence. There is no specific informal communication channel because Social media, WhatsApp, SMS are all technology-based informal communication.





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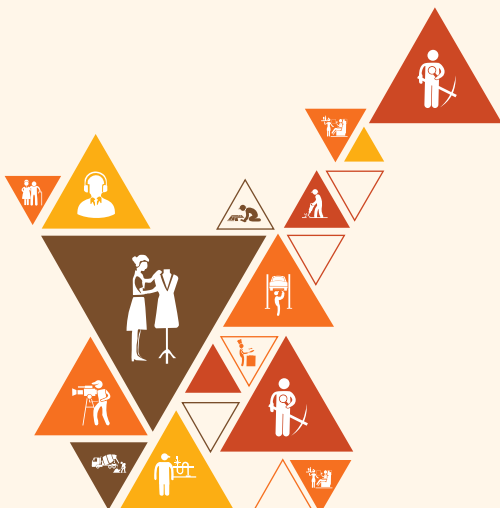
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# 10. Communicating with Clients and Visitors

Unit 10.1 - Meeting and Greeting Visitors

Unit 10.2 - Answering Voice Messages and e-mails



MEP/N9914

## Key Learning Outcomes



By the end of this module, the trainees will be able to:

1. Describe proper meeting and greeting techniques
2. Demonstrate sensitivity towards gender, cultural and social differences
3. Demonstrate appropriate non-verbal communication and etiquette towards customers
4. Demonstrate clear verbal communication and active listening
5. Explain how to avoid negative questions and statements to the customers
6. Explain how to provide clear and accurate information to visitors as per their requirement while following organisation policies for information access and confidentiality
7. Demonstrate how to respond to the customers immediately for their voice messages, e-mails, etc.
8. Explain the process to seek feedback from the visitors on their experience

## Unit 10.1: Meeting and Greeting Visitors

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Demonstrate proper meeting and greeting techniques
2. Explain the purpose of dealing with visitors promptly and courteously
3. Demonstrate proper business etiquette when dealing with visitors and clients

### Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools proper business etiquette when dealing with visitors and clients

### Note

In this unit,, we will discuss proper meeting and greeting techniques, the purpose of dealing with visitors promptly and courteously,

### Say

Good morning and welcome back to this training program, “Receptionist”. Today we shall learn an important unit regarding a proper meeting and greeting techniques, the purpose of dealing with visitors promptly and courteously,

### Ask

Ask the trainees the following questions:

- What are proper meeting and greeting techniques?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

- Greeting Visitors and Clients
- Understand procedures for meeting and welcoming visitors
- Purpose of Dealing with Visitors Promptly and Courteously
- Business Etiquette

## Say

Let us participate in a role-play to explore the unit a little more.

## Activity

- Divide the class into four groups.
- All the groups will enact the roles that you will give them.
- This role-play session will be based on Greeting Visitors and Clients.
- Amongst the 4 two groups will showcase the correct communication procedures at the reception desk.
- The other two groups will showcase the correct communication procedures while handling the telephone calls.
- You will provide the necessary tools required for the task.
- The trainees who will give the instructions will create a list before the session starts
- The trainees who are giving instruction needs to be loud and clear
- The trainees who are receiving instruction need to listen to all the instructions carefully and act accordingly
- The group that can complete their task first and accurately will be declared the winner and appreciated in the class with accolades.

Activity	Duration	Resources used
Role Play - on Greeting Visitors and Clients	40 minutes	Cordless microphones (if required), notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, overhead projector, white screen, etc.

## Do

- Provide each trainee with constructive feedback
- Ensure that each role-play meets the session objectives

## Notes for Facilitation

- Ask the trainees if they have any questions
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

## Unit 10.2: Answering Voice Messages and e-mails

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Explain how to respond to the calls and voice messages
2. Demonstrate proper e-mail communication techniques
3. Demonstrate how to seek feedback from the visitors on their experience

### Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

### Note

In this unit,, we will discuss how to respond to the calls and voice messages, proper e-mail communication techniques and how to seek feedback from the visitors on their experience

### Say

Good morning and welcome back to this training program, “Receptionist”. Today we shall learn an important unit regarding how to respond to the calls and voice messages, proper e-mail communication techniques and how to seek feedback from the visitors on their experience

### Ask

Ask the trainees the following questions:

- Do you all know how to respond to calls and voice messages?
- What are proper e-mail communication techniques?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

In this session, discuss the following points:

- Responding to Calls and Voice Messages
- Communicating by e-mail
- Why is e-mail etiquette important
- Visitor Feedback

## Say

Let us participate in an activity to explore the unit a little more.

## Activity

- Divide the class into four groups
- Provide a chart paper to each group
- Ask them to write how to Respond to Calls and Voice Messages
- Ask them to explain Why is e-mail etiquette important
- Appreciate the teamwork and hang/paste the best presentation in the wall magazine/ bulletin board

Activity	Duration	Resources used
Chart paper activity	45 minutes	Chair, table, notebook, pen, pencil, eraser, participant handbook, chart paper, sketch pen, ruler, whiteboard, marker, etc.

## Do

- Ensure that every trainee participates in the activity session
- Show the students the organisational structure of the organisation you are currently working with

## Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage peer learning in the class.

## Answers to the Exercise Questions

### 1. The proper e-mail etiquettes are:

Many people find it easier to express themselves in writing than to deal with sensitive or difficult issues in person. Because of its speed and accessibility, electronic mail, or “e-mail,” has become a convenient way to communicate with co-workers, colleagues, and friends.

The following tips may help you to communicate effectively via e-mail:

- Be concise and to the point - Do not make an e-mail longer than it needs to be. Remember that reading an e-mail is harder than reading printed communications, and a long e-mail can be very discouraging to read.
- Answer all questions, and pre-empt further questions - An e-mail reply must answer all questions, and pre-empt further questions – If you do not answer all the questions in the original e-mail, you will receive further e-mails regarding the unanswered questions
- Hierarchy - The recipients listed in the “To” field are the direct addressees of your e-mail. You are writing directly to these people. “CC,” which stands for “carbon copy” or even “courtesy copy,” is for anyone you want to keep in the loop but is not addressing directly in the e-mail.
- Salutation - Always open your e-mail with a greeting, such as “Dear Rohan.” If your association with the reader is formal, use their family name (e.g., “Dear Mrs Bose”). If the connection is more casual, you can simply say, “Hi Akshay.” If you don’t know the name of the person you are writing to, use: “Dear Sir/Madam.”
- Do not attach unnecessary files - By sending large attachments, you can annoy customers and even bring down their e-mail system.
- Do not write in CAPITALS – If you write in capitals, it seems as if you are shouting
- Do not leave out the message thread - When you reply to an e-mail, you include the original mail in your reply. In other words, click ‘Reply’ instead of ‘New Mail’.
- Keep your language gender neutral - Apart from using he/she, you can also use the neutral gender:
- Read the e-mail before you send it - many people do not bother to read an e-mail before they send it out, as can be seen from the many spelling and grammar mistakes contained in e-mails.

### 2. The various methods to seek visitor feedback are:

It is a great practice for your reception staff to ask visitors about their work experience as they are leaving, it is also hugely valuable for systematically gather feedback.

One of the ways to seek feedback is via a post-visit survey. This helps to find out what is working well and what needs a bit of fine-tuning.

If your visitors appreciate the complimentary coffee in your reception, keep the java flowing. If your lengthy sign-in process frustrates them, and you can use workplace technology as a digital sign-in app to check them in quickly and securely.

Your visitors are a vital window into the success and impact of your workplace’s first impression. Don’t miss an opportunity to leverage these insights to improve future visitor’s and clients’ experiences.

### 3. To communicate effectively on the phone, follow these tips:

- Answer the phone quickly, within 3 rings
- Have a pleasant tone when answering phone calls. Avoid sounding harried, angry, or distracted
- Keep a notepad and pen handy when answering calls
- Do not carry on with a conversation with someone else while you are on the phone

- If there is a pause on the other end of the phone, ask for clarification: “Is there anything else I can help you with?”
- Summarise the entire conversation at the end
- If you have to transfer the call to someone else, explain the reason why you are transferring the call and inform the name of the person to whom you are transferring the call
- Be prepared when you make calls. Have a plan of what you will say



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# 11. Employability & Entrepreneurship Skills

Unit 11.1 - Personal Strengths & Value Systems

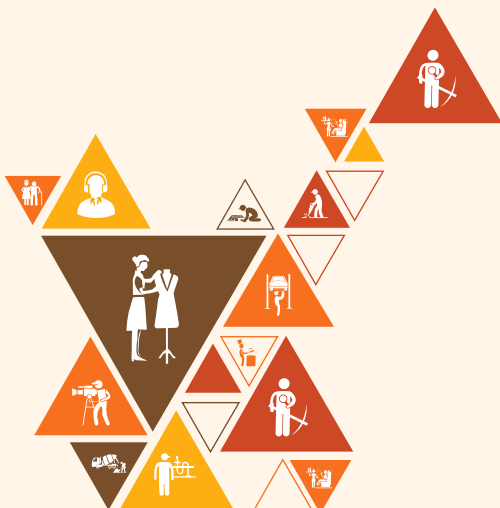
Unit 11.2 - Digital Literacy: A Recap

Unit 11.3 - Money Matters

Unit 11.4 - Preparing for Employment & Self Employment

Unit 11.5 - Understanding Entrepreneurship

Unit 11.6 - Preparing to be an Entrepreneur



## Key Learning Outcomes



By the end of this module, the trainees will be able to:

1. Explain the meaning of health
2. List common health issues
3. Discuss tips to prevent common health issues
4. Explain the meaning of hygiene
5. Discuss the purpose of Swacch Bharat Abhiyan
6. Explain the meaning of habit
7. Discuss ways to set up a safe work environment
8. Discuss critical safety habits to be followed by employees
9. Explain the importance of self-analysis
10. Discuss motivation with the help of Maslow's Hierarchy of Needs
11. Discuss the meaning of achievement motivation
12. List the characteristics of entrepreneurs with achievement motivation
13. List the different factors that motivate you
14. Discuss the role of attitude in self-analysis
15. Discuss how to maintain a positive attitude
16. List your strengths and weaknesses
17. Discuss the qualities of honest people
18. Describe the importance of honesty in entrepreneurs
19. Discuss the elements of a strong work ethic
20. Discuss how to foster a good work ethic
21. List the characteristics of highly creative people
22. List the characteristics of highly innovative people
23. Discuss the benefits of time management
24. List the traits of effective time managers
25. Describe effective time management technique
26. Discuss the importance of anger management
27. Describe anger management strategies
28. Discuss tips for anger management
29. Discuss the causes of stress
30. Discuss the symptoms of stress
31. Discuss tips for stress management
32. Identify the basic parts of a computer
33. Identify the basic parts of a keyboard
34. Recall basic computer terminology
35. Recall the functions of basic computer keys
36. Discuss the main applications of MS Office
37. Discuss the benefits of Microsoft Outlook
38. Discuss the different types of e-commerce

39. List the benefits of e-commerce for retailers and customers
40. Discuss how the Digital India campaign will help boost e-commerce in India
41. Describe how you will sell a product or service on an e-commerce platform
42. Discuss the importance of saving money
43. Discuss the benefits of saving money
44. Discuss the main types of bank accounts
45. Describe the process of opening a bank account
46. Differentiate between fixed and variable costs
47. Describe the main types of investment options
48. Describe the different types of insurance products
49. Describe the different types of taxes
50. Discuss the uses of online banking
51. Discuss the main types of electronic funds transfers
52. Discuss the steps to prepare for an interview
53. Discuss the steps to create an effective Resume
54. Discuss the most frequently asked interview questions
55. Discuss how to answer the most frequently asked interview questions
56. Discuss basic workplace terminology
57. Discuss the concept of entrepreneurship
58. Discuss the importance of entrepreneurship
59. Describe the characteristics of an entrepreneur
60. Describe the different types of enterprises
61. List the qualities of an effective leader
62. Discuss the benefits of effective leadership
63. List the traits of an effective team
64. Discuss the importance of listening effectively
65. Discuss how to listen effectively
66. Discuss the importance of speaking effectively
67. Discuss how to speak effectively
68. Discuss how to solve problems
69. List important problem solving traits
70. Discuss ways to assess problem solving skills
71. Discuss the importance of negotiation
72. Discuss how to negotiate
73. Discuss how to identify new business opportunities
74. Discuss how to identify business opportunities within your business
75. Explain the meaning of entrepreneur
76. Describe the different types of entrepreneurs
77. List the characteristics of entrepreneurs
78. Recall entrepreneur success stories
79. Discuss the entrepreneurial process
80. Describe the entrepreneurship ecosystem

81. Discuss the purpose of the Make in India campaign
82. Discuss key schemes to promote entrepreneurs
83. Discuss the relationship between entrepreneurship and risk appetite
84. Discuss the relationship between entrepreneurship and resilience
85. Describe the characteristics of a resilient entrepreneur
86. Discuss how to deal with failure
87. Discuss how market research is carried out
88. Describe the 4 Ps of marketing
89. Discuss the importance of idea generation
90. Recall basic business terminology
91. Discuss the need for CRM
92. Discuss the benefits of CRM
93. Discuss the need for networking
94. Discuss the benefits of networking
95. Discuss the importance of setting goals
96. Differentiate between short-term, medium-term and long-term goals
97. Discuss how to write a business plan
98. Explain the financial planning process
99. Discuss ways to manage your risk
100. Describe the procedure and formalities for applying for bank finance
101. Discuss how to manage your own enterprise
102. List important questions that every entrepreneur should ask before starting an enterprise

## Unit 11.1: Personal Strengths & Value Systems

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Explain the meaning of health
2. List common health issues
3. Discuss tips to prevent common health issues
4. Explain the meaning of hygiene
5. Discuss the purpose of Swachh Bharat Abhiyan
6. Explain the meaning of habit
7. Discuss ways to set up a safe work environment
8. Discuss critical safety habits to be followed by employees
9. Explain the importance of self- analysis
10. Discuss motivation with the help of Maslow's Hierarchy of Needs
11. Discuss the meaning of achievement motivation
12. List the characteristics of entrepreneurs with achievement motivation
13. List the different factors that motivate you
14. Discuss the role of attitude in self- analysis
15. Discuss how to maintain a positive attitude
16. List your strengths and weaknesses
17. Discuss the qualities of honest people
18. Describe the importance of honesty in entrepreneurs
19. Discuss the elements of a strong work ethic
20. Discuss how to foster a good work ethic
21. List the characteristics of highly creative people
22. List the characteristics of highly innovative people
23. Discuss the benefits of time management
24. List the traits of effective time managers
25. Describe effective time management techniques
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

## 11.1.1: Health, Habits, Hygiene: What is Health?

### Resources to be Used

Participant Handbook

### Ask

- What do you understand by the term “Health?”
- According to you, who is a healthy person?

### Say

Discuss the meaning of health and a healthy person as given in the Participant Handbook.

### Ask

When did you visit the doctor last? Was it for you or for a family member?

### Say

Discuss the meaning of health and a healthy person as given in the Participant Handbook.

### Role Play

- Conduct a small skit with volunteers from the class. Consider one of the villagers has been appointed as a health representative of the village, what measures will you as a health representative suggest to the common villagers to prevent common health issues discussed.
- You will need at least 4 volunteers (Narrator, Health Representative, Head of the Village, Doctor).
- Explain the health concerns of the village to the Narrator. The Narrator will brief the class about the skit.
- Give the group of volunteers, 5 minutes to do discuss.
- At the end of 5 minutes, ask the group to present the skit to the class assuming them as the villagers.
- The class can ask questions to the group as a common villager.

### Summary

- Conduct a small skit with volunteers from the class. Consider one of the villagers has been appointed as a health representative of the village, what measures will you as a health representative suggest to the common villagers to prevent common health issues discussed.

- You will need at least 4 volunteers (Narrator, Health Representative, Head of the Village, Doctor).
- Explain the health concerns of the village to the Narrator. The Narrator will brief the class about the skit.
- Give the group of volunteers, 5 minutes to do discuss.
- At the end of 5 minutes, ask the group to present the skit to the class assuming them as the villagers.
- The class can ask questions to the group as a common villager.

### Say

Let us now see how many of these health standards we follow in our daily life.

### Ask

How many of you think that you are healthy? How many of you follow healthy habits?

### Say

- Let's do an exercise to find out how healthy you are.
- Open your Participant Handbook section 'Health, Habits, Hygiene: What is Health?', and read through the health standards given.
- Tick the points which you think are true for you.
- Try to be as honest as possible as this test is for your own learning.

### Do

- Ensure that all the participants have opened the right page in the Participant Handbook.
- Read aloud the points for the participants and explain if required.
- Give them 5 minutes to do the exercise.
- At the end of 5 minutes, ask the participants to check how many ticks have they got.

### Summary

Tell them that they need to follow all the tips given in this checklist regularly in order to remain healthy and fit.

**Ask** **Discuss:**

- Is it necessary to practice personal hygiene every day? Why?
- How does a person feel when they do not practice good personal hygiene? Why?
- Can good personal hygiene help a person feel good about his/her self? How?

**Say** 

Discuss the meaning of hygiene as given in the Participant Handbook.

**Activity** 

Health Standard Checklist: Hygiene

**Say** 

- Let's do an exercise to find out if we maintain good hygiene habits or not.
- Open the Participant Handbook and read through the Health Standard checklist given.
- Tick the points which you think are true for you.
- Try to be as honest as possible as this test is for your own learning.

**Do** 

- Ensure that all the participants have opened the right page in the Participant Handbook.
- Read aloud the points for the participants and explain if required.
- Give them 5 minutes to do the exercise. .
- At the end of 5 minutes, ask the participants to check how many ticks have they got.
- Ask them to calculate their score.
- Tell them what each score indicates by reading aloud what has been mentioned in the Participant Handbook.

**Ask** 

- How many of you have heard about "Swachh Bharat Abhiyan"?
- Can you tell the class what it is about?

## Summary

Tell them about Swachh Bharat Abhiyan as given in the Participant Handbook and request them to take a pledge to keep our country clean.

## Ask

What is a habit?

## Say

Discuss some good habits which can become a way of life.

## Summary

Tell them about good and bad habits and the reasons to make good habits a way of life.

## 11.1.2: Safety: Tips to Design a Safe Workplace

### Resources to be Used

- Participant Handbook
- Safety signs and symbols, Safety equipments
- Blank papers and pens

### Say

- There are many common safety hazards present in most workplaces at one time or another. They include
- unsafe conditions that can cause injury, illness and death.
- Safety Hazards include:
  - Spills on floors or tripping hazards, such as blocked aisles or cords running across the floor.
  - Working from heights, including ladders, scaffolds, roofs, or any raised work area.
  - Unguarded machinery and moving machinery parts; guards removed or moving parts that a worker can accidentally touch.
  - Electrical hazards like cords, missing ground pins, improper wiring.
  - Machinery-related hazards (lockout/tag out, boiler safety, forklifts, etc.)

### Team Activity

#### Safety Hazards

- There are two parts to this activity.
- First part will cover the potential safety hazards at work place.
- Second part will cover a few safety signs, symbols and equipments at work place.
- Use this format for the first part of the activity.

PART 1		
Hazard	What could happen?	How could it be corrected?

### Ask

How could you or your employees get hurt at work?

## Say

Let's understand it better with the help of an activity. You will be given a handout within your groups. You have to think about the possible hazards of your workplace, what damage these hazards could cause and about the corrective action.

## Do

- Divide the class into five to six groups of four participants each.
- Put the format on the board for the activity.
- Give blank papers and pens to each group.
- The group is expected to think and discuss the potential safety hazards in the workplace.
- Ask the group to discuss and fill the format using the blank sheet.
- Give the groups 5 minutes for the activity.
- For the second part of the activity, show the class some pictures of safety signs, symbols and equipments.
- Now they will put down a few safety symbols, signs or equipment against the safety hazards identified.
- Give them 5 to 10 minutes to discuss and draw/note it.
- At the end of 10 minutes the groups will present their answers to the class.

## Say

- Now, let's discuss the answers with the class.
- All the groups will briefly present their answers.

## Do

- Ask the audience to applaud for the group presentation.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time.
- Tell the group to wind up the discussion quickly if they go beyond the given time limit.

## Ask

### De-briefing

- What did you learn from the exercise?
- As an entrepreneur, is it important to ensure the safety of your employees from possible hazards? Why?

## Summary

- Ask the participants what they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the tips to design a safe workplace and non-negotiable employee safety habits.

### 11.1.3: Self Analysis- Attitude, Achievement Motivation

#### Resources to be Used

- Participant Handbook
- Old newspapers
- Blank papers
- Pencils/ pens

#### Activity

- This is a paper pencil activity.
  - What are the three sentences that describe you the best?
  - What do you need to live happily?
  - What are your strengths and weaknesses?

#### Do

- Write the three questions on the board/ flipchart before the session begins.
- Give plain papers and pencils/ pens to each participant.
- Tell participants to write the answer for the three questions on the paper.
- Tell them the purpose of this activity is not to judge anyone but to understand more about self.

#### Say

Discuss the concept of Self Analysis and motivation with reference to Maslow's Hierarchy of Needs as discussed in the Participant Handbook.

#### Team Activity

##### **Tower building**

- Each group which will create tower using the old newspapers.

**Do**

- Divide the class into groups.
- Give them some old newspapers.
- The task is to create a tower out of the newspapers.
- The group which will create the highest tower standing on its own will be considered the winning group.
- Groups can use as many newspapers as they want to and in any way they want.

**Ask**

- What did the winning group do differently?
- If you were given a chance, how would you have made the tower differently?
- How did you feel while making the tower?
- Did you feel motivated?

**Say**

Discuss the concept of achievement motivation and characteristics of entrepreneurs with achievement motivation as discussed in the Participant Handbook.

**Ask**

**Is your attitude positive or negative?**

**Say**

**Let me tell you a story:**

**It's Little Things that Make a Big Difference.**

There was a man taking a morning walk at the beach. He saw that along with the morning tide came hundreds of starfish and when the tide receded, they were left behind and with the morning sun rays, they would die. The tide was fresh and the starfish were alive. The man took a few steps, picked one and threw it into the water. He did that repeatedly. Right behind him there was another person who couldn't understand what this man was doing. He caught up with him and asked, "What are you doing? There are hundreds of starfish. How many can you help? What difference does it make?" This man did not reply, took two more steps, picked up another one, threw it into the water, and said, "It makes a difference to this one." What difference are we making? Big or small, it does not matter. If everyone made a small difference, we'd end up with a big difference, wouldn't we?

**Ask**

What did you learn from this story?

**Activity****What Motivates You?**

- This is an individual activity.
- It is an exercise given in the Participant Handbook.

**Do**

- Ask the class to open their Participant Handbook and complete the exercise given in the section What Motivates You?
- Ensure that the participants have opened the correct page for the activity.
- Give the class 5 minutes to complete the activity.

**Say**

Discuss the concept of attitude and how to cultivate a positive attitude as discussed in the Participant Handbook.

**Summary**

Discuss the concept of attitude and how to cultivate a positive attitude as discussed in the Participant Handbook.

## 11.1.4: Honesty & Work Ethics: What is Honesty?

### Resources to be Used

Participant Handbook

### Ask

- What do you understand by honesty?
- Why is it important for entrepreneurs to be honest?
- Do you remember any incident where your honesty helped you in gaining confidence?
- Do you remember any incident where someone lost business due to dishonesty?

### Say

- Talk about honesty, qualities of an honest person, and the importance of honesty in entrepreneurs as discussed in the Participant Handbook.
- “Let’s understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem.
- Keep your discussion focussed around the following:
  - What went wrong?
  - Who was at fault?
  - Whom did it impact- the customer or the businessman?
  - How would it impact the business immediately? What would be the long term impact?
  - What could be done?
  - What did you learn from the exercise?

### Do

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- Put down the de-brief questions on the board and ask the groups to focus their discussion around these questions.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes the team should present their case solution to the class. The presentation can be a narration or a role play.
- Ask the group to select a group leader for their group. The group leader to discuss and assign roles to the group members for the presentation.

Ask 

## Case Study Analysis

**Scenario 1**

Aakash has a small mobile retail sales and repair shop in Allahabad. He has one of the most popular outlets and has great rapport with his customers.

It's around 11 AM when a customer barges in to the shop and starts shouting at Aakash for giving her a faulty instrument. The screen of her mobile is cracked from one side. Aakash remembered thoroughly checking the handset before handing it over to the customer. The customer threatens to sue him and to go to Consumer Court for cheating her. Now, the problem occurred somewhere outside the shop but as other customers were listening to the conversation, it might impact his business. The situation needs to be managed very sensitively. What would you do if you were in Aakash's place?

**Scenario 2**

Rajni does beautiful Phulkari embroidery on suits and sarees. She has a small home-based business. She has a huge list of customers on Facebook and WhatsApp who give her orders regularly. Smita is one of her old and regular customers. As her sister-in-law's wedding was around the corner, Smita wanted to buy few handcrafted Phulkari duppatta. She placed an order for three duppattas via WhatsApp and requested Rajni to send them as soon as possible. When the parcel reached Smita through courier she found that out of the three duppattas, only one was hand embroidered and the other two had machine embroidery on them. Even the length and the quality of the material was not as desired. Smita was heartbroken. It was a complete waste of money and moreover she couldn't wear what she had planned to during the wedding functions. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment.

Smita has also sent a feedback and expressed her disappointment on the social media. This will directly affect Rajni's business. What would you do if you were in Rajni's place?

**Scenario 3**

Shankar is a tattoo artist who has a small tattoo showroom in a big, reputed mall in New Delhi. Mr Saksham had an appointment for today, at 11:00 am but he reached at 11:50 am. Meanwhile, Shankar had to reschedule his next appointment. After availing Shankar's services, Mr Saksham started yelling in an abusive language, refusing to pay the requisite amount, and finding faults in the services provided by him. Who was at fault in this case? What should Shankar do? Should he confront Saksham or give in to the demands of the client?

**Scenario 4**

Shailender is an online cloth reseller who does business through social networking sites such as Facebook and WhatsApp. Priyanka made online payment for a dress to Shailender. But she did not receive the dress for a month. When she asked for a cancellation, Shailender started misleading her. For almost 45 days, he kept promising her that he will pay the amount today, tomorrow, day after tomorrow, etc. Even after repeated calls and messages when she did not receive the payment or the dress, she decided to write a post against him on a popular social media platform. As a result, Shailender lost lots of customers and his flourishing business faced a major crisis. How could this situation have been managed?

## Say

- Ask the participants what they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the tips to design a safe workplace and non-negotiable employee safety habits.

## Do

- Congratulate each group for the group presentation.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time. Tell the group to wind up the discussion quickly if they go beyond the given time limit.

## Summary

- Ask the participants what they have learnt from the exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of honesty and work ethics for entrepreneurs.

## 11.1.5: Creativity and Innovation

### Resources to be Used

Participant Handbook, Chart papers, Marker pens

### Say

- Let's have a look at these stories.
- There are some inspiring stories about people which I would like to share with you.
- Narrate these stories to the class.

#### **A.P.J. Abdul Kalam**

Who has not heard of A.P.J. Abdul Kalam: Avul Pakir Jainulabdeen Abdul Kalam hailed from a very humble background. His father was a boat owner. To help his family, Kalam would work as a newspaper vendor. With limited resources, he graduated in Physics and studied aerospace engineering. He was instrumental in India's step towards nuclear energy. In 2002, he became the 11th President of India.

#### **Water filter/purifier at source**

Two young boys studying in classes 4 and 5, from Lingzya Junior High School, Sikkim designed a simple innovative low cost water purifier.

Inspiration behind the idea: Most people today prefer to use a water filter/purifier at their home.

Both the children have given idea to have filter/purifier at the source of water so that everyone has access to clean water without having to make an investment in purchasing a filter/purifier.

Soring's idea is to have a centralised purification system at the point of distribution like water tank while Subash's idea is to have such purifiers attached to public taps.

Source: <http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-youngindians/20151208.htm>

#### **Solar seeder**

This is a story of a innovative solar seeder and developed by Subash Chandra Bose, a class 8, student from St Sebastiyar Matriculation School, Pudukkottai, Tamil Nadu. Subash has developed a solar powered seed drill, which can undertake plantation for different size of seeds at variable depth and space between two seeds.

Source: <http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-youngindians/20151208.htm>

#### **Looms for physically challenged**

Now this is really inspiring of two sisters, Elakkiya a Class 6 student and Pavithra a Class 9 student of SRC Memorial Matriculation, Erode, Tamil Nadu.

The two sisters have come up with loom for lower limbed physically challenged. In their loom they have replaced the pedal operated system with a motor and a gearbox attached to a pulley mechanism.

Source: <http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-youngindians/20151208.htm>

**Ask**

- If they can, why can't you? Discuss concepts related to 'Creativity and Innovation' with the participants as given in the Participant Handbook.

**Say**

- Recall the stories on motivation.
- What is the inner drive that motivates people to succeed?
- Let's learn more about such creative and innovative entrepreneurs with the help of an activity.

**Team Activity****Activity De-brief**

**Think of any one famous entrepreneur and write a few lines about him or her.**

- Why did you choose this particular entrepreneur?
- What is his/her brand name?
- What creativity does he/she possess?
- What was innovative about their ideas?

**Do**

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6 depending on the batch size.
- Give each group a chart paper.
- Tell the participants they have to write a few lines about any one famous entrepreneur.
- Give the participants 10 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.
- Ask each group to read out what they have written.
- Ask the de-brief questions.

**Summary**

- Ask the participants what they have learnt from the exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of honesty and work ethics for entrepreneurs.

## Notes for Facilitation

- Source for stories on innovations:  
<http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-youngindians/20151208.htm>

## 11.1.6: Time Management

### Resources to be Used

Participant Handbook

### Ask

Does this sound like you?

- I can never get enough time to finish what I am doing in a day.
- I have so many things to do that I get confused.
- I want to go for a walk and exercise, but I just do not have the time.
- I had so much to do, so I could not deliver that order on time.
- I would love to start my dream business; but, I just do not have the time.

### Example

- Let's look at these two examples:

#### Example 1:

Ankita works from home as a freelance writer. She says she can easily put in 8 hours of dedicated work in a day. Because she works from home, she saves money on travel and has a comfortable work routine. But there is a challenge and it is distraction. As she works from home, she can easily just get up and sit down on the sofa to watch TV, wasting valuable time. She may have chores to do, errands to run and bills to pay. She ends up working only two to three hours a day and the result is, her work gets piled up. She is unable to take on more work due to this. Even though her quality of work is appreciated her clients are not very happy about the delay in submission.

#### Example 2:

Javed has started a successful online selling company from home and makes a good living from his sales. He has set up a small office space in his living room. As both his parents are working full-time, he also has the role of taking care of his two younger siblings. He almost spends half of his day with the younger kids. He does not mind it but it means taking time away from the work. He is still able to manage his online business with these commitments. He wants to spend some more dedicated hours so as to increase his profits. He also wants to look into new business avenues. What should he be doing.

### Ask

- Does this happen with you too?
- Do you find it difficult to prioritize your work?
- Are you able to manage your time effectively?

## Activity

- Conduct a group discussion based on the above examples.
- Direct the discussion on how to prioritize work and manage time effectively.

## Say

- Time management is not only about how hard you work but also about how smart you work.
- Discuss “What is Time Management” with the participants as given in the Participant Handbook.

## Ask

- Why is it important to manage time? How does it help?
- What happens when you don’t manage your time effectively?
- Do you find it difficult to prioritize your work?

## Say

- Discuss the benefits of time management given in the Participant Handbook.
- Let’s learn effective time management with the help of an activity.

## Activity

### Effective Time Management

- This activity has two parts:

#### PART 1 TO-DO LIST

- You have to make a to-do list.
- List all of the activities/ tasks that you have to do.
- Try to include everything that takes up your time, however unimportant it may be.
- If they are large tasks, break them into action steps, and write this down with the larger task.
- You can make one list for all your tasks or have separate to-do lists for personal and professional tasks.

## PART 2

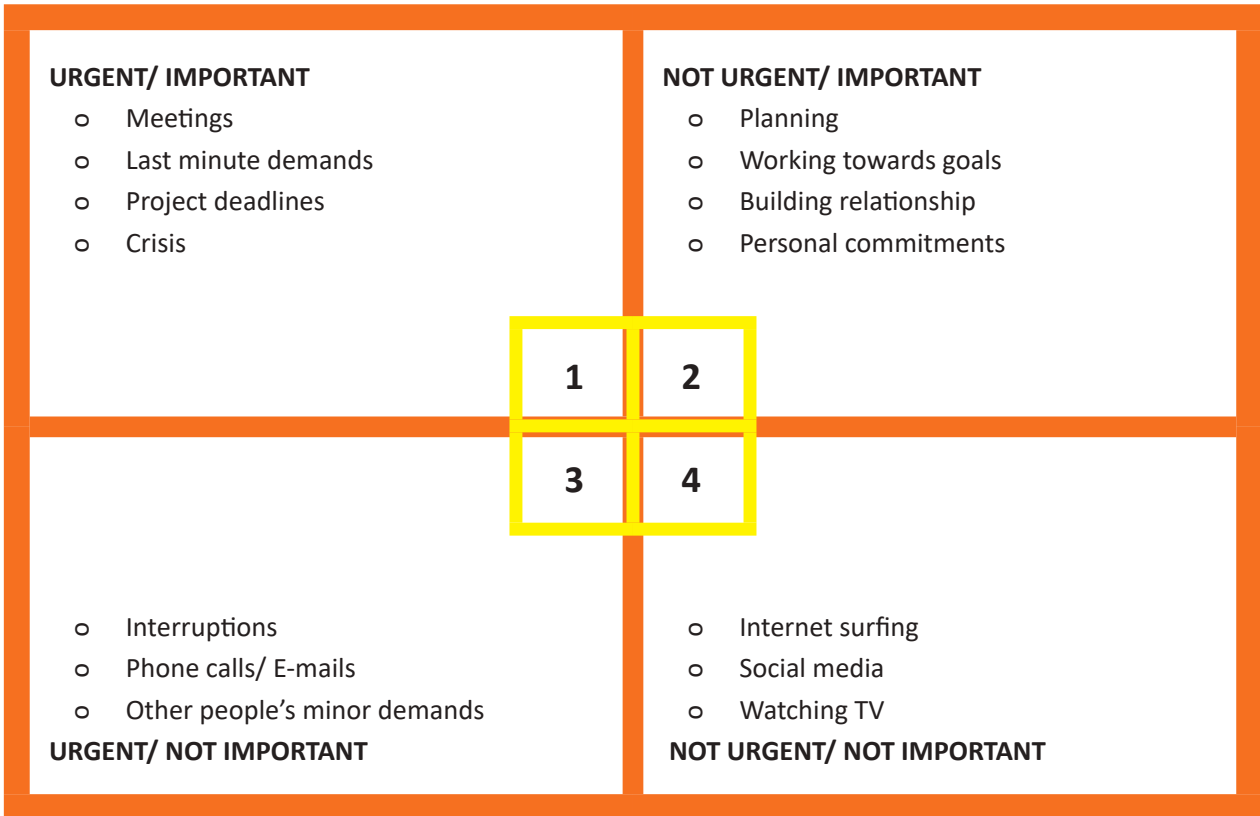
### URGENT-IMPORTANT GRID

- You have to make a grid as shown on the board here. .
- This grid has four boxes. As you can see, each box has a different heading.
- At the heart of the urgent-important grid, are these two questions:
  - Is this task important?
  - Is this task urgent?
  - Now, you have to think about each activity that you have written in your to-do list and put it into one of the four categories.
- What do these categories depict?
- **Category 1: Urgent/Important**
  - This category is for the highest priority tasks. They need to get done now.
- **Category 2: Not Urgent/Important**
  - This is where you want to spend most of your time.
  - This category allows you to work on something important and have the time to do it properly.
  - This will help you produce high quality work in an efficient manner.
  - The tasks in this category are probably the most neglected ones, but also the most crucial ones for success.
  - The tasks in this category can include strategic thinking, deciding on goals or general direction and planning – all vital parts of running a successful business.
- **Category 3: Urgent/Not Important**
  - This is where you are busy but not productive. These tasks are often mistaken to be important, when they're most often busywork.
  - Urgent but not important tasks are things that prevent you from achieving your goals.
  - However, some may be activities that other people want you to do.
- **Category 4: Not Important and Not Urgent**
  - This category doesn't really include tasks, but rather habits that provide comfort, and a refuge from being disciplined and rigorous with your time management.
  - Some may be activities that other people want you to do.
  - These might include unplanned leisure activities as well.

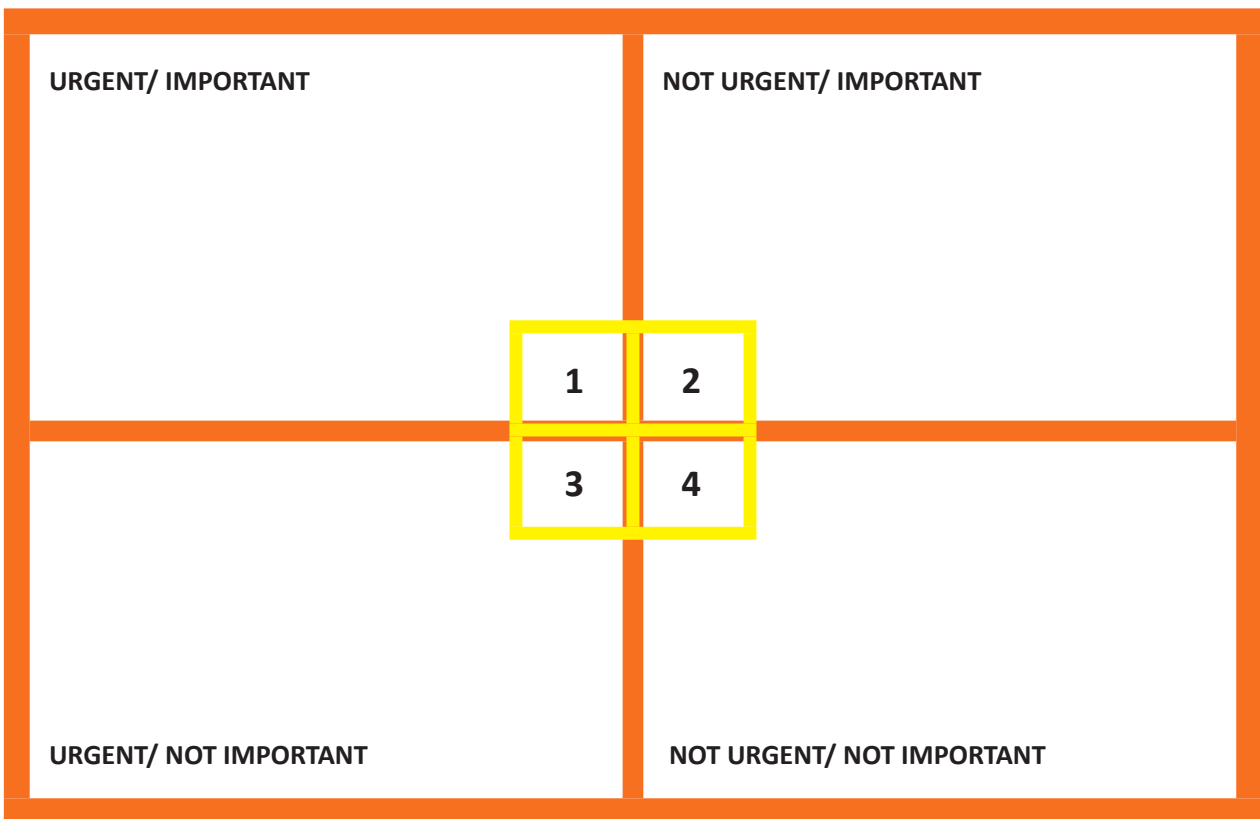
### TO- DO list format

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

**URGENT-IMPORTANT GRID**



**URGENT/ IMPORTANT GRID format**



## Do

- Put down the formats for the to-do list and the urgent/ important grid on the board.
- Instruct the participants to prepare their to-do list first.
- Give the participants 10 minutes to prepare the list.
- Once done, instruct them to divide the tasks in to-do list into the four categories.
- Explain the four categories to the participants giving examples specific to their context.
- As you explain the categories fill the grid with the type of tasks.
- Give the participants 40 minutes to fill the grid.
- Then explain how to balance the tasks between the four categories.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

## Say

### Activity De-brief:

#### How can we balance tasks between the four categories?

#### How to manage time through this grid?

- **Category 1: Urgent/Important**
  - Try to keep as few tasks as possible here, with the aim to eliminate.
  - If you spend too much of your time in this category, you are working solely as a trouble shooter, and never finding time to work on longer-term plans.
- **Category 2: Not Urgent/Important**
  - Plan these tasks carefully and efficiently as they are most crucial ones for success.
  - If necessary, also plan where you will do these tasks, so that you're free from interruptions.
  - Include strategic thinking, deciding on goals or general direction and planning in your planning process.
- **Category 3: Urgent/Not Important**
  - 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.
- **Category 4: Not Important and Not Urgent**
  - You also want to minimize the tasks that you have in this category.
  - These activities are just a distraction – avoid them if possible.
  - You can simply ignore or cancel many of them.
  - Politely say "no" to work assigned by others, if you can, and explain why you cannot do it.
  - Schedule your leisure activities carefully so that they don't have an impact on other important tasks.
- Discuss the traits of effective time managers and effective time management techniques as given in the Participant Handbook.

## Summary

- Discuss the traits of effective time managers and effective time management techniques as given in the Participant Handbook.

## Notes for Facilitation

- Here is a short story. You can conclude the session narrating the story. To make it more interesting you can perform the demonstration described and discuss the short story.
  - One day an expert in time management was speaking to a group of students. As he stood in front of the group, he pulled out a large wide-mouthed glass jar and set it on the table in front of him. Then he took out a bag of about a dozen rocks and placed them, one at a time, into the jar. When the jar was filled to the top and no more rocks would fit inside, he asked, “Is this jar full?” Everyone in the class said, “Yes.” Then he said, “Really?”
  - He reached under the table and pulled out a bucket of gravel (small stones). He dumped some gravel in and shook the jar causing pieces of gravel to work themselves down into the space between the rocks. Then he asked the group once more, “Is the jar full?” By this time, the class began to understand. “Probably not,” one of them answered. “Good!” he replied.
  - He reached under the table and brought out a bucket of sand. He started dumping the sand in the jar and it went into all of the spaces left between the rocks and the gravel. Once more he asked the question, “Is this jar full?” “No!” the class shouted. Once again he said, “Good.” Then he grabbed a jug of water and began to pour it in until the jar was filled to the brim. Then he looked at the class and asked, “What is the point of this illustration?” “One student raised his hand and said, “No matter how full your schedule is, if you try really hard you can always fit some more things in it!” “No,” the speaker replied, “that’s not the point. The truth this illustration teaches us is: If you don’t put the big rocks in first, you’ll never get them in at all.” What are the ‘big rocks’ in your life? Your children; your loved ones; your education; your dreams; a worthy cause; teaching or mentoring others; doing things that you love; time for yourself; your health; your mate (or significant other). Remember to put these BIG ROCKS in first or you’ll never get them in at all. If you sweat about the little stuff (the gravel, sand, and water) then you’ll fill your life with little things you worry about that don’t really matter, and you’ll never have the time you need to spend on the big, important stuff (the big rocks).
- End the story with these lines...  
So, tonight, or in the morning tomorrow, when you are reflecting on this short story, ask yourself this question: What are the ‘big rocks’ in my life? Then, put those in your jar first

## 11.1.7: Anger Management

### Resources to be Used

Participant Handbook

### Ask

- What is anger? Is anger good or bad?
- Is anger normal or an abnormal behaviour? How can anger harm you?
- Why is it important for entrepreneurs to manage their anger?

### Say

- Talk about anger and the importance of anger management in entrepreneurs as discussed in the Participant Handbook.
- Let us do a small activity. This is an individual activity.
- Think of the incidents and situations that angered you and hurt you.

### Do

- Instruct them to note down these situations under different categories (as given in the Activity).
- Give the class 3-5 minutes to think and note down their answers.
- At the end of 5 minutes, ask some participants to volunteer and present their answers.
- They can also share these situations with their fellow participants if they do not wish to share it with the entire class.

### Activity

- Do you remember any incident which has hurt
  - you physically
  - you mentally
  - your career
  - your relationships

## Ask

- Do you ever get angry?
- What are the things that make you angry?
- Do you remember any incident where your anger management helped you in maintaining healthy relationship?
- Do you remember any incident where someone lost business/ friend/ relationship due to temper (anger)?

## Say

- There are a few strategies which can help in controlling your anger. Let's do an activity to understand the anger management process better.
- This is an individual activity.
- Think of the incidents/ situations which trigger your anger (the cause).
- Then think what happened as a result of your anger (the effect).
- You need to come up with some techniques to manage your anger.

## Do

- There are a few strategies which can help in controlling your anger. Let's do an activity to understand the anger management process better.
- This is an individual activity.
- Think of the incidents/ situations which trigger your anger (the cause).
- Then think what happened as a result of your anger (the effect).
- You need to come up with some techniques to manage your anger.

## Activity

Trigger points and Anger Management Techniques Activity

### Anger Triggers

List of triggers that make you angry:
Someone says you did something wrong.
You want something you can't have now.
You get caught doing something you shouldn't have been doing.
You are accused of doing something you didn't do.
You are told that you can't do something.
Someone doesn't agree with you.
Someone doesn't do what you tell him to do.
Someone unexpected happens that messes up your schedule.



## Ask

### De-brief questions:

- In the situation described by the presenter, who was at fault?
- How could you have handled this situation alternatively?

## Summary

- Close the discussion by summarizing the strategies and tips of anger management for entrepreneurs.
- Ask the participants what have they learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

## Notes for Facilitation

- Encourage the participants to share information about them while presenting the situations to the class.
- Keep the format of the Activity prepared in a chart paper so that it can be displayed during the session.

## 11.1.8: Stress Management: What is stress?

### Resources to be Used

Participant Handbook

### Ask

- You are waiting in the reception for an interview or a very important meeting, suddenly your legs are shaky, your hands are cold, you are feeling nervous. Have you ever been in this kind of situation?
- Have you had days when you had trouble sleeping?
- Have you ever been so worried about something that you ended up with a terrible headache?

### Say

- You've probably heard people say, "I'm really stressed out" or "This is making me totally stressed."

### Ask

- What do you understand by stress?
- What gives you stress?
- How do you feel when you are stressed or what are the symptoms of stress?
- How can stress harm you?
- Why is it important for entrepreneurs to manage stress?

### Say

- When we feel overloaded or unsure of our ability to deal with certain challenges, we feel stressed.
- Discuss about stress, causes of stress, and symptoms of stress as discussed in the Participant Handbook.
- Let's understand the causes of stress and how to deal with them with the help of some case scenarios.
- You will be given some cases.
- You have to analyse the case scenario and then find an appropriate solution to the problem.
- This will be a group activity.

### Do

- Divide the class into four groups of 5- 6 participants (depending on the batch size).
- Assign one case scenario to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.

- Explain their discussion should result in getting answers for the following questions:
  - What was/ were the cause(s) of stress?
  - Was the stress avoidable or manageable under the given circumstances?
  - If yes, how do you think that the stress could be avoided (managed)?
  - If no, then why not?
- Give the class 10-12 minutes to discuss the case and note down their solutions.
- At the end of 12 minutes, the team should present their case solution to the larger group.
- Ask the group to select a group leader for their group.
- The group leader should discuss and assign roles to the group members for the presentation.
- Explain their discussion should result in getting answers for the following questions.

## Team Activity

### Case Study Analysis

#### Scenario 1

Akash's alarm doesn't go off and he gets late getting out of the house. He hits traffic and ends up 15 minutes late to work, which his boss notices. He gets to his desk and finds he has to complete 2 reports in next one hour. Just when he is about to begin work, a message pops up "Telecon with the client begins in 10 minutes. Please be in the conference room in 5 minutes."

He is not prepared for the call. He is stressed. He does not want to speak to his boss about this. He is stressed, feeling uncomfortable and sick; not in a position to attend the call or finish the reports on time.

#### Scenario 2

While paying his overdue bills, Rahul realised that it's the middle of the month and he has only Rs 500 left in his account. He has already asked all of his friends, and family for loans, which he hasn't paid back yet. He is still contemplating over the issue when his phone rings. His sister's birthday is due next week and she has seen a beautiful dress which she wants to buy but cannot tell the parents as it is a bit expensive. She wishes if Rahul could buy the dress for her. Rahul has promised to buy her the dress for her birthday.

Rahul is stressed, does not understand what to do. He is unable to concentrate on his work and unable to complete the tasks assigned. His team leader has already warned him of the delay.

#### Scenario 3

Sheela calls the cable company as she has unknown charges on her bill. She has to go through the automated voice mail menu three times and still can't get through to a customer care executive. After 15 minutes of repeated efforts, her call is answered. She explains the entire issue to the customer care executive but before the person could suggest a way out, the call drops.

Now Sheela has to call back and repeat the whole process all over again with a new customer care executive. She is very angry and calls again but cannot connect this time.

She has to leave to office so she decides to call from office and check. When she connects this time she is angry and argues with the executive on the call. All her co-workers around are looking at her as her volume has suddenly increased. She bangs the phone and ends the call.

Her co-worker Neelam enquires what has happened to her. She ignores her and just walks off. She has become irritable and her behaviour and tone with other co-workers is not acceptable.

**Scenario 4**

Arpit is a young entrepreneur who started doing business through Facebook few weeks back. He had always been into a job. Although Arpit has very few financial liabilities, it wasn't an easy decision to leave a comfortable job at once and look for newer pastures. Arpit's boss warned him of the consequences and the challenges of starting a business when nobody ever in his family had been in business.

He has not been able to get a good deal till now. This is an important life shift for him which comes with unknown variables. Arpit is nervous and is wondering if he has what it takes to fulfill the requirement of his new role, or the new experiences he's likely to face.

**Ask****De-brief questions:**

- What was/ were the cause(s) of stress?
- Was the stress avoidable or manageable under the given circumstances?
- If yes, how do you think that the stress could be avoided (managed)?
- If no, then why not?

**Say**

- Now, let's discuss the problem and solution with the larger group.
- The group will first briefly describe the case to the class.
- Then discuss the issue identified and the proposed solution.
- Post presentation, the other groups may ask questions to the group that has presented.

**Do**

- Congratulate each group for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time. Tell participants to wind up the discussion quickly if they go beyond the given time limit.

**Say**

- While it is common and normal to feel some tension. This feeling nervous and tensed can interfere with your thinking process and can have a negative impact on your performance.
- Stress can deplete the most vibrant of souls. It can have a negative effect on every aspect of a person's life including their health, emotional well-being, relationships, and career. However, one needs to understand the causes and types of stress before looking for ways to manage it.

**De-brief:****Scenario 1**

The cause of stress was lack of time management and the habit of procrastinating. If Akash would have managed his time well, planned alternate ways to get up on time, finished prior tasks on time and planned for client meetings in advance then he wouldn't have faced stress.

**Scenario 2**

The cause of stress was lack of financial planning. Rahul should have planned his financial resources well in advance and saved some money for the rainy day. Also, differentiating between needs and wants and keeping a check on non-essential expenditure would have saved Rahul from this situation.

**Scenario 3**

Sometimes, stress is caused due to external factors instead of internal ones. In this case, the stress was unavoidable because we have no control over this customer care system. Every time, you will get in touch with a new executive and will have to explain all over again. This might cause stress but despite being frustrated and angry there is little that we can do about it. All Sheela could do was to find ways to calm herself down through some breathing exercises and meditation, reading some good book or listening to music and then start afresh.

**Scenario 4**

A positive, major life change can be a source of good stress. Regardless of how good the change is, it can be stressful. Stress caused by a positive and major life change can be beneficial because it causes a person to step out of their comfort zone and learn new skills. Here, Arpit may become a successful entrepreneur or learn new ways to do things differently. Now let us see this scenario, can I have a volunteer to read out this case to the class.

**Do** 

- Ask one of the participant who can volunteer and read out this scenario to the class.

**Scenario 5**

Rakesh lives in Kathmandu with his wife and two beautiful daughters Sarah and Sanya. Nepal was hit by a massive earthquake and Rakesh's building collapsed during the earthquake. During evacuation, Rakesh realised that though his wife and Sarah were fine and suffered only minor bruises, Sanya was nowhere in the scene. Panic stricken, he started calling her name and searching her frantically. A little later, he heard a meek voice from beneath the debris. He quickly removed the rubble to find a huge bed. Rakesh was pretty sure that Sanya was trapped underneath. Though he was badly bruised, he gathered all his courage and with all his might, he lifted the several-ton bed to save Sanya's life. Everyone was relieved to see Sanya alive and also extremely surprised to see this father's ability to access superhuman strength.

- Ask the audience to applaud for the participant after the scenario is read completely.
- Discuss the scenario, ask de-brief questions:
- What kind of stress was Rakesh undergoing in this case?
  - Was the stress avoidable or manageable under the given circumstances?
  - What was the result of the stress?

## Say

### De-brief:

- Not all stress is harmful; good stress is actually energizing. This was a case of lifesaving stress, or hero stress, which is an important example of good stress. You may have heard stories in which a person performs an impossible feat of physical strength in order to save their life or the life of someone they love. This type of stress causing a surge of adrenaline is good for us.

## Summary

- Close the discussion by summarizing the tips to manage stress as given in the Participant Handbook.
- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

## Notes for Facilitation

- Keep printed copies of the activities/ scenarios ready for the session.
- Put down the de-brief questions on a flip chart so that it can be displayed in the class during the activity.
- Encourage participation and make the discussions interactive.

## Unit 11.2: Digital Literacy: A Recap

### Unit Objectives

By the end of this unit, the trainees 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 the functions of basic computer keys
5. Discuss the main applications of MS Office
6. Discuss the benefits of Microsoft Outlook
7. Identify different types of e-commerce
8. List the benefits of e-commerce for retailers and customers
9. Discuss Digital India campaign will help boost e-commerce in India
10. Describe how you will sell a product or service on an e-commerce platform

## 11.2.1: Computer and Internet Basics: Basic Parts of a Computer

### Resources to be Used

Participant Handbook , Computer Systems with the required applications

### Say

- Let's take a quick recap of the basic computer parts.
- Discuss 'Basic Parts of Computer' and 'Basic Parts of a Keyboard' with the class as given in the Participant Handbook.

### Explain

- Explain all the parts of the computer and the keyboard by demonstrating on the real system.

### Ask

- Do you know about internet?
- Have you ever used internet?
- Why do you think internet is useful?
- What was the last task you performed on internet?

### Say

- Let's look at some basic internet terms.
- Discuss 'Basic Internet Terms' with the participants as given in the Participant Handbook.

### Summary

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of computer and internet for entrepreneurs.

### Practical

- Divide the class into four groups of 5- 6 participants (depending on the batch size).
- Assign one case scenario to each group.
- Instruct them to read the case carefully.

- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Explain their discussion should result in getting answers for the following questions:
  - What was/ were the cause(s) of stress?
  - Was the stress avoidable or manageable under the given circumstances?
  - If yes, how do you think that the stress could be avoided (managed)?
  - If no, then why not?
- Give the class 10-12 minutes to discuss the case and note down their solutions.
- At the end of 12 minutes, the team should present their case solution to the larger group.
- Ask the group to select a group leader for their group.
- The group leader should discuss and assign roles to the group members for the presentation.
- Explain their discussion should result in getting answers for the following questions.

## Do

- Group the participants for the activity depending on the batch size and the number of computer systems available in the lab.
- Explain the purpose and duration of the activity.
- Ensure the participants complete the practical exercises assigned.

## 11.2.2: MS Office and Email: About MS Office

### Resources to be Used

Participant Handbook, Computer Systems with MS Office

### Ask

- What is the most frequent activity that you do on the computer?
- Do you know how to make presentations on the computer?

### Say

- Give a brief introduction of MS Office as given in the Participant Handbook.
- Discuss the most popular office products. Explain in brief their application, benefits and working.
- **Microsoft Word** is a word processing program that allows for the creation of documents. The program is equipped with templates for quick formatting. There are also features that allow you to add graphics, tables, etc.
- **Microsoft Excel** is a tool for accounting and managing large sets of data. It can also simplify analysing data. It is also used to create charts based from data, and perform complex calculations. A Cell is an individual data box which will have a corresponding Column and Row heading. This gives the cell a name, referred to as the Cell Reference. There can be multiple pages in each workbook. Each page, or sheet, is called a Worksheet. When you open a new Excel file, it automatically starts you with three worksheets, but you can add more.

### Explain

Explain the working and frequently used features of Office on a real system.

### Ask

- What do you know about e-mails?
- Do you have an email id?
- How often do you check your e-mails?

### Say

- Communication is vital for every business. The fastest and the safest way to communicate these days are through emails. MS Outlook helps to manage your emails in a better way and also offers a host of other benefits.
- Discuss “Why Choose Microsoft Outlook?” with the participants as given in the Participant Handbook.

## Do

- Ask the participants to assemble in the computer lab.
- Explain the working of Outlook on a real system.

## Demonstrate

- Demonstrate how to create email id.
- Demonstrate how to write new mails, send mails.
- Demonstrate how to use MS Office application to create a letter and send it as attachment in an email.
- Demonstrate how to use other MS Office applications.

## Practical

- Give some hands on practice exercises
- Group the participants for the activity depending on the batch size and the number of computer systems available in the lab.
- Explain the purpose and duration of the activity.

## Summary

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

## 11.2.3: E-Commerce

### Resources to be Used

Computer System with internet connection, Participant Handbook

### Ask

- How many of you have done shopping online?
- Can you name at least five shopping websites?
- What is the product that you most frequently buy online?
- Why do you do shopping online instead of going to the market?

### Say

- Give a brief introduction of “What is E-commerce”. Refer to the Participant Handbook.
- E-commerce emerged in the early 1990s, and its use has increased at a rapid rate. Today, many companies sell their products online. Everything from food, clothes, entertainment, furniture and many other items can be purchased online.

### Explain

Explain the working and frequently used features of Office on a real system.

### Ask

- What other types of transactions have you performed on the internet other than buying products?

### Say

- Give examples of e-commerce activities from Participant Handbook.

### Team Activity

#### E-commerce examples

- Instruct the participants to list some of the payment gateways that they have used for e-commerce activities.
- Give them 5 minutes to make this list.

- Discuss payment gateways and transaction through payment gateways.
- Conclude the discussion by mentioning how important e-commerce has become in our day to day transactions.

### Say

- E-commerce activities can be classified based on the types of participants in the transaction.
- Discuss “Types of E-commerce” from the Participant Handbook.

### Do

- Discuss all types of E-commerce by giving examples and names of some popular websites which use them.
- Make the discussion interactive by asking the class to share some popular e-commerce sites of each type.

### Say

- E-commerce activities bring a host of benefits for both, retailers and customers.
- Discuss benefits of E-commerce from the Participant Handbook.

### Explain

- The majority of the population that uses E-commerce activities lives in tier-1 and tier-2 cities. To encourage the use of digital money in tier-3 and 4 areas, PM Mr. Modi launched the “Digital India Campaign”.
- Discuss “Digital India Campaign” from the Participant Handbook.
- By Digital India project the government will deliver services via mobile connectivity and in doing so, is expected to bring the internet and broadband to remote corners of the country. This connectivity will in turn enhance e-commerce activities also. Furthermore, the Indian Government is also modernizing India Post and aims to develop it as a distribution channel for e-commerce related services.

### Say

- Now let us discuss how to sell a product using E-commerce.
- Every product has to be sold on a platform on the internet. Think of it as a shop that you have to sell your product. Now this shop can be your own or shared or rented. If the shop is your own or rented there will be only your products in that shop. If the shop is shared, there will be products of multiple sellers in that shop. A common example is a departmental store which has products from multiple brands in the shop.

- Similarly, in E-commerce the shop is the website where your products are displayed. If it is your own website it will exclusively showcase your products. In this case the cost that you will incur will be:
  - Developing the website
  - Hosting the website
  - Maintenance of the website
- If you rent a website it will also showcase your own products but the development, hosting and maintenance parts goes to the owner. This saves time and the cost to manage these activities.
- Smaller companies usually go for renting a website and the bigger ones develop their own website.
- The concept of shared platforms has become very popular in recent times. In this platform the sellers have to register and then they can sell their goods on a common platform. Among the most popular of these are Amazon, Myntra, Flipkart, etc.

### Role Play

- Tell the participants to choose a product or service that they want to sell online.
- Tell them to write a brief note explaining how they will use existing e-commerce platforms, or create a new ecommerce platform to sell their product or service.

### Ask

- How much money are you carrying in your wallet?
- Do you have a credit/debit card?
- How do you make payments while doing online shopping?

### Say

- Demonetization has made carrying cash in the wallet very difficult. People either shop through cards or some other form of digital money.
- So what do you think is digital money?
- In this form the money is both paid and received digitally. There is no hard cash involved. It is an instant and convenient way to make payments.
- There are various types of digital payments. Let us discuss some of them in brief here.
- The first one is the most commonly used system i.e. the cards. Debit card, credit card, prepaid card, all fall under this category.
- Then is the e-wallet or the mobile wallet. This has become the most used form of digital money after demonetization. Examples are Paytm, state bank buddy, Freecharge, etc.
- Many other forms of digital money are also coming up in market like mobile apps, Aadhar card based payment, etc.

### Do

Demonstrate how to make and receive payments through digital models like Paytm and state bank buddy.

## Ask

Why do you think people have started using digital money instead of hard cash? Is demonetization the only reason?

## Say

- Digital money gives a lot of advantages over the conventional hard cash. Some of them are:
  - Digital payments are easy and convenient. You do not need to take loads of cash with you, a mobile phone or a card will suffice.
  - With digital payment modes, you can pay from anywhere anytime.
  - Digital payments have less risk.

## Summary

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of e-commerce and digital money.

## Unit 11.3: Money Matters

### Unit Objectives

By the end of this unit, the trainees 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 transfer

## 11.3.1: Personal Finance – Why to Save?

### Resources to be Used

Participant Handbook

### Say

- How many of you save money?
- Why do you feel the need to save it?
- Do you plan your savings?
- Where do you keep the money you save?
- How do you use the money that you have saved?

### Explain

- Let's look at these two examples:

#### Example 1:

Suhani works in a good company and earns Rs.30, 000 month. She always saves 5000 per month and keeps it aside as a personal saving. She keeps the money at home and has saved quite a lot. One day her mother has a medical emergency and has to be taken to the hospital. Her family is worried about the amount they have to spend for the treatment. It will cost them atleast 40,000.

Suhani says tells her family not to worry and that she has about 50,000, which she has saved over the months.

#### Example 2:

Jasmeet works in the same company and earns the same as Suhani. She is very fond of shopping and spends most of her money on buying new clothes. At the end of the month, she is always asking her father for money as her pay is finished.

### Ask

- Who do you identify with –Suhani or Jasmeet ?
- How do you think Suhani manages to save money which Jasmeet is unable to do?

### Say

- We should always set aside some and save some money from our monthly pay. The future is unpredictable.
- Saving money not only gives you a sense of financial security but it can be used in case of emergencies.
- Discuss “Importance of Saving” with the participants as given in the Participant Handbook.

## Ask

- What are the benefits of saving money?
- What does being financially independent mean to you?

## Say

- Discuss “Benefits of Saving” with the participants as given in the Participant Handbook.
- Now let us continue with Suhani’s story. Suhani has told her family not to worry and that she has about 50,000, which she has saved over the months. The family is happy about Suhani’s decision of saving money, which will be of great help for them now.

Suhani is going to the hospital today to pay the first instalment for the treatment. Suddenly finds only 35,000 in her cash box when she counts and does not remember using it. She has not kept any record and now she is upset.

## Ask

- Was it a good decision by Suhani to save a part of her earnings every month?
- Was it a wise decision to keep all her savings as cash in a cash box?
- Could she have managed to save money in a better and more effective manner?
- Do you want to learn how to save money and use it effectively?

## Say

- Let’s learn personal saving with the help of a group activity.

## Team Activity

### Personal Finance- Why to save

- This activity has two parts:

#### PART 1 WAYS TO SAVE MONEY

- You are earning 30,000/- per month. You have recently changed your job and have to move to a metropolitan city. You are now living as a paying guest paying 10,000/- per month. Your other estimated expenditures like travel, food, recreation would be around Rs. 17, 000 per month.
- Make a list of different ways to save money.

#### PART 2 HOW WILL YOU USE THE MONEY

- After a year how much have you been able to save?
- How will you use the money that you have saved?

## Do

- Divide the class into groups of four.
- Instruct the participants to think and prepare a list of the various ways they can save money.
- Give the participants 10 minutes to prepare the list.
- Once done, instruct them to think of how they could use the money they have saved.
- Give the participants 10 minutes to prepare the list.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

### Activity De-brief

- What were the different ways you could save money?
- How much money were you able to save?
- How will you use the money you have saved in one year?

## Say

Discuss the importance of personal finance and why it is important to save money.

## Summary

You can summarize the session by discussing:

- The importance of saving money.
- Ways to save money.
- How the money saved can be used for different purposes.

## 11.3.2: Types of Bank Accounts, Opening a Bank Account

### Resources to be Used

Account opening sample forms, Participant Handbook

### Ask

- How many of you save money?
- Where do you keep the money you save?
- How many of you have a bank account?
- What type of account do you have?

### Explain

- Let's look at these two examples:

Reena is in the third year of college but in the evening she gives tuitions for children living in her colony. She earns 15,000/- per month. As her students stay in different parts of the city, she has to walk a lot.

To save time, she decides to buy a second hand scooter for herself. But she has to save money for it. Her class mate advises her to open a recurring deposit account in the bank.

She goes to the bank close to her home. The personal manager gives her some forms to fill. She is confused as she has never done this before. Her elder sister has an account in the same bank. She asks for help from her sister. She goes to the bank the next day with her sister. The personal banker gives her a list of documents that she will need to submit with the form for opening an account. The banker advises her to open a 6 months recurring deposit.

### Ask

- Do you try to save money monthly but have to spend it on unforeseen expenditure?
- Have you ever thought of depositing your savings in a bank?

### Say

- Before opening a bank account, you need to know the types of accounts we have in India.
- Discuss "Types of Bank Accounts" with the participants as given in the Participant Handbook.

### Ask

- Can someone say what are the different types of bank accounts?

## Say

- Let's learn about the different types of bank accounts through an activity.

## Team Activity

### Activity De-brief

#### Each group to present the key points of their account.

- Divide the class in four groups.
- Label the groups as savings account, current account, recurring account and fixed deposit.
- On a chart paper, ask them to write the key points of their account.

## Say

- Now that you know about the four different types of accounts, let's learn how to open a bank account.
- Discuss "Opening a Bank Account" with the participants as given in the Participant Handbook.
- Discuss "Tips" that the participants should keep in mind while opening a bank account as given in the Participant Handbook.

## Ask

- What are the main documents required for opening a bank account?
- What are some important points to ask the bank personnel while opening an account?

## Say

- Mention officially valid KYC documents (refer to the Participant Handbook)
- Now, let's understand the procedure of opening a bank account through an activity.

## Team Activity

### Opening a Bank Account

- This activity is done in groups.
- Divide the class in groups of four or six.

#### PART 1

#### FILLING A BANK ACCOUNT OPENING FORM

- You have to fill a bank opening form.
- You can refer to the section "Opening a Bank Account" of your Handbook for reference.
- List all the steps that you will be required to fill in the form.
- List the documents that you needs for filling the form.
- Now fill in the form.

**Activity De-brief****How did you design the form?**

- What all details did you fill in the form?
- What were your KYC documents?
- How would this activity help you in future?

**Do** 

- Instruct the participants to read the section “Opening a Bank Account’ of the Participant Handbook.
- Give each group one sample account opening form.
- Give the participants 5 minutes to read the form.
- Give them 15 minutes to fill it.
- Assist them by explaining each category and how to fill it.
- Keep a check on time.
- Tell the group to wind up quickly if they go beyond the given time limit.

**Summary** **Note:**

- You can summarize the unit through a role play.
  - A person wanting to open an account in the bank.
  - What is the procedure that he will go through?
  - Discuss the key points of different types of bank accounts.
  - How to select the type of account
  - How to fill the account opening form.
- A sample account opening form is given in the following page for reference. Use it for the activity in the class.

**Sample Bank Account Opening form.**

SAVING BANK ACCOUNT OPENING FORM	
Account No.: _____	Date: _____
Name of the Branch	
Village/Town	
Sub District/Block Name	
District	
State	
SSA Code/Ward No.	
Village Code/Town Code	

**Applicant Details:**

Full Name	Mr./Mrs./Ms.	First	Middle	Last Name
Marital Status				
Name of Spouse/Father				
Name of Mother				
Address				
Pin Code				
Tel No. Mobile			Date of Birth	
Aadhaar No.			Pan No.	
MNREGA Job Card No.				
Occupation/Profession				
Annual Income				
No. of Dependents				
Detail of Assets		Owning House: Y/N	Owning Farm : Y/N	No. of Animals : Any other:
Existing Bank Alc. of family members/household		Y/N If yes, No. of A/cs. _____		

Kisan Credit Card	Whether Eligible	Y/N
-------------------	------------------	-----

I request you to issue me a Rupay Card.

I also understand that I am eligible for an Overdraft after satisfactory operation of my account after 6 months of opening my account for meeting my emergency/ family needs subject to the condition that only one member from the household will be eligible for overdraft facility. I shall abide by the terms and conditions stipulated by the Bank in this regard.

**Declaration:** I hereby apply for opening of a Bank Account. I declare that the information provided by me in this application form is true and correct. The terms and conditions applicable have been read over and explained to me and have understood the same. I shall abide by all the terms and conditions as may be in force from time to time. I declare that I have not availed any Overdraft or Credit facility from any other bank.

**Place:**

**Date:**

**Signature/LTI of Applicant**

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**Nomination:**

I want to nominate as under

Name of Nominee	Relationship	Age	Date of birth in case of minor	Person authorised in case to receive the amount of deposit on behalf of the nominee in the event of my /minor(s) death.

**Place:****Date:****Signature/LTI of Applicant****Witness(es)\***

1. \_\_\_\_\_

2. \_\_\_\_\_

**\*Witness is requires only for thumb impression and not for signature**

### 11.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

#### Resources to be Used

Participant Handbook, Blank sheets of paper, Pens

#### Ask

- What is cost?
- Will a telephone bill fall under the category of a fixed or variable cost?

#### Say

Discuss: Fixed and Variable cost with examples. Let us do a small activity.

#### Team Activity

##### Identify the type of cost

1. Rent
2. Telephone bill
3. Electricity bill
4. Machinery
5. Insurance
6. Office supplies/ Raw materials
7. Employee salaries
8. Commission percentage given to sales person for every unit sold
9. Credit card fees
10. Vendor bills

#### Do

- Divide the class into two groups. Read out the list of costs given in the activity.
- Read out each item from the cost list and ask the groups in turns to identify whether it is a fixed or variable cost.

## Say

- We saw that your utility bills like rent, electricity, telephone, etc. are all fixed costs because you have to pay it every month.
- Variable costs is an expense which varies with production output or volume. For example commission, raw material, etc.
- Discuss “Cost: Fixed vs. variables” with the participants as given in the Participant Handbook.
- Illustrate the relation between the costs with a graph.

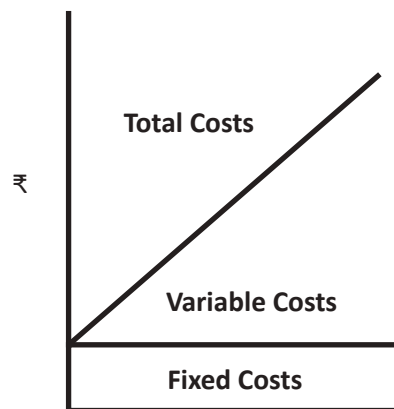


Fig. 11.3.3.1: Relation between fixed and variable costs

- Let's learn the difference between fixed and variable cost with the help of an activity.

## Team Activity

### Fixed vs. Variable Costs

**You want to start your own entrepreneur business.**

- State the type of business you want to start.
- List down all the cost or requirements for your business.
- How will you differentiate between the fixed and variable cost.

### Activity De-brief

- What is the total cost of your business?
- What are the fixed costs?
- What are the variable costs?
- How did you differentiate between the fixed and variable costs?

## Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 15.
- Give each group a sheet of paper.
- Tell the participants that they have to start their own entrepreneur business.
- Ask them the type of business they want to start.
- Instruct them to differentiate between the fixed and the variable costs of the business they want to start.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

## Summary

- Note: You can summarize the unit either by having a role play between a consultant and a budding entrepreneur explaining the differences between fixed and variable costs or by discussing the key points of the unit.

## Notes for Facilitation

- Answers for the activity - Identify the type of cost
 

1. Rent	(Fixed)
2. Telephone bill	(Fixed)
3. Electricity bill	(Fixed)
4. Machinery	(Fixed)
5. Insurance	(Fixed)
6. Office supplies/ Raw materials	(Variable)
7. Employee salaries	(Fixed)
8. Commission percentage given to sales person for every unit sold	(Variable)
9. Credit card fees	(Variable)
10. Vendor bills	(Variable)

## 11.3.4: Investments, Insurance and Taxes

### Resources to be Used

Participant Handbook

### Ask

- Ask the participants- “What do you see first thing in when you get your mobile bill? Apart from the amount and due date do you have a look at the taxes you are being billed for?”
- Why do you think people get their cars insured or have a medical insurance?
- You have saved money and want to invest it, how would you decide what is the best investment for your money?

### Explain

- Let’s have a look at a few scenarios.

Ranbir has sold his house and deposited the money in his bank. His Chartered Accountant tells him that he will have to re-invest the money otherwise he will have to pay capital tax. What is capital tax and how is it different from income tax?

Jasmeet and Anup are blessed with a baby girl. They decide to have an insurance policy that will mature when their daughter is ready to higher education.

Shivani is working in a corporate office and getting good pay. She will have to pay income tax so she decides to invest her money in tax saving schemes. She goes to the bank manager to discuss the best products in which she can invest.

### Say

Discuss the Investment, Insurance and Taxes as given in the Participant Handbook.

### Ask

How do investments, insurances and taxes differ from each other?

### Say

Let’s learn the differences between the three by having an activity.

**Say** 

We will have a quiz today.

**Team Activity** 

The activity is a quiz.

**Do** 

- Divide the class into groups of three and give a name to each group
- Explain the rules of the quiz. For each correct answer the group gets 1 mark. If the group is unable to answer the question is rolled over to the next group.
- Explain the purpose and duration of the activity.
- On the blackboard write the names of the groups.
- Ask the questions of the quiz.
- Keep a score for the groups.
- Set guidelines pertaining to discipline and expected tasks.

**Summary** 

- Summarize the unit by discussing the key points and answering question

**Notes for Facilitation** **Questions for the quiz****1. What are bonds?**

*Bonds are instruments used by public and private companies to raise large sums of money.*

**2. Who issues the bonds?**

*Private and public companies issue the bonds.*

**3. Why are bonds issued?**

*To raise large amount of money as it cannot be borrowed from the bank.*

**4. Who is the buyer of stocks and equities?**

*The general public is the buyer.*

**5. What types of scheme is the Sukanya Samriddhi Scheme?**

*Small Saving Scheme*

**6. What is the difference between mutual and hedge funds?**

*Mutual funds are professionally managed financial instruments that invest the money in different securities on behalf of investors. Hedge funds invest in both financial derivatives and/or publicly traded securities.*

**7. Why is a loan taken from the bank to purchase real estate?**

*To lease or sell to make profit on appreciated property price.*

**8. Name the two types of insurances?**

*Life Insurance and Non-life or general insurance*

**9. Which insurance product offers financial protection for 15-20 years?**

*Term Insurance*

**10. What is the benefit of taking an endowment policy?**

*It offers the dual benefit of investment and insurance.*

**11. Mr. Das gets monthly return on one of his insurance policies. Name the policy?**

*Money Back Life Insurance*

**12. What are the two benefits of a Whole Life Insurance?**

*It offers the dual benefit of investment and insurance*

**13. Which policy covers loss or damage of goods during transit?**

*Marine Insurance*

**14. After what duration is the income tax levied?**

*One financial year*

**15. What is long term capital gain tax?**

*It is the tax payable for investments held for more than 36 months.*

**16. Name the tax that is added while buying shares?**

*Securities Transaction Tax*

**17. What is the source of corporate tax?**

*The revenue earned by a company.*

**18. Name the tax whose amount is decided by the state?**

*VAT or Value Added Tax*

**19. You have bought a T.V. What tax will you pay?**

*Sales Tax*

**20. What is the difference between custom duty and OCTROI?**

*Custom duty is the charges payable when importing or purchasing goods from another country. OCTROI is levied on goods that cross borders within India.*

## 11.3.5: Online Banking, NEFT, RTGS, etc.

### Resources to be Used

Participant Handbook, Computer System with internet connection, Debit card

### Ask

- When was the last time you visited a bank?
- How do you pay your bill for electricity and telephone?
- Have you ever tried to transfer money from one bank account to another bank account using the online banking facility?

### Say

- Most of us lead a busy life. Time has become more important than money. In this busy schedule no one has time to stand in bank queues. That's where Online Banking comes in. Online banking or internet banking means accessing your bank account and carrying out financial transactions through the internet.
- Discuss "What is online banking?" from the Participant Handbook.
- There are various advantages of online banking:
  - It saves time, as you need to visit the branch.
  - You can conduct your banking transactions safely and securely without leaving the comfort of your home.
  - Online Banking also gives you round the clock access.
  - Online Banking makes it possible for you to pay your bills electronically.

### Do

- Show them how they can use the internet banking.
- Use the computer system and show the demo videos on how to use internet banking provided on most banking sites.
- Tell the class the various features of online banking:
  - Through their website set-up your online account.
  - Choose a secure username and password.
  - Set-up your contact information.
  - Once your information is verified, you are good to go.
  - Once you enter the portal explore all the features and learn your way through the portal.
- Discuss about maintaining the security of the online account.

## Say

- One of the biggest advantage that online banking offers, as discussed earlier, is transferring money from one account to another. This transaction is called electronic funds transfer. Electronic transfers are processed immediately with the transferred amount being deducted from one account and credited to the other in real time, thus saving time and effort involved in physically transferring a sum of money.
- Discuss “Electronic Funds Transfer” from the Participant Handbook.

## Do

- Discuss how to transfer money from one account to another using online banking (NEFT/ RTGS, etc.).
- Illustrate with an example.

## Summary

- Close the discussion by summarizing the about online banking.
- Ask the participants if they have any questions related to what they have talked about so far.

## Unit 11.4: Preparing for Employment & Self Employment

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Discuss the steps to follow 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. Identify basic workplace terminology

## 11.4.1: Interview Preparation: How to Prepare for an Interview?

### Resources to be Used

Participant Handbook

### Ask

- Have you ever attended an interview?
- How did you prepare before going for an interview?

### Say

- An interview is a conversation between two or more people (the interviewer(s) and interviewee) where questions are asked by the interviewer to obtain information from the interviewee.
- It provides the employer with an opportunity to gather sufficient information about a candidate and help them select the ideal candidate.
- It also provides the interviewee with an opportunity to present their true potential to the employer, build confidence and help make a decision about the job by asking questions regarding designation, salary, perks, benefits, promotions, transfers, etc.
- Let's do an activity to understand how to prepare for interviews better.

### Activity 1

- Introducing Yourself

### Do

- Select a participant and ask him/her to answer the following questions: "What can you tell me about yourself?"
- Give the participant at least one minute to speak.
- Once he/she is done, ask the rest of the participant what they gathered about the participant who was providing information.
- Now repeat the exercise with five other participants.

### Ask

- What information you should include when you are describing or introducing yourself in an interview?
- What information you should not include when you are describing or introducing yourself in an interview?

## Say

- Tell the participants that when an interviewer asks you to say something about yourself, he/she is not asking you to present your life history.
- Introduction should be short and crisp, and should present you in a positive light. It should include the following points:
  - o Any work experience that you might have
  - o A brief summary of your educational qualifications
  - o Your strengths and achievements
  - o Any special projects that you might have been part of
- The following topics should be avoided during an introduction:
  - o Detailed description of your family (unless you are specifically asked to do so)
  - o Too much information about your weaknesses
  - o Information that is not true

## Do

- Congratulate each participant for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time.

## Activity

- Planning the right attire

## Do

- Congratulate each participant for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time.

## Summary



- Close the discussion by discussing 'how to prepare for an interview' as discussed in the Participant Handbook.
- You can add the following points to it:
  - o Tell the participants to create a positive and good impression in an interview. It is important for them to prepare for an interview beforehand.
  - o The interviewer analyses not only your technical knowledge in relation to the job, but also whether or not you are a fit for the organization.
  - o Every employer looks at the whole package and not just one or two things in isolation. Therefore, the way you dress and the way you present yourself is also important along with your skills and talents.
  - o The participants will get only one chance to create a good first impression.

## 11.4.2: Interview Preparation: How to Prepare for an Interview?

### Resources to be Used

Participant Handbook, Blank papers, Pens

### Ask

- When preparing for an interview, what are the most important things that you need to do?
- What documents do you carry with you, when you go for an interview?
- What is a resume?
- Why do you need a resume?

### Say

- Resume is not just a sheet of paper with your qualifications printed on it.
- It is a selling tool that will help the employer to see how and what you can contribute for company.
- Talk about the steps involved in creating an effective/attractive resumes discussed in the Participant Handbook.
- Now let's prepare a resume to understand the process in a better way.

### Do

- This is an individual activity.
- Give the details of the activity.
- Instruct them to read the activity carefully.
- The participant is expected to make an attractive resume based on the information provided.
- Give the class 25-30 minutes to study the case and create a resume.
- At the end of 30 minutes, the participants should exchange the resume with the person sitting next to him or her.
- Every participant will evaluate the resume prepared with their fellow participants.

### Say

- Do you think the candidate should apply for the job posting described in the advertisement?
- We have already discussed the steps involved in creating an effective/attractive resumes.
- Now let's prepare a resume for the candidate details given in the activity.

## Activity

### Case Study Analysis

- In the first section of the activity, you are being given the information about a candidate who is applying for a particular job.
- In the second section, you are being given the detailed description of the job posting. Create a resume for the candidate to apply for the job posting.
- Use the information that has been provided about the candidate to create this resume.

### Candidate Details

Nipesh Singla was born on 20th April, 1988 in Chandigarh, India. He currently resides at 1XX7, Sector XX D, Chandigarh –160018. His mobile number is 988XXXXX01, and e-mail address is nxxxxxxxla@gmail.com. Nipesh attended middle and senior school at Government Boys Senior Secondary School, Sector 15, Chandigarh. He has been a very talented boy since school. He was fond of painting and watching old Hindi movies. As part of a school charity program, he volunteered at the children’s hospital during his senior years.

In July 2007, he joined Westwood School of Hotel Management, Zirakpur to pursue a diploma course in Hotel Management and Catering. After completing this course, he joined XYZ Group of Hotels as a Housekeeping intern in June 2010 for six months. In this role, he was responsible for cleanliness and maintenance of one floor in the hotel. Taking advantage of his strong interpersonal skills, he also got opportunities to make housekeeping arrangements for corporate meetings. While pursuing education, he gained working knowledge of Microsoft Word, Excel, Access and PowerPoint.

Nipesh is detail-oriented, flexible and adaptable. He has successfully worked with a diverse work force. He gelled well with his peers, both in college and during his internship. After completing the internship, his objective has been to find a job opportunity where he can use his skills and experience. Backed by experience, he is confident about his skills as housekeeping assistant.

### Job Posting

\*Do you see yourself as a HOUSEKEEPING SUPERVISOR?

What’s your passion? Whether you’re into cricket, reading or hiking, at IHG we are interested in YOU. At IHG, we employ people who apply the same amount of care and passion to their jobs as they do in their hobbies - people who put our guests at the heart of everything they do. And we’re looking for more people like this to join our friendly and professional team.

THE LOCATION:

At the moment, we are looking for HOUSEKEEPING SUPERVISOR to join our youthful and dynamic team at Holiday Inn Amritsar, Ranjit Avenue in Amritsar, Punjab (India). Holiday Inn Amritsar is ideally located in Amritsar’s commercial district on Ranjit Avenue with the world famous Golden Temple located only a short distance away. Sparkling chandeliers mark an incomparable arrival experience as you escape to the welcoming environment that is, Holiday Inn Amritsar. The fresh international brand to celebrate and explore Amritsar.

*Salary:* Negotiable

*Industry:* Travel/Hotels/Restaurants/Airlines/Railways

*Functional Area:* Hotels , Restaurants

*Role Category:* Housekeeping

*Role:* Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

You should ideally be Graduate/ Diploma holder in HM and at least 2 years of experience as a supervisor in good brand with good communication skills, English is a must.

In return we'll give you a competitive financial and benefits package. Hotel discounts worldwide are available as well as access to wide variety of discount schemes and the chance to work with a great team of people.

Most importantly, we'll give you the room to be yourself.

\*Please get in touch and tell us how you could bring your individual skills to IHG.

Education-

*UG:* Any Graduate/ Diploma holder

*PG:* Post Graduation Not Required

## Say

- Now, let's share the resume with the fellow participant sitting next to you and evaluate each other's effort.

## Do

- Congratulate each participant for making their first attempt towards creating an effective resume.
- As a follow up activity, you can suggest them to prepare their own resume and show it to you the next day.

## Summary

- Close the discussion by showing some effective resume samples to the candidates.
- Ask the participants what they have learnt from this activity.
- Ask if they have any questions related to what they have talked about so far.

## Notes for Facilitation

- Keep printed copies of the activity ready for the session.
- Put down the suggested format of the resume on the board while explaining the steps in preparing a resume.
- Do check the participants' resume and suggest necessary changes.
- Suggested example for the case presented:

Nipesh Singla  
 #1XX7, Sector XX-D  
 Chandigarh-160018  
 Mobile No: 91-988XXXXX01  
 E-mail: nxxxxxxxxla@gmail.com

**Objective:** Seeking an opportunity to use my interpersonal skills and experience to contribute to your company's growth, profitability and objectives.

**Professional strengths:**

- Proficient in housekeeping
- Experienced in and capable of working with a diverse work force
- Team player and friendly in nature
- Successful working in a multi-cultural environment
- Detail oriented, flexible, and adaptable
- Knowledge of Microsoft Word, Excel, Access and PowerPoint

**Educational background:**

- Diploma in Hotel Management and Catering, Westwood School of Hotel Management, Zirakpur
- High School, Government Boys Senior Secondary School, Sector 15, Chandigarh

**Professional internships:**

- Housekeeping Intern, XYZ Group of Hotels, New Delhi (June 2010 – August 2010)
  - o Responsible for cleanliness and maintenance of one floor in the hotel.
  - o Got opportunities to make housekeeping arrangements for corporate meetings.

**Volunteer Work:**

- Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

### 11.4.3: Interview FAQs

#### Resources to be Used

Participant Handbook

#### Say

- Tell the participants you will provide them with interview situation and questions and they have to try to answer them.
- Tell them you will also explain the different ways to approach these questions.

#### Do

- Divide the class in pairs and ask the participants to perform a role play.
- One partner will play the role of the interviewer while the other will play the role of the interviewee.
- Tell them the interviewer can start the interview by asking the interviewee to introduce himself/herself.
- Call all the pairs one by one in front of the class to enact the role play.
- Follow the same pattern for all other situations.
- Time allotted for each situation is 8-10 minutes.
- Congratulate each participant for giving their input.
- Ask the class to applaud each time a team has completed their role play.
- Keep a check on time.

#### Role Play

Conduct a role play for the situation given.

##### Situation 1

- The interviewer will start by asking the interviewee a few generic questions such as:
  - o What is your name?
  - o Tell me something about yourself?
  - o Can you tell me something about your family?
- Then, the interviewer will bluntly ask the following questions:
  - o How do you explain this huge time gap in your resume?
  - o What is the reason for this?
  - o Weren't you looking for a job or is it that no one selected you?

## Say

### De-brief:

- When you put information on your resume, you should be prepared to answer any questions about it.
- Be present and focused on the questions being asked to you.
- One way of tackling the blunt questions is to tell the interviewer you did not come across an opportunity where you were sufficiently satisfied with both the remuneration offered as well as the profile. Therefore, you waited for the right opportunity to come along while looking for an ideal job.

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 2

- The interviewer will start by asking the interviewee a few generic questions such as:
  - o What is your name?
  - o Tell me something about yourself?
  - o Can you tell me something about your family?
- Then, at the end of the interview, ask the interviewee:
  - o There are over 200 people who have applied for this job, some with excellent work experience. Why should I hire you?

## Say

### De-brief:

- There is nothing wrong with stating your strengths and achievements. However, do not come across as arrogant or too boastful.
- You need show the interviewee that you have unique skills or talents to contribute to the company. The interviewer needs to know how you stand apart from the rest of the crowd.
- Tell the interviewer you are looking forward to working with the company and that you are a hard-working individual.

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 3

- The interviewer will start by asking the interviewee a few generic questions such as:
  - o What is your name?
  - o Tell me something about yourself?
  - o Can you tell me something about your family?
- Then, lean forward, clasp your hands on the table and in a soft voice ask the interviewee:
  - o Did you ever experience any neglect or disregard from your previous office? In other words, did you ever suffer because your office or team displayed favouritism?

## Say

### De-brief:

- Keep this in mind: Do not criticize anyone during an interview.
- You are free to express your opinion, however, your language, answers, body language, and the tone of your voice should remain constructive and neutral.
- Since criticism will show you in negative light, you should keep your answers honest yet diplomatic.
- You can tackle such questions by saying, “I got along well with most of my faculty and peers.”

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 4

- The interviewer will start by asking the interviewee a few generic questions such as:
  - o What is your name?
  - o Tell me something about yourself?
  - o Can you tell me something about your family?
- Then very bluntly ask the interviewee:
  - o How long do you plan to stay with this company if you are selected?
- After the candidate responds, ask sarcastically:
  - o Do you seriously mean that?

## Say

### De-brief:

- Don't provide unreal and idealistic answers.
- Your answers should be honest yet diplomatic. In a situation like this, the interviewer does not expect you to provide a specific timeline.
- You can say something like, “I would like to stay with the company as long as I can contribute constructively and develop as an employee, within the organization, professionally and financially.”

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 5

- The interviewer will start by asking the interviewee a few generic questions such as:
  - o What is your name?
  - o Tell me something about yourself?
  - o Can you tell me something about your family?
- Ask him/her how important he/she thinks it is to be punctual in the corporate world.
- After he/she answers, look up sternly at the interviewee and in a crisp voice, say:
  - o You were late for this interview by 10 minutes. That surely does not seem to be in line with what you just said?

## Say

### De-brief:

- Politely apologize for being late.
- You can add something such as, “I assure you this is not a habit”. All your future actions should be in line with this statement.
- Avoid giving any excuses.
- You might feel obligated to provide a justification for your tardiness, but the interviewer is not interested in that.
- Do not over apologize. Once this response is out of the way, turn your focus back to the interview.

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 6

- The interviewer will start by asking the interviewee a few generic questions such as:
  - o What is your name?
  - o Tell me something about yourself?
  - o Can you tell me something about your family?
- After asking a few academic or job-related questions, ask the interviewee:
  - o If you get this job, what salary package do you expect us to give you?

## Say

### De-brief:

- If there is no way for you to avoid this question, respond to the interviewer by providing a reasonable and well-thought out salary range.

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 7

- The interviewer will start by asking the interviewee a few generic questions such as:
  - o What is your name?
  - o Tell me something about yourself?
  - o Can you tell me something about your family?
- Then, bringing the interview to a close, ask the interviewee:
  - o Do you have any questions for me?

## Say

### De-brief:

- Ask relevant questions.
- Don't bombard the interviewer with questions.
- If you have questions about the result of the interview, you can limit your questions to 1 or 2. Keep them short and relevant like:
  - o When will I be informed about the results of the interview?
  - o What are the working hours?
  - o Will the job require me to travel?

## Explain

- Tell the participants to be prepared for answering different types of questions in an interview.
- Stay calm and focused, and take a moment to think about how you should respond. Always maintain a confident tone.
- Even if you don't intend to, your body language conveys your level of discomfort with a particular question. Try to keep your actions, tone, and gestures neutral.
- Maintain your composure while answering personal question.

## Do

- Tell all the participants to form pairs again.
- Tell them to use the following list of frequently asked interview questions to conduct mock interviews.
- They will use all or some of these questions to conduct mock interviews with their partners.
- One partner will play the role of the interviewer while the other will play the role of the interviewee.
- After they are through asking and answering the questions, the roles will be reversed.
- The same list of questions will be used again.
- After each mock interview ask the interviewer to provide feedback and clear any doubts that may arise.
- Time allotted for each situation is 30-35 minutes.

## Activity 1

### Mock Interview Questions

Mock Interview Questions
Tell me something about your family.
What qualities would you look for in a Manager or a Supervisor?
Why did you apply for this job?
What do you know about this company?
How do you deal with criticism?

How do you plan to strike a good work-life balance?
Where do you see yourself five years from now?
Have you applied for jobs in other companies?
What kind of salary do you expect from this job?
Do you have any questions for me?

## Summary

- Close the discussion by discussing the questions in the both activities.
- Ask the participants what they have learned from this activity.
- Ask if they have any questions related to what they have talked about so far.

## 11.4.4: Work Readiness – Terms and Terminology

### Resources to be Used

Participant Handbook, Chart papers, Blank sheets of paper, Pens.

### Ask

- What do you understand by workplace terminology?
- Are offer letter and contract of employment the same?

### Say

- Let's start this unit with an activity.

### Team Activity

#### Workplace terminology

- This is a group activity conducted in three parts.

#### Part 1

Sheila received a call from the recruiter of MND Company. Before she is recruited by the company, think of the recruitment process she will have to go through. Start from the telephone call to signing her letter of acceptance. Write down all the words that come to your mind.

#### Activity De-brief

- Have the participants read out the words they have written
- Encourage all the participants to participate in the activity

### Do

- Divide the class into small groups of 4 or 6.
- Instruct the participants that they will be doing a brainstorming activity.
- Give them one chart paper each. Tell them to divide the chart in two parts.
- Instruct them that they have to use one half of the chart paper now. The other half will be used later.
- The participants have to write all the words that come to their mind related to the recruitment process.
- Give them 10 minutes to do the activity.
- Tell them that there are no right or wrong answers.
- Keep a track of the time.

**Say** 

- You all know quite a few words related to the terms used in the office.
- Let us talk about some new terms that have been missed out.
- Discuss “Work Readiness – Terms and Terminology” with the participants as given in the Participant Handbook.

**Ask** 

- Why is it important to know the workplace terms?
- How do they help?
- Can the words be categorised further?

**Say** 

- Let’s now continue the activity.

**Team Activity** **Terms and Terminology**

- This is again a group activity. The members of the group remain the same as in Activity 1.

**Part 2**

With the help of the new terms you have learned, make a flow chart of the hiring process of MND Company.

**Activity De-brief**

- Ask the groups to share the flow charts and the new terms they added while preparing the flow chart.

**Do** 

- Instruct the participants that they have to use the 2nd half of the same chart they had used before.
- Using the new terminology and the terms they had previously written on the chart, they have to make a flow chart of the hiring process of the MND Company.
- Give them 10 minutes for this activity.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

**Say** 

- Let’s go ahead with the activity.

## Team Activity

### Terms and Terminology

The activity continues with the same group members.

#### Part 3

Sheila now works for the MND Company. She is not aware of the company culture and policies. She goes to the HR Department to get her doubts clarified. Can you think of the terms for which she wants clarity? Make a list of those words.

#### Activity De-brief

- Ask the groups to share their list of words. Some of the words are benefits, comp. time, deduction, employee training, holidays, lay-off, leave, maternity leave, mentor, notice, paternity leave, and time sheet.

## Do

- Instruct the participants to identify the key terms an employee of a company should know. They can use the same chart paper for this activity.
- Give them 5 minutes for this activity.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

## Summary

Note: You can either summarize the key points of the unit or have a role play where an employee has just joined a company and the HR Manager explains the terms of employment.

## Unit 11.5: Understanding Entrepreneurship

### Unit Objectives

By the end of this unit, the trainees will be able to:

1. Discuss the concept of entrepreneurship
2. Discuss the importance of entrepreneurship
3. Discuss 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 the 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 their business
19. Explain 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 purpose of the 'Make in India' campaign
26. Discuss the key schemes to promote entrepreneurs
27. Discuss the relationship between entrepreneurship and risk appetite
28. Discuss the relationship between entrepreneurship and resilience
29. Describe the characteristics of a resilient entrepreneur
30. Discuss how to deal with failure

## 11.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/ types of enterprises)

### Resources to be Used

Participant Handbook

### Say

- Let's start this session with some interesting questions about Indian entrepreneurs.

### Team Activity

#### Quiz Questions

- Who is the founder of Reliance Industries?  
Dhirubhai Ambani
- Who is the Chairman of Wipro Limited?  
Azim Premji
- Who launched e-commerce website Flipkart?  
Sachin Bansal and Binny Bansal
- Who is the founder of Paytm?  
Vijay Shekhar Sharma
- CEO OLA Who is of Cabs?  
Bhavish Aggarwal
- Who is the founder of Jugnoo?  
Samar Singla (autorickshaw aggregator)
- OYO Who is the founder of Rooms?  
Bhavish Aggarwal

### Do

- Tell them that you will ask them few questions about a few entrepreneurs.
- Divide the class in to two groups.
- In turns ask the quiz questions to the groups.
- If the answer is incorrect pass the question to the other group.
- Share the answer if the groups are not able to answer.
- Congratulate the participants who answered correctly.

## Ask



- What do you understand by entrepreneurs?
- What is the importance of entrepreneurship in today's scenario?
- What do you think are the characteristics of successful entrepreneurs?
- What are different types of enterprises that an entrepreneur in India can own and run?

## Say



- Talk about entrepreneurs, importance of entrepreneurship, characteristics of successful entrepreneurs, and different types of enterprises in India as discussed in the Participant Handbook.
- Tell the participants, stories of successful Indian entrepreneurs- their struggles, the moments of heartbreak, the perseverance and triumph.
- Ask them if they know of any such entrepreneur.

## Summary



- Close the discussion by summarizing about the opportunities for entrepreneurs in India.

## Notes for Facilitation



- Check out different Government schemes for small entrepreneurs. Share the information with the participants.
- You can tell them about the government websites like Start Up India, [mudra.org.in](http://mudra.org.in), etc.
- Discuss about various schemes and policies by the Government of India for entrepreneurs.

## 11.5.2: Leadership and Teamwork

### Resources to be Used

Participant Handbook, Blank sheets of paper, Pens.

### Do

- Show the picture given below to the class.
- Ask them to quickly write on a piece of paper what comes to their mind after seeing the picture.
- Now ask them, “What do you understand from this picture?”
- Encourage participants to share their thoughts.

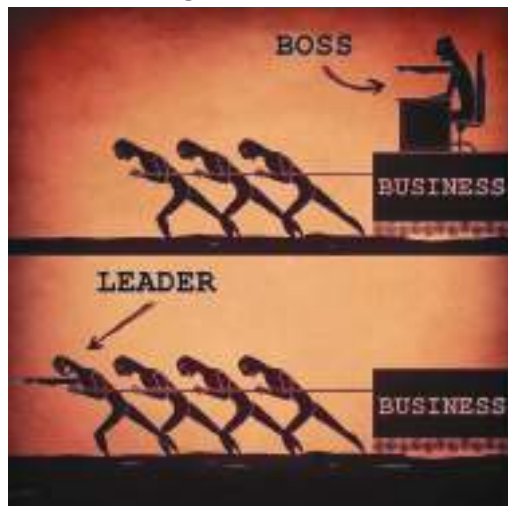


Fig. 11.5.2.1: Difference between Leader and Boss

### Say

- This picture depicts the qualities of a leader and the difference between a leader and a boss.
- A boss focuses on structure and inspires fear whereas a leader follows vision and generates enthusiasm.
- A boss blames employees for the breakdown whereas a leader fixes breakdowns.
- A boss depends on authority whereas a leader depends on goodwill.
- A boss says “I” and a leader says “We”.
- A boss drives employees whereas a leader coaches them.
- A boss takes credit whereas a leader gives credit.

### Say

- Talk about leadership and leadership qualities for an entrepreneur as discussed in the Participant Handbook.

**Ask**

- Why is it important for a leader to be effective? How does it help the organization?

**Say**

- Let us discuss benefits of effective leadership as discussed in the Participant Handbook.
- “Out-of-the-box thinking” is one of the new leadership styles. It means thinking differently and from a new perspective.

**Ask**

- Do you consider yourself a team player?

**Team Activity****Long Chain**

- This is a group activity.

**Do**

- Divide the class into 2 teams.
- Ask each team to create a chain using materials they have in class such as shoe laces, belts, paper, handkerchief, ribbons, etc.
- The team that creates the longest chain wins the game.
- Observe if the participants are interacting with their team or working in isolation.
- Share your observations with the class.

**Say****De-brief:**

- What did the winning team do differently?
- Who was responsible for the winning team’s success?
- How does this activity explain the role of teamwork in entrepreneurial success?

**Say**

- Tell the class that both the teams performed well.
- Discuss that the objective of this activity was to open communication channels and how this has been achieved.

- The participants should aim to keep the communication channels open when interacting with their peers and team members.
- It will set the pace and enthusiasm required for all the ensuing teamwork activities.
- Talk about teamwork and importance of teamwork in entrepreneurial success as discussed in the Participant Handbook.

## Summary

- Close the discussion by summarizing about the importance of teamwork for employees.
  - o Teamwork helps in reducing stress for the employees.
  - o Teamwork helps employers in generating more number of solutions to a problem and developing improved communication amongst employees.
- Ask the participants what they have learned from these exercises.
- Ask if they have any questions related to what they have talked about so far.

## 11.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

### Resources to be Used

Participant Handbook

### Activity 1

#### Activity – Chinese Whisper

Step 1: Form a circle.

Step 2: Start a whisper chain. Any one participant will whisper a message into his/her neighbour's ear. No one else must hear the message. The message can be serious or downright silly.

Step 3: The next person who first heard the message should whisper the message very quickly to the person sitting next to them.

Step 4: The game goes on until the last person says whatever they heard out loud and the first person reveals the real message.

Compare them and have a great laugh!

### Ask

#### De-brief questions:

- Was the original message the same as the message that is communicated at the end of the game?
- Why do you think there was a difference in the messages?

### Say

- No, the original message was not same at the end of game.
- The barriers to communication like language, disturbance and noise, poor listening skills, boredom, poor speaking skills, etc. are the potential reasons this happens.
- There are various aspects to communication. Speaking skills and listening skills are two major components to any communication. There is always some room for improvement in the way we communicate.
- It is important to accept the reality of miscommunication and work to minimise its negative impacts.

### Say

- Communication is a two-way process where people exchange information or express their thoughts and feelings
- It involves effective speaking and effective listening.

- If I go to the store to get bread, I exchange money for the bread. I give something and get something in return. Communication takes place in the same manner. You have to provide and receive information for communication to take place.

### Ask

- How often do you hear these statements?
  - o “You’re not listening to me!”
  - o “Why don’t you let me finish what I’m saying?”
  - o “You just don’t understand!”
- What do you think the other person is trying to convey to you through these sentences?
- We will not talk about the importance of listening effectively as discussed in the Participant Handbook.

### Say

- Let’s play a game to understand effective listening process better.

### Do

- This is a class activity.
- The participants need to answer the questions they hear.
- Instruct them to listen carefully.
- You will read it at a stretch and if need be repeat it once more.
- Tell the participants to raise their hand if they know the answer to the question asked.
- Keep a check on time.

## Activity 1

### Riddles:

Is there any law against a man marrying his widow's sister?

If you went to bed at eight o'clock at night and set the clock's alarm to ring at nine o'clock, how many hours of sleep would you get?

Do they have a 26th of January in England?

If you had only one match and entered a dark room that had a kerosene lamp, oil heater, and a wood stove, what would you light first?

The Delhi Daredevils and the Chennai Super Kings play five IPL matches. Each wins three matches. No match was a tie or dispute. How is this possible?

There was an airplane crash. Every single person died, but two people survived. How is this possible?

If an airplane crashes on the border of two countries, would unidentified survivors be buried in the country they were travelling to or the country they were travelling from?

A man builds an ordinary house with four sides except that each side has a southern exposure. A bear comes to the door and rings the doorbell. What is the colour of the bear?

### Answers:

There's no law against a man marrying his widow's sister, but it would be the neatest trick in the book since to have a widow, the man would have to be dead.

You'd get one hour's sleep since alarm clocks do not know the difference between morning and night.

Oh, yes. They have a 26th of January in England. They also have a 27th, a 28th, and so on.

First of all, you would light the match.

Who said the Delhi Daredevils and the Chennai Super Kings were playing against each other in those games?

Every SINGLE person died, but those two were married.

You can't bury survivors under any law especially if they still have enough strength to object.

The bear that rang the doorbell would have to be a white bear. The only place you could build a house with four southern exposures is at the North Pole where every direction is in South.

## Ask

### De-brief question:

- What were the barriers that came into your way of listening?
- How can you overcome barriers to listening?

## Say

- There is a difference between hearing and listening.
- If you don't listen properly, the message may be misunderstood.
- Be open-minded while listening to someone.
- It is important to listen effectively and carefully without making assumptions.

## Activity 1

**Elevator Pitch:** You are in the lift of a hotel and you bumped into your former client who is a famous businessman. He has financed a lot of small business ventures and can finance your new start-up too. After exchanging pleasantries, he asks you what your new company does. You open your mouth, and then pause. Where do you even begin?

Then, as you try to organize your thoughts, his meeting is called, and he is on his way. If you would be better prepared, you're sure that he would have stayed long enough to schedule a meeting with you too.

If you were given another chance, what would you have said to this person?

## Do

- Start off the task by providing a beginning sentence to get the story started, and then go around the classroom getting each one to add a new sentence to keep the story going.
- This task should be done spontaneously allowing only a little time to think (30 seconds).
- For example: **There was once a student who was looking for a job after graduation.**

## Notes for Facilitation

- Tell the participants to follow these steps to create a great pitch, but bear in mind that you'll need to vary your approach depending on what your pitch is about.
  - 1. Identify Your Goal:** Start by thinking about the objective of your pitch. For instance, do you want to tell the potential clients about your organization? Do you have a great new product idea that you want to pitch to an executive or do you want a simple and engaging speech to explain what you do for a living?
  - 2. Explain What You Do:** Start your pitch by describing what your organization does. Focus on the problems that you solve and how you help people. Ask yourself this question as you start writing: what do you want your audience to remember most about you? Keep in mind that your pitch should excite you first. After all, if you don't get excited about what you're saying neither will your audience. People may not remember everything that you say, but they will likely remember your enthusiasm.
  - 3. Communicate Your USP:** Your elevator pitch also needs to communicate your unique selling proposition or USP. Identify what makes you, your organization or your idea unique. You'll want to communicate your USP after you've talked about what you do.
  - 4. Engage with a Question:** After you communicate your USP, you need to engage your audience. To do this, prepare open-ended questions (questions that can't be answered with a "yes" or "no" answer) to involve them in the conversation. Make sure that you're able to answer any questions that he or she may have.

- 5. Put it all Together:** When you've completed each section of your pitch, put it all together. Then, read it aloud and use a stopwatch to time how long it takes. It should be no longer than 20-30 seconds. Remember, the shorter it is, the better!

**Example:**

Here's how your pitch could come together:

"My company deals with cloth retail online business and we use various e-commerce platforms to sell our products. This means that you can do shopping with ease and spend time on other important tasks. Unlike other similar companies, we have a strong feedback mechanism to find out exactly what people need. This means that, on average, 95 percent of our clients are happy with our products. So, how can you help us in creating our own web portal?"

- 6. Practice:** Like anything else, practice makes perfect. Remember, how you say it is just as important as what you say. If you don't practice, it's likely that you'll talk too fast, sound unnatural or forget important elements of your pitch. Set a goal to practice your pitch regularly. The more you practice, the more natural your pitch will become. Practice in front of a mirror or in front of colleagues until the pitch feels natural.

## Summary



- Close the discussion by summarizing how to speak effectively as discussed in the Participant Handbook.

## 11.5.4: Problem Solving & Negotiation Skills

### Resources to be Used

Participant Handbook

### Say

- What is a 'problem'?
- What do you think are the problems you may face in the process of becoming a successful entrepreneur?

### Say

- Discuss the definition of problem as given in the Participant Handbook.
- In a hurdle race the hurdles are the obstacles on the way to reach your goal.
- Similarly, obstacles are the hurdles you may face while reaching your goal i.e. to set-up your own business . Your goal will be to reach the finishing line after crossing these hurdles.

### Ask

- What do you do when you face a problem?
- How do you resolve it? You can pick examples from the question asked previously 'the problems they are likely to face in the process of becoming a successful entrepreneur'.

### Say

- Discuss how to solve problems as given in the Participant Handbook.

### Team Activity

- This is a group activity.
- The groups will solve the problem and come up with the best solution in each case.
  - Unable to arrange for some extra finance for setting up a beauty parlour. The loan sanctioned and disbursed is not enough. You have tried all your contacts, friends and relatives. But unable to manage the extra amount. Bank will not sanction more amount as you have used up the complete sanction limit.
  - You have rented a space for your business and all arrangements are done. You will be operating from the office space rented in two days. Now the owner comes up to you and says he wants to sell the place and wants you to vacate in 15 days.

- You have just set up your business and need extra human resource. You have tried interviewing a few also tied up with an agency for getting the right candidate. But you are unable to get the right candidate. If the candidate is good, you cannot offer the salary demanded. If the candidate agrees to the salary, he/she has other demands like working hours to be reduced, leaves, etc. which may not work for your set up.

## Do

- Divide the class into three groups. Give one scenario to each group.
- Explain the purpose and duration of the activity.
- Ask the groups to build on the scenario and present their solution as a role play.

## Say

### De-brief questions:

1. What was the problem?
2. Is there any other alternative solution?
3. Is this the best solution presented?

## Ask

- Try to think of some people around you who are able to solve problems very easily. Even you or your friends might be approaching them when there is a problem. What qualities do they have? What personality traits do such people possess?

## Say

- Discuss the important traits for problem-solving as given in the Participant Handbook.

## Ask

- In order to build a successful organization, you need to hire people who possess good problem solving skills. How would you assess the level of problem solving skills of potential candidates before hiring them?

## Say

- Discuss how to assess for problem-solving skills as given in the Participant Handbook.

## Summary

- Ask the participants the things that they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Summarize the discussion on problem solving.

## Activity 1

- The activity is to organise an election event. Select three volunteers from the group. They have to give a speech on their election manifesto to the class. They have to negotiate with the fellow participants and convince them to vote for them. The best negotiator will win the election.

## Do

- Ask three participants to volunteer for the activity.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

## Ask

- Out of the three contestants, whom would you support? Why? What did they say or do which convinced you to make your decision?
- Have you ever tried to negotiate in your personal or professional life?
- Ask the class to share some of their experiences where they have been able to strike a deal by negotiating.

## Say

- Discuss “What is Negotiation?” as given in the Participant Handbook.

## Ask

- Why is it important to negotiate? As an entrepreneur, where do you think that negotiation skills will be needed?

## Say

- Discuss the importance of negotiation while starting a business as given in the Participant Handbook.

## Say

- Discuss the important steps to negotiate as given in the Participant Handbook.

## Role Play

- Conduct a role play activity.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

## Do

- Divide them into groups of four (4) (depending on the batch size).
- Give them the hand-outs for role play scenarios.
- Two groups to be given scenarios on problem solving.
- Other two groups to be given scenarios on negotiation.
- The groups will build on the scenarios and prepare for the role play.
- Give the groups atleast 5 mins to discuss and be ready with the role play.
- Invite each group one by one to come and present their role play.

### Problem solving Scenario 1

Avinash has a Mobile Repair Store in Allahabad. His outlet is one of the most popular one in the vicinity and he has great rapport with his customers. He is always well-dressed, jovial and full of energy.

It's around 11 AM, when a customer barges in to the shop and starts shouting at Avinash for giving her back the instrument which is still not working. The screen of her mobile is also cracked from one side. Avinash remembered thoroughly checking the handset before handing it over to the customer. The customer threatens to sue the company and to go to Consumer Court for cheating her.

### Problem solving Scenario 2

You are running a successful small scale business, Shreeji Aggarbattis,. Your staff members do door to door selling and organise marketing campaigns in local markets. Your brand has established it's name in last few years.

Recently, lot of customers have been coming to you and lodging complaints that your staff members indulge in malpractices. Few of them informed you that a staff member engaged them in a friendly conversation. In the meanwhile, the other gave them lesser packets of aggarbattis than they paid for.

Another set of customers lodged complaint about the misconduct and rude behaviour of a particular staff member.

You often hear from your customers that the orders don't get delivered on time or wrong products get delivered.

You have already been struggling with shortage of staff and such complaints are a serious concern as it is hampering your brand image. What strategies will you adopt to solve this problem?

**Negotiation Scenario 1**

You have interviewed a prospective new employee who could be a key member of your new entrepreneurial venture. The new person is demanding a salary that is 20% higher than you thought based on your business plan. Finances are tight, yet you believe this person could make a significant impact on future profits. If you paid the required salary for the new person, then you would have to restructure your entire business plan. You've been searching for an individual with this skill level for three months. The candidate is waiting for your response. Now you have to call him in to make the final negotiations.

**Negotiation Scenario 2**

You are a young entrepreneur who has just registered his start up project and applied for a bank loan accordingly. You receive a letter saying that your loan application has been rejected as your start up idea did not appeal to the bank and they think that it is not a revenue generating model. You have taken an appointment to meet the manager and show your negotiation skills to get your loan approved.

## Notes for Facilitation

**Facilitating Role Plays****Preparing for the activity**

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role-plays.
4. Anticipate and know how to address issues participants might raise during the activity.

**Conducting the activity**

1. Introduce the activity. Emphasize that role-playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. Give the pairs/ groups 10 to 15 minutes to conduct the role-play (depending on the duration of the session).
5. After all the groups have finished with the role-play, conduct a debriefing session on each role-play.
6. Ask the groups to take five minutes to talk about what happened during the role-play. The groups should discuss the questions given in the debriefing for each role-play. Encourage participants to provide constructive criticism during their discussions.

## Summary

- Wrap the unit up after summarizing the key points and answering questions.

## 11.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

### Resources to be Used

Participant Handbook, Blank sheets of paper, Pens.

### Ask

- How does an entrepreneur identify an opportunity?
- What do you think are the common queries or concerns faced by entrepreneurs?
- How can you identify new business opportunity?

### Say

1. Let's talk about opportunity, common queries or concerns faced by entrepreneurs, idea as an opportunity, factors to consider when looking for opportunities, ways to identify new business, and opportunity analysis as discussed in Participant Handbook.
2. Let's do an activity to understand ways to identify business opportunities within your business.

### Do

- Tell the class that this is an individual activity.
- Tell the participants to create a matrix on their notebooks.
- There will be four boxes in your matrix.
- Strength, Weakness, Opportunity and Threats will be the four headings of the matrix. This is called the SWOT matrix.
- Read out the questions to them and tell the participants they need to answer the questions asked in each matrix.
- Tell them they can also use their own understanding of themselves to fill the SWOT matrix.

## Activity 1

### Do your SWOT analysis

<p><b>Strength</b></p> <p>What are your strengths?            What unique capabilities do you possess?            What do you do better than others?            What do others perceive as your strengths?</p>	<p><b>Weakness</b></p> <p>What are your weaknesses?            What do your competitors do better than you?</p>
<p><b>Opportunity</b></p> <p>What trends may positively impact you?            What opportunities are available to you?</p>	<p><b>Threat</b></p> <p>Do you have solid financial support?            What trends may negatively impact you?</p>

## Do

- Congratulate everyone for the class activity.
- Ask the audience to applaud for themselves.
- Allot the participants sufficient time to complete this activity, but do keep a check on time.
- Ask de-brief questions to cull out information from the participants.

## Ask

### De-brief questions:

- What are your weaknesses according to your SWOT analysis?
- Do you think you can change your weakness into strength? How?
- Do you think you can work on your threats? How?

## Summary

- Close the discussion by summarizing ways to identify business opportunities within your business.
- Ask the participants what they have learned from this exercise.
- Ask if they have any questions related to what they have talked about so far.

## 11.5.6: Entrepreneurship Support Eco-System

### Resources to be Used

Participant Handbook, Chart papers, Marker pens, Pencils, Colour pencils, Scale, Eraser, Other requisite stationery material

### Ask

- Do you think that entrepreneurs need support?
- What do you think is an eco-system?
- What do you think 'entrepreneurship support eco-system' means?

### Say

- Let's learn what entrepreneurship support eco-system means.
- Discuss 'Entrepreneurship Support Eco-System' as given in the Participant Handbook.

### Ask

- Can you define entrepreneurship support eco-system?
- What are the key domains of the support eco-system?

### Say

1. Let's learn more about these domains by conducting an activity.
2. You have to make a poster showing the components of the six main domains of entrepreneurship support eco-system.

### Team Activity

Making a poster showing the entrepreneurship support eco-system.

### Do

- Divide the class into groups of four or six.
- Hand out chart paper and coloured pens.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.

- Set guidelines pertaining to discipline and expected tasks. Activity De-brief Ask each group to display their poster and explain the key domains of entrepreneurship support eco-system.

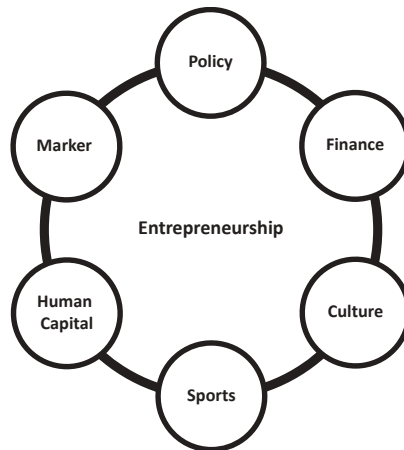


Fig. 11.5.6.1: key domains of entrepreneurship

### Ask

What kind of government support eco-system is available for entrepreneurs in India?

### Say

Discuss 'Make in India' campaign as given in the Participant Handbook.

### Team Activity

Presentation on key schemes to promote entrepreneurs

## Do

- Divide the class into pairs.
- Number each pair from 1-15.
- Assign a scheme, same as their group number, to each group.
- Ask them to read the scheme carefully and present it to the class.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

### Activity De-brief

- Ask each group to explain the scheme offered by government to promote entrepreneurs.

## Summary

Summarize the unit by discussing the key points and answering questions the participants may have.

## 11.5.7: Risk Appetite & Resilience

### Resources to be Used

Participant Handbook, Chart papers, Blank sheets of paper, Pens, Marker pens

### Ask

- Can you define risk or explain what constitutes a risk?
- What do you people mean when they say, “This may be a risky proposition”?
- What risks are they talking about?

### Example

- Let’s have a look at these two examples:

Rohit and his family were travelling by car from Delhi to Nainital. It was their second trip there. Rohit was familiar with the road. His friends told him that the highway after Rampur was in a bad condition. They advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road. This road is in a better condition.

Since he was going with his family, and did not want to take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

Suresh and his family too were travelling by car from Delhi to Nainital. It was their second trip there. His friends too advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road as this road was in a better condition.

Suresh too decided to take the Kaladhungi road but he left Delhi in the afternoon. It was dark by the time he reached Kaladhungi, and he was sure that he was taking the correct turn. As it was late, he could not find anyone to give him directions. He ended up being in an unknown place that was scarcely inhabited.

### Say

- Let’s see what type of risks Rohit and Suresh took.
- Discuss ‘Risk Appetite and Resilience’ with the participants as given in the Participant Handbook.

### Say

- Let’s learn more about risk appetite and resilience with the help of an activity.

## Team Activity

### Risk Appetite

- In the previous unit, you read success stories of Mr Dhirubhai Ambani and Dr Karsanbhai Patel.
- Mr Ambani left his job and started his company Reliance with just Rs. 50,000/-.
- Dr Patel kept his job, went door-to-door to sell Nirma, and only when the brand started gaining popularity
- did he start his own company.
- What types of risk did both of them take?
- What risk factors, do you think, did they keep in mind before launching their company?
- Write the Risk Appetite Statement of both the companies.

### Activity De-brief

#### Risk Appetite

- Who took a greater risk?
- What are the differences between the Risk Appetite Statement of both the companies?

## Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to evaluate the risks taken by Mr. Dhirubhai Ambani and Dr. Karsanbhai Patel.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

## Ask

- Do you think all entrepreneurial ventures are successful?
- What happens if the first venture is not successful?
- Should the entrepreneur stop when faced with challenges or face them?

## Example

- Let's have a look at the following example:

Vijay Shekhar Sharma is the founder of Paytm, which is a giant Indian e-commerce. He was born in a middleclass family in Uttar Pradesh. He started his first job at an MNC. He quit after six months and built a company One97 with his friends. As One97 grew bigger, it needed more money because it was running more servers, bigger teams, and had to pay royalty. At that time, the tech bubble popped and technology companies were running in losses. Finally, money ran out. So One97 took loans and then more loans at higher rates of interest, as high as 24 per cent, and became caught in a vicious cycle.

In 2014, Paytm was launched with online wallet services after which, the company enabled online payment transactions. The company got licenses from RBI in 2016 to launch India's first ever payment bank. Moreover, the main motive of Paytm was to transform India into a cashless economy.

After demonetization came into effect, Vijay Shekhar Sharma started promoting online and digital transactions to deal with the cash crunch. In fact, the service of the company's mobile wallet is accepted across India. The logo of Paytm is now popular almost everywhere from tea stalls to major companies.

## Say

- Let's see what qualities made Vijay Shekhar Sharma a resilient entrepreneur.
- Discuss Entrepreneurship and Resilience with the participants as given in the Participant Handbook.

## Say

- Let's learn more about entrepreneurship and resilience with the help of an activity.

## Team Activity

### Entrepreneurship and Resilience

- Think of some entrepreneurship ventures that faced challenging times, but later resulted in success stories.
- Who is the founder of that company?
- What challenging times did it face?
- How did it overcome those challenges?
- List the resilient characteristics of the entrepreneur.

### Activity De-brief

### Entrepreneurship and Resilience

- Each group to give their presentation.
- Why did you choose this company?
- What is the success story of the company?

## Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to think of an entrepreneur who faced challenging times, but eventually succeeded.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

## Summary

- You can summarize the key points of the unit.
- Ask the participants what they learned from the activities.
- Clarify any questions or doubts they might have.

## 11.5.8: Success and Failures

### Resources to be Used

Participant Handbook

### Ask

- Have you heard the quote ‘nothing is impossible’?
- What do you think it means?
- Do you think that all successful entrepreneurs became famous overnight or did they have to struggle or face failure before succeeding?

### Example

- Let’s have a look at this example.

Shah Rukh Khan, also known as, SRK or King Khan is a force to reckon with. Did he achieve stardom overnight? Shah Rukh Khan, who has seen many struggles in his life – he has slept on streets, struggled to support himself and his sister at a very young age, and lost his parents very early in life, which led to his sister seeking mental health support. Amidst all the chaos and challenges, he kept pushing himself, and today he stands tall as the ‘Badshah of Bollywood’. Certainly those years were not easy for him.

When he was young, he stood at Marine Drive and said, “I will rule this city one day”. Failure was not just his companion during or before his stardom, it is still a substantial part of his life. Success does not come easy. What made him a star was his acceptance of failure and the urge to improve.

### Say

- How do you define success and failure?
- What is fear?
- Discuss “success and failure” with the participants as given in the Participant Handbook.

### Ask

- Have you felt or experienced fear?
- What led you to feel that emotion?
- How did you handle it?

## Say

- Let's learn the about success and failure with the help of an activity.

## Team Activity

- Divide the class into groups of four.
- Instruct them to think of one scenario where they have to interview a successful entrepreneur.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- They have to choose one person from the group as the interviewee and one as the interviewer.
- Go around and make sure they have understood what is to be done and are discussing the roles properly.
- Check that everyone understands their role. Give clarifications if needed. Give the participants about minutes to discuss and decide their roles.
- Ask the groups to stop the discussion as soon as the time is over.
- Invite each group one by one to come and present their interview as a role play.

## Notes for Facilitation

### Facilitating Role Plays

#### Preparing for the activity

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role plays.
4. Anticipate potential questions that might be raised by the participants and be ready to address them.

#### Conducting the activity

1. Introduce the activity. Emphasize that role playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. To maintain spontaneity of the interactions during the role play, ask the participants not to discuss the details of their roles prior to the role play.
5. Give the pairs 15-20 minutes to conduct the role play.
6. Circulate among the groups to answer any questions that may arise and provide guidance as needed.
7. After all the pairs have finished with the role play, conduct a de-briefing session on each role play.

8. Ask the groups to take five minutes to talk about what happened during the role play. The groups should discuss the questions given in the de-briefing for each role play. Encourage participants to provide constructive criticism during their discussions.
9. Conclude the activity by asking participants to think about whether and how they might use scripted role plays in their real life.

## Summary

Wrap the unit up after summarizing the key points and answering questions.

## Unit 11.6: Preparing to be an Entrepreneur

### Unit Objectives

By the end of this unit, the trainees 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. Discuss 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 their own enterprise
16. List the important questions that every entrepreneur should ask before starting an enterprise

## 11.6.1: Market Study/ The 4Ps of Marketing/ Importance of an IDEA: Understanding Market Research

### Resources to be Used

Participant Handbook, Chart papers, Markers pens, Blank sheets of paper

### Ask

- Suppose, you want to open a restaurant, what are the factors you will consider?
- How will you promote your restaurant?

### Example

- Let's have a look at this example.

Arjun was an MBA working in a company. But he wanted to start a low cost budget hostel for foreign tourists coming to India. He did a lot of market research before starting the project. Based on the information he gathered, he made his business plan. His hostel is now flourishing and he is thinking of expanding to other tourist destinations.

### Say

- Discuss "Market Study" with the participants. Refer to the Participant Handbook.
- Let's learn about market study and research with the help of an activity.

### Team Activity

#### Market Study

- This is a group activity.
- You want to start your own tuition centre.
- What type of research will you do?

#### Activity De-brief

#### Market Study

- Ask each group to come forward and give a brief presentation.
- Encourage other groups to be interactive and ask questions.
- What factors did you keep in mind while doing your research?
- Based on our research would you go ahead and open a tuition centre?

**Do** 

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6.
- Give each group a chart paper.
- Tell the participants that they have to start their own tuition centre.
- Give the participants 10 minutes to discuss and write the research work they need to do.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

**Say** 

By opening a tuition centre you are offering a service.

**Ask** 

What factors will you keep in mind before opening it?

**Say** 

Discuss “The 4Ps of Marketing” with the participants as given in the Participant Handbook.

**Say** 

Let’s learn about the 4Ps of Marketing with the help of an activity.

**Team Activity** **4 Ps of Marketing**

- You have to sell a pen to four different segments:
  1. Rural villagers
  2. Rural middle class
  3. Urban middle class
  4. Upper end rich people (Niche market)
- Keeping the 4Ps of Marketing in mind, what marketing strategy will you design to sell the pen?

**Activity De-brief**  
**4 Ps of Marketing**

- Ask each group to present their strategy.
- Encourage other groups to be interactive and ask questions.

## Do

Instruct the participants that this is group work.

- Divide the class into four groups.
- Give each group a chart paper.
- Assign each group a target audience for selling the pens:
  1. Rural villagers
  2. Rural middle class
  3. Urban middle class
  4. Upper end rich people
- Tell the participants that they have to design a marketing strategy keeping the 4Ps of Marketing in mind.
- Give the participants 20 minutes to discuss and come up with their strategy.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit

### Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Ask each group what they kept in mind while designing their marketing strategy.
- Encourage other groups to be interactive and ask questions.

## Say

- Each entrepreneur has an idea of wants he wants to sell. It may be a service or a product.
- Discuss “Importance of an IDEA” as given in the Participant Handbook.

## Summary

- Summarize the key points of the unit.
- Ask the participants what they learnt from the activities.
- Encourage them to ask if they have any doubts.

## 11.6.2: Business Entity Concepts

### Resources to be Used

Participant Handbook

### Say

- Let's recall some basic business terminology.
- Discuss the Business Entity Concepts as given in the Participant Handbook.
- Let's learn some basic business terminology by having an activity.
- We will have a quiz today.

### Activity 1

The activity is a quiz.

### Do

- Divide the class in two groups and give a name to each group.
- Explain the rules of the quiz. For each correct answer the group gets 1 mark.
- If the group is unable to answer the question is passed to the next group.
- Explain the purpose and duration of the activity.
- Ask the questions of the quiz.
- Keep a score of the groups.
- Set guidelines pertaining to discipline and expected tasks.

### Summary

- Summarize the unit by discussing the key points.

### Notes for Facilitation

#### Questions for the quiz

**1. What does B2B mean?**

*Business to business*

**2. What is a financial report?**

*A comprehensive account of a business' transactions and expenses*

**3. Who is a sales prospect?**

*A potential customer*

**4. How is working capital calculated?**

*Current assets minus current liabilities*

**5. What is an estimation of the overall worth of a business called?**

*Valuation*

**6. You are buying a house. What type of transaction is it?**

*Complex transaction*

**7. How will you calculate the net income?**

*Revenue minus expenses*

**8. How is Return on Investment expressed?**

*As percentage*

**9. How will you calculate the cost of goods sold?**

*Cost of materials minus cost of outputs*

**10. What is revenue?**

*Total amount of income before expenses are subtracted.*

**11. What is a Break-Even Point?**

*This is the point at which the company will not make a profit or a loss. The total cost and total revenues are equal.*

**12. What is the formula used to calculate simple interest?**

$A = P(1 + rt); R = r * 100$

**13. What are the three types of business transactions?**

*Simple, Complex and Ongoing Transactions*

**14. The degrading value of an asset over time is known as .**

*Depreciation*

**15. What are the two main types of capital?**

*Debt and Equity*

## 11.6.3: CRM & Networking

### Resources to be Used

Participant Handbook

### Ask

- Can your business run without customers/buyers?
- Who is the most important entity in any business?

### Say

- The key to every success business lies on understanding the customer's expectations and providing excellent customer service.
- Discuss about CRM and its benefits. Refer to the Participant Handbook.
- Providing excellent customer service entails:
  - Treating your customers with respect.
  - Be available as per their need/ schedule.
  - Handling complaints effectively.
  - Building long lasting relationships.
  - Collecting regular feedback.
- Handle customer complaints proactively. Ask "what happened", "why it happened", "how can it be avoided next time", etc.
- Collecting feedback from the customers regularly will enable you to improve your good/service.
- "Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem."

### Do

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Put down the discussion points (de-brief questions) on the board. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes, the team should present their case solution to the class.

## Team Activity

### Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.
- This activity is divided into two parts:
  1. Create a business idea
  2. Develop a business plan

The group will discuss and come up with a new business idea and present their idea to the class.

In the second part of the activity the group will develop a business plan for the business idea.

The business plan prepared will be presented by the groups to the class.

MY BUSINESS PLAN
Executive Summary: What is your Mission Statement?
Business Description: What is the nature of your business?
Market Analysis: What is your target market?
Organization and Management: What is your company's organizational structure?
Service or Product Line: What is the lifecycle of your product/ service?
Marketing and Sales: How will you advertise and sell your products?
Funding Request: How much fund is required and from where?

## Say

- Each entrepreneur has an idea of wants he wants to sell. It may be a service or a product.
- Discuss "Importance of an IDEA" as given in the Participant Handbook.

## Say

- Now, let's discuss the problem and solution with the class.
- The group will first briefly describe the case to the class.
- Then discuss the issue identified and the proposed solution.
- Present the solution as a role play.
- Post presentation, the other groups may ask questions from the group that has presented.

## Do

- Congratulate each group for the presentation/ role play.
- Ask the audience to applaud for them.
- Keep a check on time. Tell the group to wind up the discussion quickly if they go beyond the given time limit.

## Say

- If your customers are happy with you they will give referrals which will help to grow your business.
- One more way of growing business is 'Networking'.
- Discuss Networking and its benefits. Refer to the Participant Handbook.

## Activity

### Group Discussion

- Conduct a group discussion in the class on how they can do networking for their business.

## Summary

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of CRM and Networking for entrepreneurs.
- Close the discussion by summarizing the importance of CRM and Networking for entrepreneurs.

## 11.6.4: Business Plan: Why Set Goals?

### Resources to be Used

Participant Handbook, Chart papers, Blank papers, Marker pens, Ruler

### Ask

- Remember we had written SMART Goals in a previous session? Let's try and recall why it is important to set goals?
- While framing SMART goals, we talked about 'T' in SMART, which was 'Time Bound? What do we mean by time bound goals?
- What time limit did you set for your goal-3 weeks, 3 years, 10 years?

### Say

Talk about short term, long term and medium term goals, as discussed in the Participant Handbook.

### Ask

- As you are planning to become an entrepreneur, you must have thought of an idea for a start-up. What is your business idea?

### Do

Ask few participants to share their business ideas.

### Ask

- Have you created a business plan for your business idea?
- Do you think it is important to have a business plan in place? Why/ why not?

### Say

- Talk about 'Why Create a Business Plan' as discussed in the Participant Handbook.
- Let's understand it better with the help of an activity.

## Notes for Facilitation



### Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.
- This activity is divided into two parts:
  1. Create a business idea
  2. Develop a business plan

The group will discuss and come up with a new business idea and present their idea to the class.

In the second part of the activity the group will develop a business plan for the business idea.

The business plan prepared will be presented by the groups to the class.

MY BUSINESS PLAN
Executive Summary: What is your Mission Statement?
Business Description: What is the nature of your business?
Market Analysis: What is your target market?
Organization and Management: What is your company's organizational structure?
Service or Product Line: What is the lifecycle of your product/ service?
Marketing and Sales: How will you advertise and sell your products?
Funding Request: How much fund is required and from where?

## 11.6.5: Procedures and Formalities for Bank Finance

### Resources to be Used

Participant Handbook, Bank loan/finance form sample

### Ask

- While preparing a business plan in the last session, we discussed financial planning to arrange financial resources for your start-up. Therefore, how will you collect funds to start your business?

### Say

- While most entrepreneurs think 'product' is the most difficult thing to decide for a business, start-up capital poses an even a bigger obstacle. Though there are various ways of funding the business, to convince investors to invest money is the most challenging.
- Some of the funding options available in India are:
  - **Bootstrapping:** Also called self-financing is the easiest way of financing
  - **Crowd funding:** Funds are collected by consumers pre-ordering or donating for starting the business.
  - **Angel investors:** Individual or group of investors investing in the company
  - **Venture capitalists:** Venture capitals are professionally managed funds who invest in companies that have huge potential. They usually invest in a business against equity.
  - **Bank loans:** The most popular method in India.
  - Microfinance Providers or NBFCs
  - Government programmes
- Let us know discuss the most popular method i.e. bank finance in detail here.

### Do

- Discuss the list of documents that are required to apply for a loan like letter of introduction, business brochure, references of other banks, and financial statements.
- Explain the details to be filled in a loan application form.
- Divide the class into groups. Give each group a loan application form.
- Ask the groups to discuss and fill the form.

### Summary

- Close the discussion by summarizing the important documents needed for bank loan.
- Ask the participants if they have any questions related to what they have talked about so far.

## Notes for Facilitation

- Checklist of documents is provided as resources for the session.
- You can make some copies and distribute it during the group activity.
- Download sample loan application forms from any nationalised bank's website. Print sufficient copies to circulate it amongst the groups.

### CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN APPLICATION (Common for all banks)

1. Audited financial statements of the business concern for the last three years
2. Provisional financial statements for the half – year ended on
3. Audited financial statements of associate concern/s for the last three years
4. Copy of QIS II for the previous quarter ended on
5. Operational details in Annexure I
6. CMA data for the last three years, estimates for current year and projection for the next year
7. Term loan/DPG requirements in Annexure II
8. List of machinery in respect of machinery offered as security in Annexure III
9. Additional details for export advances furnished in Annexure IV
10. Property statements of all directors/partners/proprietor/guarantors
11. Copies of ITAO of the company for the last three years
12. Copies of ITAOs/WTAOs of the directors/partners/proprietor and guarantors
13. Copies of certificate from banks and financial institutions certifying the latest liability with them
14. Copy of board resolution authorizing the company to apply to your bank for the credit facilities mentioned in application
15. Copy of memorandum and article of association (in case of limited company)/partnership deed (in case of partnership firm)
16. Cash budget for the current year and next year in case of contractors and seasonal industries

## 11.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

### Resources to be Used

Participant Handbook

### Ask

- Having set-up a business, do you think it is possible to do everything on your own?
- Does one require trained persons for help?
- What does management mean?

### Say

- Let's have a look at this example:

Kapil had a small business that was beginning to pick up pace. He wanted to expand his business, and therefore employed few more people. One day, as he was walking past Ramesh, one of his new employees, he overheard Ramesh talking rudely to a customer on the phone. This set him thinking. Kapil realised that he should have regular team meetings to motivate his employees and speak with them about any problems they might be facing during work. He should also conduct training sessions on new practices, soft skills, and technology, and develop work ethics manual for managing his enterprise.

### Say

- Was Kapil correct in his approach or he should have scolded Ramesh instantly in front of his other employees?
- Discuss “Enterprise Management – An Overview” with the participants as given in the Participant Handbook.

### Say

Let's learn how to effectively manage an enterprise or business through an activity.

## Team Activity

### Enterprise Management

- Design a matrix listing the topics and key words that are needed to run an enterprise effectively and smoothly.

### Activity De-brief Enterprise Management

- Have each group present their matrix.
- Encourage participants of the other groups to ask question about each other's presentation.

## Say

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper and coloured pen.
- Tell the participants that they have make a matrix they need to fill.
- They have to write the main topics and key words that will them effectively manage their enterprise.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

## Summary

- Ask the participants what they have learned from this exercise/activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of effective management to run an enterprise as given in the Participant Handbook.

## 11.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

### Resources to be Used

Participant Handbook, Blank sheets of paper, Pens

### Ask

Why do you want to become an entrepreneur?

### Say

- It is very important to know why you want to become an entrepreneur. Your personal goals for becoming an entrepreneur play a key role in the success of your business. Your goals should be clear well before you start your business.
- Apart from the goals, the other aspects of business that you need to bear in mind are the potential problems that you may face to set-up, your areas of interest, and all the other dimensions of the business.
- Let's understand it better with the help of some questions that every entrepreneur should ask before starting their own business.
- Open the Participant Handbook section named '20 Questions to Ask Yourself Before Considering Entrepreneurship'. You have to answer the questions individually.
- Then, we will have a class discussion on all the questions.

### Do

- Read out the questions one by one in front of all the participants.
- Participants have to answer all the one by one questions.
- Give the class 10-15 minutes to note down their answers.
- At the end of 15 minutes, open the discussion for all the questions.
- Moderate the discussion by focusing on the relevant points.
- Keep a check on time and don't let the discussion get sabotaged or lose track of time. Ensure all the questions are covered and discussed.

### Summary

- Ask the participants what they have learned from this exercise/activity.
- Ask if they have any questions related to what they have talked about so far.





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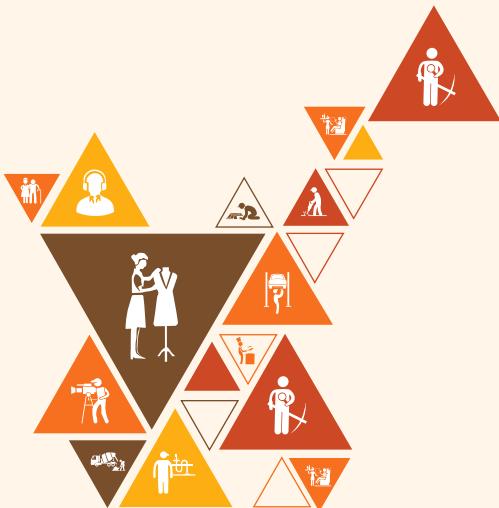
Transforming the skill landscape



## 12. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



## Annexure I

### Training Delivery Plan

Training Delivery Plan			
<b>Program Name:</b>	Receptionist		
<b>Qualification Pack Name &amp; Ref. ID</b>	MEP/Q0204, v1.0		
<b>Version No.</b>	1.0	<b>Version Update Date</b>	04/07/2018
<b>Pre-requisites to Training (if any)</b>	<ul style="list-style-type: none"> <li>• 12th standard passed or equivalent</li> <li>• Minimum entry age of 18 Years</li> </ul>		
<b>Training Outcomes</b>	<p><b>After completing this program, the participants will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Receive visitors and direct them as per their requirement.</li> <li>2. Respond to phone calls received at the reception as per the caller's requirement.</li> <li>3. Co-ordinate incoming and outgoing mail.</li> <li>4. Use computers to store, retrieve and communicate information.</li> <li>5. Apply health and safety practices at the workplace.</li> <li>6. Communicate with clients, visitors and colleagues effectively.</li> </ol>		

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
1	<b>Introduction</b>	<b>Introduction to the training program</b>	<ul style="list-style-type: none"> <li>• Describe the purpose and profile of receptionist in the organisation and the reporting structure.</li> <li>• State the typical visitor profiles for various organisations and their purpose of visit.</li> <li>• State the probable purpose of visit for various categories of visitors and how to deal with each.</li> <li>• Describe the organisational culture and code of conduct with visitors and clients.</li> </ul>	Bridge Module	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Training Kit (PowerPoint, Trainer Guide) Computer, projector, blackboard, classroom, classroom furniture	4 Theory (4:00) Practical (0:00)

			<ul style="list-style-type: none"> <li>• Explain various functions carried out in a typical organisation and concepts of organisational hierarchy, various departments, reporting structures and escalation matrix.</li> <li>• State the concept of policies and procedures in an organisation.</li> <li>• Explain company policy for greeting visitors, maintaining visitor records and access control.</li> <li>• Explain various rules and regulations of a typical office that may apply to visitors.</li> <li>• State various facilities that may be offered to the visitors as per organisational policy.</li> <li>• Explain the importance of being familiar with office premise layout, and access guidelines for various types of personnel including visitors.</li> </ul>				
2	<b>Receiving and Guiding visitors</b>	<b>Welcoming the visitors</b>	<ul style="list-style-type: none"> <li>• Welcome visitors in accordance with customer care policies, treating them with respect and care..</li> </ul>	MEP/N0213 PC1	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Training Kit (PowerPoint, Trainer Guide), visitor record, dummy access control device	6 Theory (2:00) Practical (4:00)

		<b>Record visitor details</b>	<ul style="list-style-type: none"> <li>Record visitor details, using the organisation's systems, as appropriate.</li> <li>Explain the mandatory details to be received from the visitor and the purpose of each of the information collected.</li> </ul>	MEP/N0213 PC2	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Training Kit (PowerPoint, Trainer Guide), visitor record, dummy access control device	6 Theory (2:00) Practical (4:00)
		<b>Acceptable Identify Proof and Documents</b>	<ul style="list-style-type: none"> <li>Identify the visitors and the reason for their visit by enquiring from them and extracting information from the documents presented by them</li> <li>State the range of acceptable identify / proof documents for various purposes.</li> <li>Ensure the visitors are attended to promptly</li> </ul>	MEP/N0213 PC3, PC4	Classroom lecture/ PowerPoint Presentation/ Question and Answer		6 Theory (2:00) Practical (4:00)
		<b>Allowing visitor inside office premise</b>	<ul style="list-style-type: none"> <li>Respond to enquiries from the visitors as per organisational policies, treating them with respect and care.</li> <li>Explain the etiquettes of interacting with general visitors, irate or distressed visitors, VIP visitors and visitors with special needs.</li> <li>Provide direction to the visitor to the area that they need to reach as per the purpose of their visit.</li> </ul>	MEP/N0213 PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14	Classroom lecture/ PowerPoint Presentation/ Question and Answer		6 Theory (2:00) Practical (4:00)

			<ul style="list-style-type: none"> <li>Identify the appropriate department and personnel to be contacted to address the requirement of the visitor.</li> <li>Retrieve contact details of the relevant staff personnel from the available records.</li> <li>Inform department and personnel that needs to be contacted as per nature of business of the visitor.</li> <li>Provide staff members with accurate information on the assistance required by visitors.</li> <li>Provide access to the visitor to that area that they need to visit after obtaining necessary approvals, as per organisational process.</li> </ul>			Training Kit (PowerPoint, Trainer Guide), visitor record, dummy access control device	
		<b>Handling Dissatisfied Customer</b>	<ul style="list-style-type: none"> <li>Handle certain difficult circumstances in a calm and professional manner</li> <li>Describe the types of problems that may occur with visitors, including conflict, aggression, emotional distress and how to deal with these.</li> </ul>	MEP/N0213 PC15, PC16	Classroom lecture/ PowerPoint Presentation/ Question and Answer		6 Theory (2:00) Practical (4:00)

			<ul style="list-style-type: none"> <li>Following organisational policies and ensuring visitor satisfaction such as a complaining customer; delayed visitor, visitor without identification documentation, visitor with animal, law enforcement agency visit, VVIP visit, large group, group with unruly children, pregnant lady, urgent or delayed food delivery, urgent courier delivery, child visitor, visit from employee relatives, visit from an income tax or other regulatory authorities.</li> </ul>			Training Kit (PowerPoint, Trainer Guide), visitor record, dummy access control device	
		<b>Handling queries</b>	<ul style="list-style-type: none"> <li>Inform visitors of the progress of their requests for assistance.</li> <li>Offer the visitors available facilities for their comfort while waiting to be attended to by the concerned department.</li> <li>Attend promptly and politely to any queries or complaints from the visitors as per organisational policies.</li> </ul>	MEP/N0213 PC17	Classroom lecture/ PowerPoint Presentation/ Question and Answer		6 Theory (2:00) Practical (4:00)

3	<b>Handling phone calls</b>	<b>Telephone Equipment and Devices</b>	<ul style="list-style-type: none"> <li>Operate tele-communications equipment efficiently and effectively.</li> <li>Explain common telecommunication systems their features, and how to use them to take, forward and hold incoming calls, make calls, conference calls, use phone with multiple lines, etc.</li> </ul>	MEP/N0214 PC1, KU7	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Training Kit (PowerPoint, Trainer Guide) Telephone instrument	8 Theory (3:00) Practical (5:00)
		<b>Telephonic communication</b>	<ul style="list-style-type: none"> <li>Speak clearly and slowly and adapt your speech to meet the individual needs of your customer.</li> <li>State the importance of speaking clearly and slowly when dealing with customers by telephone.</li> <li>State ways in which one can adapt their speech to meet the needs of customers effectively and why it is important to do so.</li> <li>Explain how accent and language can pose challenges in communicating over the phone and how to deal with those who may find the language or accent difficult to understand over the phone</li> <li>List categories of people who may find it difficult to understand one's accent and language.</li> </ul>	MEP/N0214 PC2, PC3, PC4, PC5	Classroom lecture/ PowerPoint Presentation/ Question and Answer		8 Theory (4:00) Practical (4:00)

			<ul style="list-style-type: none"> <li>• Listen carefully when collecting information from the caller.</li> <li>• Select the information to be recorded and stored following organisation's guidelines.</li> <li>• Update customer records during or after the call to reflect the key points of the conversation.</li> </ul>			Training Kit (PowerPoint, Trainer Guide) Telephone instrument	
		<b>Telephone etiquette</b>	<ul style="list-style-type: none"> <li>• Greet your customer following your organisation's guidelines.</li> <li>• Explain telephone etiquette and its various components in official or professional settings.</li> <li>• Explain impact of one's physiology and other activities while communicating with somebody who is listening on the other side of a telephone such as that of a smile, slouching posture, frowning expression, of chewing, yawning, etc.</li> </ul>	MEP/N0214 PC6, KU6	Classroom lecture/ PowerPoint Presentation/ Question and Answer		8 Theory (3:00) Practical (5:00)
		<b>Respond effectively to calls and voice messages</b>	<ul style="list-style-type: none"> <li>• Listen closely to your customer to identify their precise reason for calling and what outcome they are seeking from the call.</li> </ul>	MEP/N0214 PC7, PC8, PC9, PC710, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19, PC20	Classroom lecture/ PowerPoint Presentation/ Question and Answer		8 Theory (4:00) Practical (4:00)

			<ul style="list-style-type: none"><li>• Confirm the identity of your customer following organisational guidelines.</li><li>• Use effective and assertive questions to clarify caller' requests.</li><li>• Identify the options available for responding to the caller as per the identified reason for calling.</li><li>• Choose the option that is most likely to lead to customer satisfaction within the service offer.</li><li>• Give clear and concise information to caller in response to questions or requests and in line with established organisational guidelines.</li><li>• Use purposeful questions and answers to control the length of the conversation.</li><li>• Keep the caller informed about actions being performed to assist them.</li><li>• Take permission from a caller and put on hold when discussing the action with others or calling a colleague.</li></ul>				
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			<ul style="list-style-type: none"> <li>• Explain the purpose and importance of keeping the caller informed if they are on hold during a call.</li> <li>• Summarise the outcome of the call and any actions that are required to be taken.</li> <li>• Check for the caller’s agreement with proposed course of action.</li> <li>• Explain the importance of not talking across an open line.</li> <li>• Complete any follow up actions agreed during the call.</li> <li>• Explain what type of information is important to note down during or after telephone conversations with customers.</li> <li>• Take a clear message if it is not possible to forward the call.</li> <li>• State common errors and their causes while taking messages over the phone.</li> <li>• State steps that can be taken to minimise the chance of taking an erroneous message over the phone.</li> <li>• State details that must be taken while taking a message for someone over the phone.</li> </ul>				
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			<ul style="list-style-type: none"> <li>Ensure follow-up calls are made as per the commitment to callers.</li> </ul>				
		<b>Identify the type of caller and deal appropriately</b>	<ul style="list-style-type: none"> <li>Explain how to identify, handle, and escalate abusive callers, suspicious callers, threatening callers, distressed callers, and VIP callers effectively.</li> </ul>	MEP/N0214 KU19	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Training Kit (PowerPoint, Trainer Guide) Telephone instrument	8 Theory (2:00) Practical (6:00)
4	<b>Co-ordinate incoming and outgoing mail</b>	<b>Types of Mails</b>	<ul style="list-style-type: none"> <li>List the various types of mail and packages that need to be handled in an organisation including incoming and outgoing; registered, parcel, courier; personal, official; without proper addressee, suspicious; documents, packages; perishables, non-perishables; handle with care and fragile, heavy; public notifications, confidential documents, etc.</li> </ul>	MEP/N0215 KU15, KU16, KU17	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Training Kit (PowerPoint, Trainer Guide), packing material	5 Theory (2:00) Practical (3:00)
		<b>Guidelines to Receive and Forward Incoming Mail</b>	<ul style="list-style-type: none"> <li>Ensure receipt of incoming mail by completing the necessary procedure of the mail deliverer in line with organisational guidelines.</li> <li>Identify which department or personnel the mail is for</li> </ul>	MEP/N0215 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8	Classroom lecture/ PowerPoint Presentation/ Question and Answer		5 Theory (2:00) Practical (3:00)

			<ul style="list-style-type: none"> <li>Record details of the incoming mail as per organisational procedure in a register or using a computer.</li> <li>Segregate incoming mail or packages based on which department or personnel it is for and other details like weight, type of package, etc.</li> <li>Identify and dispose of unwanted 'junk' mail after taking necessary approvals as per organisational guidelines.</li> <li>Organise for the distribution or handover of the incoming mail or packages as per organisational process.</li> <li>Check for confirmation of receipt as per organisational guidelines via registers or through computer systems</li> <li>Follow the correct procedures of escalation when there are problems with incoming mail.</li> </ul>			Training Kit (PowerPoint, Trainer Guide), packing material	
		<b>Guidelines to Dispatch Outgoing Mail</b>	<ul style="list-style-type: none"> <li>Collect and sort outgoing mail or packages as per urgency, local/outstation, weight and type of packet, etc.</li> </ul>	MEP/N0215 PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16	Classroom lecture/ PowerPoint Presentation/ Question and Answer		5 Theory (2:00) Practical (3:00)

			<ul style="list-style-type: none"><li>• Identify best options for dispatching mail in line with the organisational process.</li><li>• Arrange for courier service to collect outgoing mail or packages where requested.</li><li>• Prepare items for urgent or special delivery.</li><li>• Calculate correct postage charges for outgoing mail or packages.</li><li>• Explain the methods of calculating postage charges for mail or packages, e.g. franking, stamping, using on-line postage system.</li><li>• Record details of the outgoing mail as per organisational process in a register or using a computer such as date and time of dispatch, from, to, mode of dispatch, postage costs, proof of dispatch details, etc.</li><li>• Ensure despatch outgoing mail or packages on time.</li><li>• Follow the correct procedures when there are problems with outgoing mail.</li></ul>				
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		<p><b>Safety and Confidentiality while Handling Mails</b></p> <ul style="list-style-type: none"> <li>• Ensure that mail is protected from any potentially harmful conditions.</li> <li>• State different types of packaging used with different types of mail, its purpose and importance.</li> <li>• Explain the damage that can be caused to packaging from different mail handling processes.</li> <li>• State the different types of containers that can be used with specific types of mail.</li> <li>• Explain the different storage conditions for various types of mail and the importance of ensuring that suitable conditions for storage are used for these.</li> <li>• Explain potentially harmful conditions for the storage of different types of mail.</li> <li>• Maintain the required levels of confidentiality of people sending or receiving mail items.</li> <li>• State the importance of confidentiality while handling mail and relevant organisational policies that exist on confidentiality.</li> </ul>	MEP/N0215 PC17, PC18	Classroom lecture/ PowerPoint Presentation/ Question and Answer		5 Theory (2:00) Practical (3:00)
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			<ul style="list-style-type: none"> <li>Explain Data protection and various related considerations to avoid problems and issues related to it.</li> </ul>				
		<b>Problems encountered while handling mail</b>	<ul style="list-style-type: none"> <li>Identify and respond appropriately to any handling problems with the mail.</li> <li>State various types of problems that can be encountered while handling mail.</li> <li>Explain various methods to deal with different problems that occur while handling mail.</li> <li>Explain various Safety and security risks related to handling mail.</li> </ul>	MEP/N0215 PC19, KU26	Classroom lecture/ PowerPoint Presentation/ Question and Answer		5 Theory (2:00) Practical (3:00)
		<b>Dealing with suspicious or dangerous mail items.</b>	<ul style="list-style-type: none"> <li>Explain effective methods to deal with suspicious or dangerous mail items.</li> <li>Identify, report and take appropriate action for any suspicious or dangerous mail items in line with organisational guidelines.</li> <li>State the purpose and importance of distributing and dispatching mail to the correct recipient within agreed timescales.</li> <li>State requirements of the equipment to handle, lift, and transfer different types of mail or packages</li> </ul>	MEP/N0215 PC20	Classroom lecture/ PowerPoint Presentation/ Question and Answer		5 Theory (2:00) Practical (3:00)

5	<b>Use computers to store, retrieve and communicate information</b>	<b>Components of a Computer</b>	<ul style="list-style-type: none"> <li>• Explain the main components of a computer and how-to setup a computer.</li> <li>• Setup main components of a computer correctly and start it correctly, in a safe manner</li> <li>• Operate the computer to access data and information on it and through it as per authorised privileges.</li> </ul>	MEP/N0216 PC1, PC2	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Training Kit (PowerPoint, Trainer Guide), computer systems – latest configuration, printer	6 Theory (2:00) Practical (4:00)
		<b>Computer Applications</b>	<ul style="list-style-type: none"> <li>• List various operating systems commonly used by organisations for their computers.</li> <li>• Start, operate and navigate computers using common operating systems such as Windows, Linux and Mac OS.</li> <li>• Identify the operating system, information storage system and applications/software used for data storage and retrieval</li> <li>• Navigate computer drives, directories, folders and software applications to access specified file locations.</li> <li>• Search for specified file types, files and data within the files using “search” option.</li> </ul>	MEP/N0216 PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19	Classroom lecture/ PowerPoint Presentation/ Question and Answer		8 Theory (2:00) Practical (6:00)

			<ul style="list-style-type: none"><li>• Access specified data or information using specified organisational application software.</li><li>• List various application software used in organisations to store, retrieve and communicate information.</li><li>• Follow the organisational access control and data security policies to access data and information.</li><li>• Explain the various data storages accessible through computers.</li><li>• List the common information storage systems used for the storage and retrieval of data.</li><li>• Input, edit and save specified data or information in the form of a letter, report or table using a word-processor application.</li><li>• Explain basic letter and report components, formats and writing guidelines.</li><li>• State the process and features that allow for data entry, editing, storage, designing, formatting, referencing and reviewing activities in a word-processor application.</li></ul>				
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			<ul style="list-style-type: none"><li>• Perform basic designing, formatting, referencing and reviewing activities in a word-processor application as specified for the presentation of information.</li><li>• State the process and various features that allow for data entry, editing and storage, calculation, formatting, organising and presenting tools and techniques using a spreadsheet application.</li><li>• Input, edit and save specified data or information using a spreadsheet application.</li><li>• Search for information using the internet and save in the computer following organisational guidelines and data security norms.</li><li>• State various ways in which one can search for information using the internet.</li><li>• Follow organisational policy for naming stored files, maintaining backups and version control.</li></ul>				
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			<ul style="list-style-type: none"> <li>• Share information as per organisational data security and confidentiality policy.</li> <li>• State the process and feature that allows for create simple and professional looking presentations using presentation software.</li> <li>• Share information using presentation software as per specifications.</li> <li>• List the various types of printers and their features.</li> <li>• Explain guidelines for using a printer safely and efficiently without causing it damage.</li> <li>• State the process to use printers connected to computers to obtain printouts of files or information in files.</li> <li>• Use different settings in printers for various types of output.</li> <li>• Share information from computers using printed letters, reports or data sheets as specified.</li> <li>• Communicate information using e-mail applications as per organisational access control policy while following data security norms.</li> <li>• List various e-mail applications used in organisations</li> </ul>				
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			<ul style="list-style-type: none"> <li>• State the importance of following official protocols and only using authorised e-mail applications and accounts for communicating at work</li> <li>• Write e-mails following professional e-mail etiquettes and organisational guidelines.</li> <li>• Explain professional e-mail etiquette and its various elements.</li> <li>• Explain why it is important to follow professional e-mail etiquette while writing e-mails for all purposes and to all types of audiences</li> <li>• Explain the various electrical safety precautions one should follow while using computers and related equipment which use electricity to run.</li> </ul>				
		<b>Workplace ergonomics</b>	<ul style="list-style-type: none"> <li>• Explain what ergonomics and its importance</li> <li>• Explain ergonomic guidelines specified for working on computers and other similar devices</li> <li>• Follow ergonomic guidelines specified for working on computers at all times during work.</li> </ul>	MEP/N0216 PC20	Classroom lecture/ PowerPoint Presentation/ Question and Answer		8 Theory (4:00) Practical (4:00)

		<b>Cyber Security Guidelines and Basic Troubleshooting</b>	<ul style="list-style-type: none"> <li>Follow cybersecurity guidelines while storing, retrieving or communicating information online (through the internet).</li> <li>State Cybersecurity guidelines to be followed while storing, retrieving or communicating information online (through the internet) and its importance</li> <li>Seek the assistance of IT helpdesk available as per organisational policy in case of computer related problems</li> <li>Explain methods to deal with computer related problems.</li> </ul>	MEP/N0216 PC21, PC22	Classroom lecture/ PowerPoint Presentation/ Question and Answer		8 Theory (4:00) Practical (4:00)
6	<b>Workplace safety</b>	<b>Healthy Work Practice at Workplace</b>	<ul style="list-style-type: none"> <li>State the health and safety hazards commonly present in the work environment and related precautions</li> <li>Explain possible causes of risk, hazard, or accident in the workplace, including physical actions; inattention; sickness and incapacity (e.g. due to drunkenness); health hazards (e.g. due to untreated injuries and contagious illness).</li> </ul>	MEP/N9903 PC1	Classroom lecture/ PowerPoint Presentation/ Question and Answer		4 Theory (2:00) Practical (2:00)

			<ul style="list-style-type: none"> <li>Explain the meaning of “hazards” and “risks”.</li> </ul>				
		<b>Checklists for Maintaining Cleanliness</b>	<ul style="list-style-type: none"> <li>Maintain the work area in a clean and tidy condition.</li> <li>Maintain personal hygiene.</li> <li>Report hygiene-related concerns promptly to the relevant authority</li> </ul>	MEP/N9903 PC6, PC7, PC8	Classroom lecture/ PowerPoint Presentation/ Question and Answer		3 Theory (1:00) Practical (2:00)
		<b>Methods to Reduce Accidental Risks and Loss</b>	<ul style="list-style-type: none"> <li>Explain the methods of accident prevention such as training in health and safety procedures; using health and safety procedures, equipment and working practices (such as safe carrying procedures); safety notices, advice; instruction from colleagues and supervisors.</li> <li>State safe working practices when working with tools and machines.</li> <li>State safe working practices while working at various hazardous sites.</li> <li>State where to find all the general health and safety equipment in the workplace.</li> <li>Identify, control and report health and safety issues relating to the immediate work environment according to procedures.</li> </ul>	MEP/N9903 PC2, PC3, PC4, PC5	Classroom lecture/ PowerPoint Presentation/ Question and Answer		3 Theory (1:00) Practical (2:00)

			<ul style="list-style-type: none"> <li>• Work safely and apply health and safety practices in the training and assessment environment, including using appropriate personal protective equipment (PPE) where required.</li> <li>• Explain the importance of using protective clothing/ equipment while working</li> <li>• Follow procedures and instructions for dealing with hazards within the scope of responsibilities and competencies.</li> <li>• Document and report all hazards, accidents and near-miss incidents as per the set process.</li> <li>• Document safety records according to organisational policies.</li> </ul>				
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7	<b>Fire safety</b>	<b>Fire Hazards and Safety</b>	<ul style="list-style-type: none"> <li>• Demonstrate rescue techniques applied during a fire hazard.</li> <li>• Explain the precautionary activities to prevent the fire accident.</li> <li>• List various causes of fire such as heating of metal; spontaneous ignition; sparking; electrical heating; loose fires (smoking, welding, etc.); chemical fires; etc.</li> <li>• Explain rescue techniques applied during a fire hazard.</li> <li>• Demonstrate good housekeeping in order to prevent fire hazards</li> </ul>	MEP/N9903 PC20, PC21. KU18, KU19, KU23	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Training Kit (PowerPoint, Trainer Guide) Class A, B, C, and D Fire extinguisher	5 Theory (2:00) Practical (3:00)
		<b>Fire Extinguishers</b>	<ul style="list-style-type: none"> <li>• Use the various appropriate fire extinguishers on different types of fires correctly, including class A, B, C, and D.</li> <li>• Describe the techniques of using the different fire extinguishers.</li> <li>• State the different methods of extinguishing the fire.</li> <li>• State the different materials used for extinguishing fire, such as sand, water, foam, CO2, dry powder.</li> <li>• Demonstrate the correct use of a fire extinguisher.</li> </ul>	MEP/N9903 PC19, PC22, KU20, KU21, KU22	Classroom lecture/ PowerPoint Presentation/ Question and Answer		5 Theory (2:00) Practical (3:00)

8	<b>Emergency, Rescue and First Aid</b>	<b>Emergency and Rescue</b>	<ul style="list-style-type: none"> <li>• Explain the various dangers associated with the use of electrical equipment.</li> <li>• Respond promptly and appropriately to an accident situation or medical emergency in real or simulated environments.</li> <li>• Perform and organise loss minimisation or rescue activity during an accident in real or simulated environments.</li> <li>• Participate in emergency procedures which include raising the alarm, safe/efficient, evacuation, correct means of escape, correct assembly point, roll call, correct return to work</li> <li>• Complete a written accident/incident report or dictate a report to another person and send a report to the person responsible.</li> <li>• Explain the preventative and remedial actions to be taken in the case of exposure to toxic materials.</li> <li>• Explain the various types of safety signs and what they mean.</li> <li>• State the content of the written accident report and its purpose</li> </ul>	MEP/N9903 PC9, PC10, PC11, PC12, PC13	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Charts of various commercial and industrial domains, CCTV systems in such domains	5 Theory (2:00) Practical (3:00)
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			<ul style="list-style-type: none"> <li>• State potential injuries and ill health associated with incorrect manual handling.</li> <li>• State safe lifting and carrying practices.</li> <li>• Explain personal safety, health and dignity issues relating to the movement of a person by others.</li> <li>• State the potential impact to a person who is moved incorrectly.</li> </ul>				
		<b>First Aid</b>	<ul style="list-style-type: none"> <li>• Demonstrate how to free a person from electrocution.</li> <li>• Administer appropriate first aid to victims wherever required, e.g., bleeding, burns, choking, electric shock, poisoning, etc.</li> <li>• Demonstrate basic techniques of bandaging.</li> <li>• Administer first aid to victims in case of a heart attack or cardiac arrest due to electric shock before the arrival of emergency services in real or simulated cases.</li> <li>• Describe the appropriate basic first aid treatment relevant to the condition, e.g. shock, electrical shock, bleeding, fractures, minor burns, resuscitation, poisoning, eye injuries.</li> </ul>	MEP/N9903 PC14, PC15, PC16, PC17, PC18	Classroom lecture/ PowerPoint Presentation/ Question and Answer		5 Theory (2:00) Practical (3:00)

			<ul style="list-style-type: none"> <li>• Demonstrate the artificial respiration and the CPR process.</li> <li>• Demonstrate a correct method to move injured people and others during an emergency</li> </ul>				
9	<b>Communicating with Colleagues (Seniors, Peers and Subordinates)</b>	<b>Communication and its Importance</b>	<ul style="list-style-type: none"> <li>• State the various components of effective communication.</li> <li>• Explain the importance of effective communication in the workplace.</li> <li>• Display appropriate communication etiquette while working, such as do not use abusive language; use appropriate titles and terms of respect; do not eat or chew while talking (vice versa) etc.</li> <li>• Explain the key elements of active listening.</li> <li>• Display active listening skills while interacting with others at work</li> <li>• Explain the value and importance of active listening and assertive communication.</li> <li>• Explain the barriers to effective communication.</li> <li>• Explain the importance of tone and pitch in effective communication and how to use it.</li> </ul>	MEP/N9914 KU7, KU9, KU10, KU11, KU12, KU13	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Male and female mannequins draped in security guard's uniform and accoutrements, personal protection gear. Communication equipment	7 Theory (3:00) Practical (4:00)

			<ul style="list-style-type: none"> <li>Use appropriate tone, pitch and language to convey politeness, assertiveness, care and professionalism.</li> </ul>			
		<b>Communicating with Superiors, and colleagues</b>	<ul style="list-style-type: none"> <li>Seek and obtain clarification about job-related requirements, performance indicators and incentives from reporting superior.</li> <li>Record and report work output, exceptions and any anticipated reasons for delays to supervisor as per organisational requirements.</li> <li>Seek and receive feedback on performance output and quality.</li> <li>Accurately receive information and instructions from colleagues getting clarification where required.</li> <li>Accurately pass on information to authorised persons who require it and within agreed timescale and confirm its receipt.</li> <li>Give information to others clearly, at a pace and in a manner that helps them to understand.</li> <li>State the common reasons for interpersonal conflict.</li> </ul>	MEP/N9914 PC1, PC2, 3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC14	Classroom lecture/ PowerPoint Presentation/ Question and Answer	7 Theory (3:00) Practical (4:00)

			<ul style="list-style-type: none"><li>• Explain the importance of developing effective working relationships for professional success.</li><li>• Describe how to express and address grievances appropriately and effectively.</li><li>• Explain the importance and ways of managing interpersonal conflict effectively.</li><li>• Explain the importance of dealing with grievances effectively and in time.</li><li>• Escalate grievances and problems to appropriate authority as per procedure to resolve them and avoid conflict.</li><li>• Explain the importance of teamwork in organisational and individual success.</li><li>• Display helpful behaviour by assisting others in performing tasks in a positive manner, where required and possible.</li><li>• Consult with and assist others to maximise effectiveness and efficiency in carrying out tasks.</li></ul>				
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			<ul style="list-style-type: none"><li>• Demonstrate responsible and disciplined behaviours at the workplace such as punctuality, completing tasks as per given time and standards, not gossiping and idling time, honesty, etc.</li><li>• Interact with colleagues from different functions clearly and effectively on all aspects to carry out the work among the team and understand the nature of their work.</li><li>• Explain the importance of avoiding casual expletives and unpleasant terms while communicating professional circles.</li><li>• Describe how poor communication practices can disturb people, environment and cause problems for the employee, the employer and the customer</li><li>• Explain the importance of ethics for professional success.</li><li>• Explain the importance of discipline for professional success.</li><li>• State what constitutes disciplined behaviour for a working professional.</li></ul>				
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10	<b>Communicating with Clients and Visitors</b>	<b>Meeting and Greeting Visitors</b>	<ul style="list-style-type: none"> <li>• Meet and greet visitors promptly, treating them politely and making them feel welcome.</li> <li>• Ask questions politely to the visitors in order to identify them and their needs.</li> <li>• Provide clear and accurate information to visitors as per their requirement while following organisation policies for information access and confidentiality.</li> <li>• Communicate with the visitors in a polite, professional and friendly manner.</li> <li>• Ensure to maintain proper body language, dress code, gestures and etiquettes towards the customers.</li> <li>• Allow the visitors to complete what they have to say without interrupting them while they talk.</li> <li>• Listen actively in two-way communication.</li> <li>• Be sensitive to the gender, cultural and social differences such as modes of greeting, formality, etc.</li> </ul>	MEP/N9914 PC15, PC16, PC17, PC18, PC19, PC20	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Training Kit (PowerPoint, Trainer Guide)	8 Theory (3:00) Practical (5:00)
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		<b>Answering Voice Messages and e-mails</b>	<ul style="list-style-type: none"> <li>• State the various categories of people that one is required to communicate and co-ordinate within the organisation.</li> <li>• Identify customer dissatisfaction, reason for dissatisfaction and address to their complaints effectively.</li> <li>• Ensure to avoid negative questions and statements to the customers.</li> <li>• Inform the customers on any issues or problems before hand and on the developments involving them.</li> <li>• Ensure to respond back to the customer immediately for their voice messages, e-mails, etc.</li> <li>• Seek feedback from the visitors on their experience.</li> </ul>	MEP/N9914 PC21, PC22, PC23, PC24, PC25, PC26, PC27	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Training Kit (PowerPoint, Trainer Guide)	8 Theory (3:00) Practical (5:00)
<b>Total</b>							<b>Total Duration</b> 200:00  <b>Theory Duration</b> 80:00 <b>Practical Duration</b> 120:00

## Annexure II

### Assessment Criteria

#### CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Receptionist	
Job Role	Receptionist
Qualification Pack	MEP/Q0204, V1.0
Sector Skill Council	Management & Entrepreneurship and Professional Skills Council

S. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below.)
4	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
5	To pass the Qualification Pack, every trainee should score a minimum of 70% in every NOS.
6	In case of successfully passing only certain number of NOSs, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.
7	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Assessable Outcomes	Assessment Criteria for Outcomes	Total Mark	Out Of	Marks Allocation	
				Theory	Skills Practical
<b>MEP/N0213</b> <b>Receive visitors and direct them as per their requirement</b>	PC1.welcome visitors in accordance with customer care policies, treating them with respect and care	<b>100</b>	6	2	4
	PC2.record visitor details, using the organisation's systems, as appropriate		6	3	3
	PC3.identify the visitors and the reason for their visit by enquiring from them and extracting information from the documents presented by them		6	2	4
	PC4.ensure the visitors are attended to promptly		6	2	4
	PC5.respond to enquiries from the visitors as per organisational policies, treating them with respect and care		6	3	3
	PC6.identify the appropriate department and personnel to be contacted to address the requirement of the visitor		6	2	4
	PC7.retrieve contact details of the relevant staff personnel from the available records		6	2	4
	PC8.inform department and personnel that needs to be contacted as per nature of business of the visitor		6	3	3

	PC9.provide staff members with accurate information on the assistance required by visitors		6	3	3
	PC10.provide direction to the visitor to the area that they need to reach as per the purpose of their visit		6	2	4
	PC11.provide access to the visitor to that area that they need to visit after obtaining necessary approvals, as per organisational process		6	2	4
	PC12.share information about organisation's products, services, holidays, working hours accurately and as per company policy for the same, adhering to relevant confidentiality norms		6	2	4
	PC13.provide information clearly to visitors in a way that they can understand		6	2	4
	PC14.interact with visitors while following organisational policy for various categories of visitors including general visitors, irate or distressed visitors, VIP visitors and visitors with special needs		5	2	3
	PC15.inform visitors of the progress of their requests for assistance		5	2	3
	PC16.offer the visitors available facilities for their comfort while waiting to be attended to by the concerned department		6	3	3
	PC17.attend promptly and politely to any queries or complaints from the visitors as per organisational policies		6	3	3
		<b>Total</b>	<b>100</b>	<b>40</b>	<b>60</b>
<b>MEP/N0214 Respond to phone calls received at the reception as per the caller's requirement</b>	PC1.operate telecommunications equipment efficiently and effectively	<b>100</b>	5	2	3
	PC2.speak clearly and slowly and adapt your speech to meet the individual needs of your customer		5	2	3
	PC3.listen carefully when collecting information from the caller		5	2	3
	PC4.select the information to be recorded and stored following organisation's guidelines		5	2	3
	PC5.update customer records during or after the call to reflect the key points of the conversation		5	2	3
	PC6.greet your customer following your organisation's guidelines		5	2	3
	PC7.listen closely to your customer to identify their precise reason for calling and what outcome they are seeking from the call		5	2	3
	PC8.confirm the identity of your customer following organisational guidelines		5	2	3
	PC9.use effective and assertive questions to clarify caller' requests		5	2	3
	PC10.identify the options available for responding to the caller as per the identified reason for calling		5	2	3
	PC11.choose the option that is most likely to lead to customer satisfaction within the service offer		5	2	3
	PC12.give clear and concise information to caller in response to questions or requests and in line with established organisational guidelines		5	2	3

	PC13.use purposeful questions and answers to control the length of the conversation		5	2	3
	PC14.keep the caller informed about actions being performed to assist them		5	2	3
	PC15.take permission from caller and put on hold when discussing action with others or calling a colleague		5	2	3
	PC16.summarise the outcome of the call and any actions that are required to be taken		5	2	3
	PC17.check for the caller's agreement with proposed course of action		5	2	3
	PC18.complete any follow up actions agreed during the call		5	2	3
	PC19.take a clear message for passing on to staff if unable to forward the call		5	2	3
	PC20.ensure follow-up calls are made as per commitment to callers		5	2	3
		<b>Total</b>	<b>100</b>	<b>40</b>	<b>60</b>
<b>MEP/N0215 Co-ordinate incoming and outgoing mail</b>	PC1.ensure receipt of incoming mail by completing the necessary procedure of the mail deliverer in line with organisational guidelines	<b>100</b>	5	2	3
	PC2.identify which department or personnel the mail is for		5	2	3
	PC3.record details of the incoming mail as per organisational procedure in a register or using a computer		5	2	3
	PC4.segregate incoming mail or packages based on which department or personnel it is for and other details like weight, type if package, etc		5	2	3
	PC5.identify and dispose of unwanted 'junk' mail after taking necessary approvals as per organisational guidelines		5	2	3
	PC6.organise for the distribution or handover of the incoming mail or packages as per organisational process		5	2	3
	PC7.check for confirmation of receipt as per organisational guidelines via registers or through computer systems		5	2	3
	PC8.follow the correct procedures of escalation when there are problems with incoming mail		5	2	3
	PC9.collect and sort outgoing mail or packages as per urgency, local/outstation, weight and type or packet, etc.		5	2	3
	PC10.identify best options for dispatching mail in line with organisational process		5	2	3
	PC11.arrange for courier service to collect outgoing mail or packages where requested		5	2	3
	PC12.prepare items for urgent or special delivery		5	2	3
	PC13.calculate correct postage charges for outgoing mail or packages		5	2	3
	PC14.record details of the outgoing mail as per organisational process in a register or using a computer		5	2	3
	PC15.ensure dispatch outgoing mail or packages on time		5	2	3
	PC16.follow the correct procedures when there are problems with outgoing mail		5	2	3
	PC17.ensure that mail is protected from any potentially harmful conditions		5	2	3

	PC18.maintain the required levels of confidentiality of people sending or receiving mail items		5	2	3
	PC19.identify and respond appropriately to any handling problems with the mail		5	2	3
	PC20.identify, report and take appropriate action for any suspicious or dangerous mail items in line with organisational guidelines		5	2	3
		<b>Total</b>	<b>100</b>	<b>40</b>	<b>60</b>
<b>MEP/N0216 Use computers to store, retrieve and communicate information</b>	PC1.setup main components of a computer correctly and start it correctly, in a safe	<b>100</b>	4	2	2
	PC2.operate the computer to access data and information on it and through it as per authorised privileges		4	2	2
	PC3.identify the operating system, information storage system and applications/software used for data storage and retrieval		4	2	2
	PC4.navigate computer drives, directories, folders and software applications to access specified file locations		4	2	2
	PC5.search for specified file types, files and data within the files using “search” option		4	1	3
	PC6.access specified data or information using specified organisational application software		4	1	3
	PC7.follow the organisational access control and data security policies to access data and information		4	1	3
	PC8.input, edit and save specified data or information in the form of letter, report or table using word- processor application		4	2	2
	PC9.perform basic designing, formatting, referencing and reviewing activities in a word-processor application as specified for the presentation of information		4	2	2
	PC10.input, edit and save specified data or information using spreadsheet application		5	2	3
	PC11.use basic formulas and data tools and techniques for presenting the data as specified using spreadsheet application		4	1	3
	PC12.search for information using the internet and save in the computer following organisational guidelines and data security norms		5	2	3
	PC13.follow organisational policy for naming stored files, maintaining backups and version control		5	2	3
	PC14.share information as per organisational data security and confidentiality policy		5	2	3
	PC15.share information using presentation software as per specifications		5	2	3
	PC16.share information from computers using printed letters, reports or data sheets as specified		5	2	3
	PC17.communicate information using email applications as per organisational access control policy while following data security norms		5	2	3
	PC18.write emails following professional email etiquettes and organisational guidelines		5	2	3

	PC19.follow electrical safety precautions while using computers which use electricity to run		5	2	3
	PC20.follow ergonomic guidelines specified for working on computers		5	2	3
	PC21.follow cyber security guidelines while storing, retrieving or communicating information online (through the internet)		5	2	3
	PC22.seek assistance of IT helpdesk available as per organisational policy in case of computer related problems		5	2	3
		<b>Total</b>	<b>100</b>	<b>40</b>	<b>60</b>
<b>MEP/N9903 Apply health and safety practices at the workplace</b>	PC1.identify, control and report health and safety issues relating to immediate work environment according to procedures	<b>100</b>	4	2	2
	PC2.work safely and apply health and safety practices in the training and assessment environment including using appropriate personal protective equipment (PPE) where required		4	2	2
	PC3.follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies		4	2	2
	PC4.document and report all hazards, accidents and near-miss incidents as per set process		4	2	2
	PC5.document safety records according to organisational policies		4	1	3
	PC6.maintain the work area in a clean and tidy condition		4	1	3
	PC7.maintain personal hygiene		4	1	3
	PC8.report hygiene related concerns promptly to the relevant authority		4	2	2
	PC9.demonstrate how to free a person from electrocution		4	2	2
	PC10.administer appropriate first aid to victims wherever required e.g. in case of bleeding, burns, choking, electric shock, poisoning etc.		5	2	3
	PC11.demonstrate basic techniques of bandaging		4	1	3
	PC12.respond promptly and appropriately to an accident situation or medical emergency in real or simulated environments		5	2	3
	PC13.perform and organize loss minimization or rescue activity during an accident in real or simulated environments		5	2	3
	PC14.administer first aid to victims in case of a heart attack or cardiac arrest due to electric shock, before the arrival of emergency services in real or simulated cases		5	2	3
	PC15.demonstrate the artificial respiration and the CPR Process		5	2	3
	PC16.participate in emergency procedures		5	2	3
	PC17.complete a written accident/incident report or dictate a report to another person, and send report to person responsible		5	2	3
	PC18.demonstrate correct method to move injured people and others during an emergency		5	2	3
	PC19.use the various appropriate fire extinguishers on different types of fires correctly		5	2	3

	PC20.demonstrate rescue techniques applied during fire hazard		5	2	3
	PC21.demonstrate good housekeeping in order to prevent fire hazards		5	2	3
	PC22.demonstrate the correct use of a fire extinguisher		5	2	3
		<b>Total</b>	<b>100</b>	<b>40</b>	<b>60</b>
<b>MEP/N9914 Communicate with visitors and colleagues effectively</b>	PC1.seek and obtain clarification about job related requirements, performance indicators and incentives from reporting superior	<b>100</b>	4	2	2
	PC2.record and report work output, exceptions and any anticipated reasons for delays to supervisor as per organisational requirements		4	2	2
	PC3.escalate grievances and problems to appropriate authority as per procedure to resolve them and avoid conflict		4	2	2
	PC4.seek and receive feedback on performance output and quality		4	2	2
	PC5.accurately receive information and instructions from colleagues getting clarification where required		4	2	2
	PC6.accurately pass on information to authorized persons who require it and within agreed timescale and confirm its receipt		4	2	2
	PC7.give information to others clearly, at a pace and in a manner that helps them to understand		4	2	2
	PC8.display helpful behaviour by assisting others in performing tasks in a positive manner, where required and possible		4	2	2
	PC9.consult with and assist others to maximize effectiveness and efficiency in carrying out tasks		4	2	2
	PC10.display appropriate communication etiquette while working		4	2	2
	PC11.display active listening skills while interacting with others at work		4	2	2
	PC12.use appropriate tone, pitch and language to convey politeness, assertiveness, care and professionalism		4	2	2
	PC13.demonstrate responsible and disciplined behaviours at the workplace		4	2	2
	PC14. nteract with colleagues from different functions clearly and effectively on all aspects to carry out the work among the team and understand the nature of their work		3	1	2
	PC15.meet and greet visitors promptly, treating them politely and making them feel welcome		4	1	3
	PC16.ask questions politely to the visitors in order to identify them and their needs		4	1	3
	PC17.provide clear and accurate information visitors as per their requirement, while following organisation policies for information access and confidentiality		4	1	3
	PC18.communicate with the visitors in a polite, professional and friendly manner		3	1	2
	PC19.listen actively in a two-way communication		4	1	3

	PC20.be sensitive to the gender, cultural and social differences such as modes of greeting, formality, etc.		3	1	2
	PC21.identify customer dissatisfaction, reason for dissatisfaction and address to their complaints effectively		3	1	2
	PC22.ensure to maintain a proper body language, dress code, gestures and etiquettes towards the customers		3	1	2
	PC23.allow the visitors to complete what they have to say without interrupting them while they talk		4	1	3
	PC24.ensure to avoid negative questions and statements to the customers		3	1	2
	PC25.inform the customers on any issues or problems before hand and also on the developments involving them		4	1	3
	PC26.ensure to respond back to the customer immediately for their voice messages, e-mails, etc.		3	1	2
	PC27.seek feedback from the visitor son their experience		3	1	2
		<b>Total</b>	<b>100</b>	<b>40</b>	<b>60</b>







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