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सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



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Facilitator Guide



Sector
Telecom

Sub-Sector
Service Provider

Occupation
Customer Service

Reference ID: Tel/Q0101, Version 1.0

NSQF Level: 4

Customer Care
Executive
(Relationship
Centre)

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Shri Narendra Modi
Prime Minister of India

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

Acknowledgements

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

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

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

About this Guide

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

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

This Facilitator Guide is designed to impart theoretical and practical skill training to students for becoming a Customer Care Executive (Relationship Centre).

A Customer Care Executive (Relationship Centre) in the Telecom industry is also known as Customer Service Representative/ Customer Care Associate / Showroom Executive / Customer Relationship Officer / Customer Service Executive / Store Executive / Retail Executive.

Individuals at this job provide customer service by handling, following and resolving walk-in customer's queries, requests and complaints and proactively recommend/sell organisation's products and services.

This Facilitator Guide is based on Customer Care Executive (Relationship Centre) Qualification Pack (TEL/Q0101) & includes the following National Occupational Standards (NOSs):

1. Shop/Showroom/Outlet and self-management (TEL/N0105)
2. Sell, up-sell and cross-sell (TEL/N0106)
3. Service desk and customer management (TEL/N0107)
4. Monitor and analyse self-performance (TEL/N0108)
5. Maintain Records and Data expertise (TEL/N0109)

Post this training, the participant will be able to handle & resolve queries of walk-in customers, sell, up-sell & cross-sell organisation's products & services.

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

Symbols Used



Ask



Tips



Notes



Objectives



Do



Activity



Elaborate



Facilitation Notes



Learning Outcomes



Say



Resources

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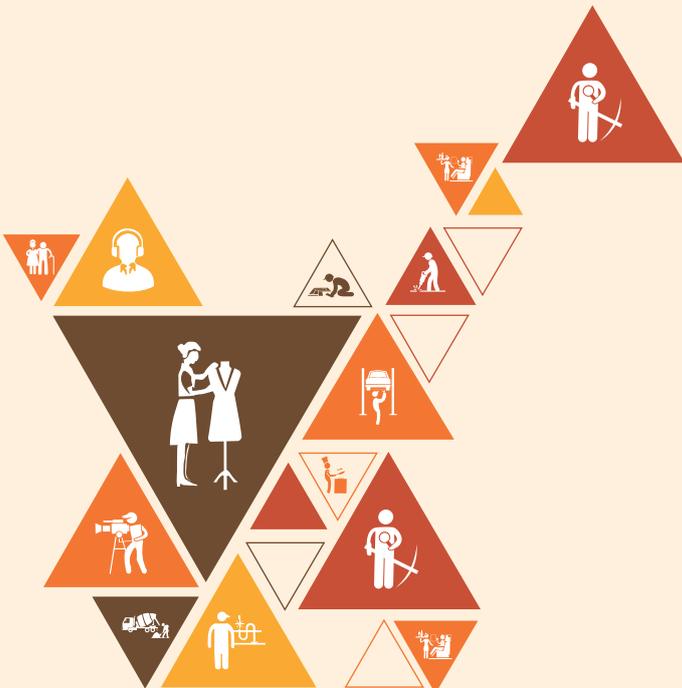


1. Introduction

Unit 1.1 – Objectives of the Program

Unit 1.2 – Telecom Industry

Unit 1.3 – Role of a Customer Care Executive



Key Learning Outcomes

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

1. State the objectives of the program
2. Describe the Telecom industry in India
3. List down the roles and responsibilities of a Customer Care Executive (Relationship Centre)

UNIT 1.1: Objectives of the Program

Unit Objectives

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

- Explain the overview of the program
- State the necessary skills on which the participants will be trained
- List down the ground rules to make the program effective

Resources to be Used

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

1.1.1 Note

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

1.1.2 Say

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

1.1.3 Do

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

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

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

1.1.4 Say

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

1.1.5 Say 

Let us begin the session with objectives of the program

1.1.6 Do 

Share with the participants about program overview and skills that this program trains in.

1.1.7 Ask 

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

1.1.8 Elaborate **Program Overview:**

- The Telecom Industry
- The roles and responsibilities of a Customer Care Executive
- The Telecom Relationship Centre specific key concepts
- Behavioural, professional, technical and language skills required for performing your job effectively
- Techniques of Shop/Showroom/Outlet and Self-Management
- Methods for Selling, Up-selling and Cross-selling
- Managing Service Desk and Customer Management
- Ways to Monitor and Evaluate Self-Performance
- Techniques of Data Expertise
- Interview Skills

Skills that this program trains in:

- Communication skills
- Language Skills (Listening, Speaking, Reading and Writing Skills)
- Interpersonal Skills
- Rapport Building
- Time Management
- Customer Centricity, Selling Skills

1.1.9 Do 

Tell the participants to get ready for an activity on program overview and the skills that this program trains in

1.1.10 Activity 

Ask the participants to refer to Participant Handbook and study in detail about the program overview and skills that this program trains in, so that when they are asked question regarding it they are able to answer it.

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

1.1.11 Say 

Let us now talk about activities performed by Customer Care Executive (Relationship Centre).

1.1.12 Do 

Share with the participants about activities performed by Customer Care Executive (Relationship Centre).

1.1.13 Ask 

Ask the participants to share their understanding about activities performed by Customer Care Executive (Relationship Centre). Write down the points they share on a flip chart/ black board and link it with the points given in the Participant Handbook in order to create an interactive and interesting learning session.

1.1.14 Elaborate 

Main activities performed by Customer Care Executive (Relationship Centre):

- Manage the shop/showroom/outlet as well as yourself
- Sell, Up-sell and Cross-sell Organization's products
- Manage Service desk as well as customers
- Monitor and analyse self-performance

1.1.15 Do 

Tell the participants to get ready for an activity on main tasks performed by a CCE

1.1.16 Activity 

Ask the participants to refer to Participant Handbook and study in detail about activities performed by Customer Care Executive (Relationship Centre), so that when they are asked question regarding it they are able to answer it.

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

1.1.17 Notes for Facilitation 

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

UNIT 1.2: Telecom Industry

Unit Objectives

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

- Gain knowledge about the Telecom industry in India
- Discuss about regulatory authorities in the Telecom industry in India

Resources to be Used

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

1.2.1 Note

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

1.2.2 Say

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

1.2.3 Do

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

1.2.4 Say

Now let us begin with a new session which is about Telecom Industry. In the previous sessions we have had a clear understanding about objectives of the program, now we will talk about Telecom Industry.

1.2.5 Do 

Share with the participants about telecom industry and regulatory authorities in telecom industry.

1.2.6 Ask 

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

1.2.7 Elaborate 

Regulatory authorities in Telecom Industry:

- Telecom Regulatory Authority of India (TRAI)
- New Telecom Policy
- The Department of Telecommunications (DOT)
- Telecom Dispute Settlement Appellate Tribunal (TDSAT)
- Cellular Operators Association of India (COAI)

Refer to Participant Handbook (Pg 5-6) to explain the participants in detail about telecom industry and regulatory authorities in telecom industry

1.2.8 Do 

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

1.2.9 Say 

Let us now discuss about major players in telecom industry and challenges faced by telecom industry

1.2.10 Do 

Share with the participants about major players in telecom industry and challenges faced by telecom industry

1.2.11 Ask 

Ask the participants to share their understanding about major players in telecom industry and challenges faced by telecom industry. Write down the points they share on a flip chart/ black board and link it with the points given in the Participant Handbook in order to create an interactive and interesting learning session.

1.2.12 Elaborate

Refer to Participant Handbook (Pg 6-7) to explain the participants in detail about:

- Major Players in Telecom Industry
- Challenges Faced by Telecom Industry

1.2.13 Do

Tell the participants to get ready for an activity on major player and challenges faced by Telecom Industry

1.2.14 Notes for Facilitation

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

UNIT 1.3: Role of a Customer Care Executive (RC)

Unit Objectives

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

- Gain knowledge about the job of a Customer Care Executive
- List down the personal attributes of a Customer Care Executive

Resources to be Used

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

1.3.1 Note

This is the third session of the program which talks about role of a Customer Care Executive (Relationship Centre). Kindly explain about it to the participants to enable them to perform their task effectively.

1.3.2 Say

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

1.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - Which telecom company has the highest market share?
 - Which among the top 10 telecom companies has the lowest market share?
 - Name the five regulatory authorities of Telecom Industry.
 - What is the biggest challenge faced by telecom companies and what are the recommended solutions?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

1.3.4 Say

Now let us begin with a new session which is about Role of a Customer Care Executive (Relationship Centre). In the previous sessions we have had a clear understanding about Telecom Industry, now we will talk about role of a Customer Care Executive (Relationship Centre).

1.3.5 Do 

Share with the participants about role, importance and personal attributes of a Customer Care Executive (Relationship Centre)

1.3.6 Ask 

Ask the participants to share their understanding about role, importance and personal attributes of a Customer Care Executive (Relationship Centre). Write down the points they share on a flip chart/ black board and link it with the points given in the Participant Handbook in order to create an interactive and interesting learning session.

1.3.7 Elaborate 

Refer to Participant Handbook (Pg 9-10) to explain the participants in detail about:

- Role and importance of a Customer Care Executive (Relationship Centre)
- Personal attributes of a Customer Care Executive (Relationship Centre)

1.3.8 Do 

Tell the participants to get ready for an activity on role and importance and personal attributes of a Customer Care Executive (Relationship Centre)

1.3.9 Activity 

Ask the participants to refer to Participant Handbook and study in detail about role and importance and personal attributes of a Customer Care Executive (Relationship Centre), so that when they are asked question regarding it they are able to answer it.

Skill Practice	Time	Resources
Self-study	2 hrs	Small writing pads, pens and Participant Handbook

1.3.10 Notes for Facilitation 

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



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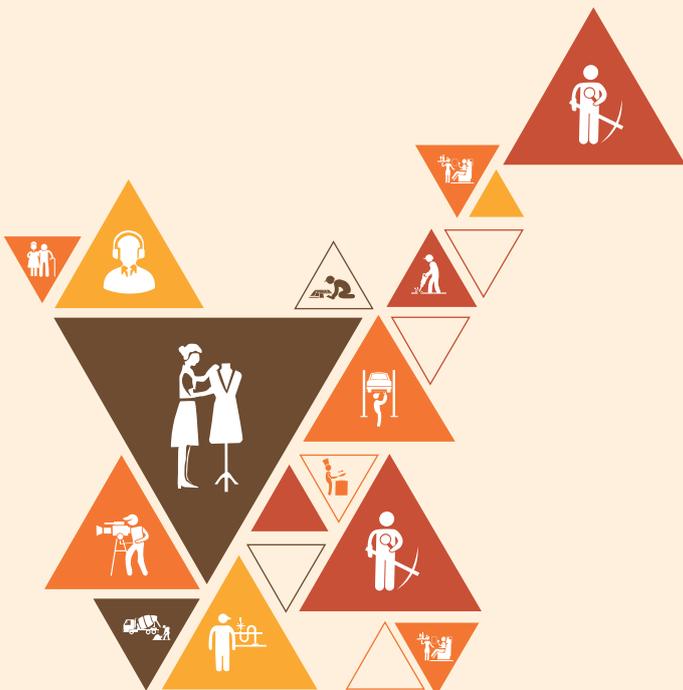


2. Key Concepts

Unit 2.1 – Relationship Centre Specific Concepts

Unit 2.2 – Customer Relationship Management (CRM)

Unit 2.3 – IT Applications



Key Learning Outcomes

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

1. Describe the concepts specific to Relationship Centre
2. Explain the importance of Customer Relationship Management (CRM)
3. Discuss about the various IT Applications used by a CCE-Relationship Centre

UNIT 2.1: Relationship Centre Specific Concepts

Unit Objectives

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

- Discuss about the key stake holders in relationship centre.

Resources to be Used

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

2.1.1 Note

This is the fourth session of the program which talks about Relationship Centre Specific Concepts. Kindly explain about it to the participants to enable them to perform their task effectively.

2.1.2 Say

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

2.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - Why is the role of a Customer Care Executive crucial for the company?
 - List some of the personal attributes required to be a successful Customer Care Executive.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

2.1.4 Say

Now let us begin with a new session which is about Relationship Centre Specific Concepts. In the previous sessions we have had a clear understanding about role of a Customer Care Executive (Relationship Centre), now we will talk about Relationship Centre Specific Concepts.

2.1.5 Do



Share with the participants about contact centre, key stakeholders and processes in relationship centre.

2.1.6 Ask



Ask the participants to share their understanding about key stakeholders and processes in relationship centre. Write down the points they share on a flip chart/ black board and link it with the points given in the Participant Handbook in order to create an interactive and interesting learning session.

2.1.7 Elaborate



Contact Centre

1. Relationship Centre

A Relationship Centre is generally a retail outlet/shop/showroom started by a telecom company which displays a range of products and gives services beneficial to customers. Customer care executives at these types of centres play a very important role in attending the customers face-to-face. They manage the store as well as sell, up-sell and cross-sell company's products and services.

2. Service Centre

A Service Centre is the part of a company's customer relationship management (CRM) department that interacts with a customer for their immediate benefit, including components such as the contact centre, the help desk and call management system.

3. Service Desk

A service desk is a communication centre that provides a single point of contact (SPOC) between a company and its customers, employees and business partners. The purpose of a service desk is to ensure that users receive appropriate help timely. The service desk is one of three main options for customer and/or user support.

Key Stakeholders

The key stakeholders for given job role are:

- Customer - The person who buys our products/ services.
- Store Manager - The person who is ultimately responsible for the day-to-day operations of a store.
- Supervisors/team leaders - The persons who leads the team and coordinate the overall work.
- Customer Care Executive

Refer to Participant Handbook (Pg 15-16) to explain the participants in detail about processes in relationship centre.

2.1.8 Do



Tell the participants to get ready for a quiz on contact centre, key stakeholders and processes in relationship centre

2.1.9 Activity

Divide the participants in two groups and make them play a quiz by asking them questions related to contact centre, key stakeholders and processes in relationship centre. The winning group will be awarded with a gift hamper

Skill Practice	Time	Resources
Quiz	3 hrs	Small writing pads, pens and Participant Handbook

2.1.10 Say

Let us now talk about technologies and services in relationship centre

2.1.11 Do

Share with the participants about technologies and services in relationship centre

2.1.12 Ask

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

2.1.13 Elaborate

Technologies:

There are two types of technologies a Customer Care Executive has to know about:

1. Mobile Technologies

- GSM
- CDMA

2. Data Technologies

- 1G
- 2G
- 3G
- 4G

Services:

- Prepaid Services
- Post-paid Services
- Value Added Services
- MMS
- GPRS
- Pocket Internet

Refer to Participant Handbook (Pg 16-17) to explain the participants in detail about the technologies and services in a relationship centre

2.1.14 Do 

Tell the participants to get ready for a quiz on technologies and services

2.1.15 Activity 

Divide the participants in two groups and make them play a quiz by asking them questions related to technologies and services in relationship centre. The winning group will be awarded with a gift hamper

Skill Practice	Time	Resources
Quiz	2 hrs	Small writing pads, pens and Participant Handbook

2.1.16 Notes for Facilitation 

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

UNIT 2.2: CRM

Unit Objectives

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

- Discuss about the identification and verification process.

Resources to be Used

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

2.2.1 Note

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

2.2.2 Say

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

2.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - What do you mean by key stakeholders? Who are the key stakeholders for your job?
 - Write the steps of a typical sales process.
 - What is the difference between up-sell and cross-sell?
 - What is the difference between post-paid and pre-paid services?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

2.2.4 Say

Now let us begin with a new session which is about CRM. In the previous sessions we have had a clear understanding about Relationship Centre Specific Concepts, now we will talk about CRM.

2.2.5 Do

Explain the concept of CRM to the participants.

2.2.6 Ask

Ask the participants to share their understanding about benefits of CRM and ways to use it effectively. Write down the points they share on a flip chart/ black board and link it with the points given in the Participant Handbook in order to create an interactive and interesting learning session.

2.2.7 Activity

Take a ball of wool and get the participants in a circle. You are also a part of the circle. Tell them here is a ball of wool, I am going to take a piece of the thread in my hand and throw the ball to anyone. So please be alert and do not let the ball fall. Whoever gets the ball, please introduce yourself (name, and one adjective that best describes you) hold a piece of the thread and throw it to anyone you want. Slowly a web of the wool will be created with everyone holding the thread.

Debrief

Ask them now that we know each other can you see what we have created. Wait for answers. Tell them, “We have created a web, a web of energy.” Ask everyone to loosen their hold on the thread and say, “See if we lose energy how the web loses energy and we hold it tight the web is strong. Similarly as we study the program, each one of us is responsible for the learning and environment in the group. So be responsible, alert and engaged.”

Skill Practice	Time	Resources
Ice Breaker	1 hr	Small writing pads and pens

2.2.8 Elaborate

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

Refer to Participant Handbook (Pg 20-21) to explain the participants in detail about:

- The benefits of CRM
- Ways to use it effectively

2.2.9 Do

Tell the participants to get ready for an activity on benefits of CRM and ways to use it effectively

2.2.10 Activity

Divide the participants in two groups and make them play a quiz on CRM to check the concepts. The winning group will be awarded with a gift hamper

Skill Practice	Time	Resources
Quiz	2 hrs	Participant Handbook

2.2.11 Activity

Ask the participants to refer to Participant Handbook and study in detail about the benefits of CRM and ways to use it effectively, so that when they are asked question regarding it they are able to answer it.

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

2.2.12 Activity

Ask the participants to match the cards according to the question or quiz given to them.

Skill Practice	Time	Resources
Match the Cards	2 hrs	Small writing pads, pens, Cards

2.2.13 Notes for Facilitation

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

UNIT 2.3: IT Application

Unit Objectives

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

- Explain different IT applications

Resources to be Used

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

2.3.1 Note

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

2.3.2 Say

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

2.3.3 Do

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

2.3.4 Say

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

2.3.5 Do

Share with the participants about basic functionalities and fetching information.

2.3.6 Activity

Divide the class into 4 groups and ask them to perform the act of Customer Relationship Management by following the steps in the Participant .

Skill Practice	Time	Resources
Skill Practical	3 hrs	Small writing pads, pens and Participant Handbook

2.3.7 Ask

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

2.3.8 Elaborate

Basic Functionalities

Telecom call centre executives will need to work on multiple applications like:

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

Fetching information

There are a few ways that you can get information. They are:

- Company Intranet
- Speak to people
- Call other departments
- Keep an eye on the notice board

Refer to Participant Handbook (Pg 22-23) to explain the participants in detail about basic functionalities and fetching information.

2.3.9 Do 

Tell the participants to get ready for an activity on basic functionalities and fetching information.

2.3.10 Activity 

Ask the participants to make a chart on IT Applications. The best chart would be pinned up on the board for passive learning.

Skill Practice	Time	Resources
Chart Making	2 hrs	Chart, Small writing pads, pens and Participant Handbook

2.3.11 Activity 

Ask the participants to refer to Participant Handbook and study in detail about basic functionalities and fetching information, so that when they are asked question regarding it they are able to answer it.

Skill Practice	Time	Resources
Self study	2 hrs	Small writing pads, pens and Participant Handbook

2.3.12 Notes for Facilitation 

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

Key Learning Outcomes

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

1. Define a computer and its different parts
2. Discuss about MS Word
3. Discuss about MS PowerPoint
4. Discuss about MS Excel
5. Discuss about Internet and network
6. Practice how to type effectively
7. Discuss the importance of listening as a skill for a CCE
8. Practice effective listening skills
9. Use effective speaking skills in your role
10. Demonstrate reading and keep yourself updated on latest news
11. Practice writing effectively

UNIT 3.1: Introduction to Computer

Unit Objectives

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

- Define computer and its different parts
- Discuss important characteristics of a computer

Resources to be Used

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

3.1.1 Note

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

3.1.2 Say

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

3.1.3 Do

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

3.1.4 Say

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

3.1.5 Do

Share with the participants about computer hardware and software.

3.1.6 Ask

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

3.1.7 Elaborate

Computer Hardware

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

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

Software

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

1. System Software
2. Application Software

Refer to Participant Handbook (Pg 29-35) to explain the participants in detail about Computer hardware and software.

3.1.8 Activity

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

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

3.1.9 Notes for Facilitation

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

UNIT 3.2: Microsoft Word

Unit Objectives

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

- Explain the use of MS-Word

Resources to be Used

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

3.2.1 Note

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

3.2.2 Say

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

3.2.3 Do

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

3.2.4 Say

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

3.2.5 Do

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

3.2.6 Ask



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

3.2.7 Elaborate



Refer to Participant Handbook (Pg 36-37) to explain the participants in detail about:

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

3.2.8 Activity



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

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

3.2.9 Say



Now let us discuss about tools used in MS Word.

3.2.10 Do



Share with the participants about tools used in MS Word.

3.2.11 Ask



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

3.2.12 Elaborate



Title Bar

- Quick Access Toolbar
- Windows Control Buttons

The Ribbon

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

Refer to Participant Handbook (Pg 38-39) to explain the participants in detail about the title bar and ribbons.

3.2.13 Activity

Ask the participants to make a chart on title bar and ribbons.

Skill Practice	Time	Resources
Chart making	.5 hr	Chart, pencil, sketch pens, scale and eraser

3.2.14 Say

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

3.2.15 Do

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

3.2.16 Ask

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

3.2.17 Elaborate

Refer to Participant Handbook (Pg 39-43) to explain the participants in detail about:

1. Typing text
2. Formatting text and document

Formatting text includes:

- Character Formatting
- Modifying Fonts

Formatting document includes:

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

3.2.17 Activity 

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

Heading

Font: Book Antique

Font Colour: Olive Green

Font Size: Bold, Italics

Alignment: Center

Shortcut: Alt+V

Paragraph

Font: Comic sans MS

Font Size: 12 point

Font Colour: Orange

Font Style: Italics

Alignment: Justify

Shortcut: Alt+N

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

3.2.18 Say 

Let us now talk about working with graphics.

3.2.19 Do

Share with the participants about working with graphics.

3.2.20 Ask

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

3.2.21 Elaborate

Refer to Participant Handbook (Pg 42-43) to explain the participants in detail about graphics.

3.2.22 Activity

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

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

3.2.23 Say

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

3.2.24 Do

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

3.2.25 Ask

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

3.2.26 Elaborate

Refer to Participant Handbook (Pg 43-44) to explain the participants about advanced formatting techniques and creating table.

Advanced formatting techniques include:

- Create Columns
- SmartArt Graphic

3.2.27 Activity

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

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

3.2.28 Activity

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

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

3.2.29 Activity

Ask the participants to practice adding and deleting a comment.

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

3.2.30 Say

Let us now talk about track changes and mail merge.

3.2.31 Do

Share with the participants about track changes and mail merge.

3.2.32 Ask

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

3.2.33 Elaborate

Refer to Participant Handbook (Pg 44-45) to explain the participants in detail about:

- Tables
- Add Row/ Column to Table

3.2.34 Activity

Ask the participants to practice how to make tables and add row/ column in the table.

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

3.2.35 Say

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

3.2.36 Do

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

3.2.37 Ask

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

3.2.38 Elaborate

Refer to Participant Handbook (Pg 45-48) to explain the participants in detail about:

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

3.2.39 Activity



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

Create 5 page document and insert the following:

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

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

3.2.40 Activity



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

Skill Practice	Time	Resources
Quiz	.5 hr	Participant Handbook

3.2.41 Notes for Facilitation



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

UNIT 3.3: Microsoft PowerPoint

Unit Objectives

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

- Explain the use of MS-PowerPoint

Resources to be Used

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

3.3.1 Note

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

3.3.2 Say

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

3.3.3 Do

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

3.3.4 Say

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

3.3.5 Do



Share with the participants about MS Power Point and Ribbon.

3.3.6 Ask



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

3.3.7 Elaborate



Refer to Participant Handbook (Pg 50-52) to explain the participants in detail about the following:

1. Microsoft PowerPoint 2010
2. Ribbon

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

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

3.3.8 Activity



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

Skill Practice	Time	Resources
Self Study	2 hrs	Small writing pads, pens and Participant Handbook

3.3.9 Say



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

3.3.10 Do



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

3.3.11 Ask



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

3.3.12 Elaborate

Refer to Participant Handbook (Pg 52-53) to explain the participants in detail about the following:

- Creating new presentation
- Formatting text

3.3.13 Activity

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

Skill Practice	Time	Resources
Skill Practical	1 hr	Participant Handbook, Computer

3.3.14 Say

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

3.3.15 Do

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

3.3.16 Ask

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

3.3.17 Elaborate

A theme includes a background design, colour scheme, font types, font sizes, and placeholder positions in one package. Every new presentation starts out with the default theme, called Office theme, which is a white background and black text. However you can change the theme to a wide variety of options. To find and apply a theme, click the Design tab on the Ribbon.

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

Refer to Participant Handbook (Pg 54-58) to explain the participants in detail about Working with Graphics

Working with graphics includes:

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

3.3.18 Activity

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

Skill Practice	Time	Resources
Skill Practical	1 hr	Participant Handbook, computer

3.3.19 Say

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

3.3.20 Do

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

3.3.21 Ask

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

3.3.22 Elaborate

Refer to Participant Handbook (Pg 58-59) to explain the participants in detail about inserting hyperlink and creating photo album.

3.3.23 Activity

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

Skill Practice	Time	Resources
Skill Practical	1 hr	Participant Handbook, Computer

3.3.24 Say

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

3.3.25 Do

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

3.3.26 Ask

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

3.3.27 Elaborate

Refer to Participant Handbook (Pg 61-62) to explain the participants in detail about starting a slide show and finalizing presentations.

3.3.28 Activity

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

Skill Practice	Time	Resources
Skill Practical	1 hr	Participant Handbook, Computer

3.3.29 Say

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

3.3.30 Do 

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

3.3.31 Ask 

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

3.3.32 Elaborate 

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

3.3.33 Activity 

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

Skill Practice	Time	Resources
Skill Practical	1 hr	Participant Handbook, Computer

3.3.34 Notes for Facilitation 

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

UNIT 3.4: Microsoft Excel

Unit Objectives

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

- Explain the use of MS Excel

Resources to be Used

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

3.4.1 Note

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

3.4.2 Say

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

3.4.3 Do

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

3.4.4 Say

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

3.4.5 Do



Share with the participants about MS Excel and Ribbon.

3.4.6 Ask



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

3.4.7 Elaborate



Refer to Participant Handbook (Pg 64-66) to explain the participants in detail about the following:

1. MS Excel
2. Ribbon

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

Tabs available in MS Excel

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

3.4.8 Activity



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

Skill Practice	Time	Resources
Self Study	1 hr	Small writing pads, pens and Participant Handbook

3.4.9 Say



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

3.4.10 Do 

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

3.4.11 Ask 

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

3.4.12 Elaborate 

Refer to Participant Handbook (Pg 66-72) to explain the participants in detail about entering data in worksheet and cut, copy, paste data.

3.4.13 Activity 

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

Skill Practice	Time	Resources
Skill Practical	1 hr	Participant Handbook, Computer

3.4.14 Say 

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

3.4.15 Do 

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

3.4.16 Ask 

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

3.4.17 Elaborate 

Refer to Participant Handbook (Pg 73-74) to explain the participants in detail about setting column width and row height and merging or splitting cell.

3.4.18 Activity

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

Skill Practice	Time	Resources
Skill Practical	1 hr	Participant Handbook, computer

3.4.19 Say

Let us now talk about formatting spread sheet.

3.4.20 Do

Share with the participants about formatting spread sheet.

3.4.21 Ask

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

3.4.22 Elaborate

Refer to Participant Handbook (Pg 74-77) to explain the participants in detail about formatting spread sheet

Formatting spread sheet includes:

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

3.4.23 Activity

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

Skill Practice	Time	Resources
Skill Practical	1 hr	Participant Handbook, computer

3.4.24 Say

Let us now talk about Formulas in Excel.

3.4.25 Do

Share with the participants about Formulas in Excel.

3.4.26 Ask

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

3.4.27 Elaborate

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

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

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

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

Refer to Participant Handbook (Pg 77-78) to explain the participants in detail about Formulas in Excel

3.4.28 Activity

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

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

3.4.29 Say

Let us now talk about consolidation and data validation.

3.4.30 Do

Share with the participants about consolidation and data validation.

3.4.31 Ask

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

3.4.32 Elaborate

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

3.4.33 Activity

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

Skill Practice	Time	Resources
Self Study	1 hr	Small writing pads, pens and Participant Handbook

3.4.34 Say

Let us now talk about creating chart in MS Excel.

3.4.35 Do

Share with the participants about creating chart in MS Excel.

3.4.36 Ask

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

3.4.37 Elaborate

Refer to Participant Handbook (Pg 79-80) to explain the participants in detail about steps of creating chart in MS Excel. Creating chart in MS Excel includes.

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

3.4.38 Activity

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

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

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

3.4.39 Say

Let us now talk about Pivot Table and Chart Report.

3.4.40 Do

Share with the participants about Pivot Table and Chart Report.

3.4.41 Ask

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

3.4.42 Elaborate

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

3.4.43 Activity

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

Skill Practice	Time	Resources
Self Study	1 hr	Small writing pads, pens and Participant Handbook

3.4.44 Say

Let us now talk about Advanced Spreadsheet Modification.

3.4.45 Do

Share with the participants about Advanced Spreadsheet Modification.

3.4.46 Ask

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

3.4.47 Elaborate

Refer to Participant Handbook (Pg 80-83) to explain the participants in detail about Advanced Spreadsheet Modification. Once you have created a basic spreadsheet, there are numerous things you can do to make working with your data easier. Some of these elements are hiding, freezing and splitting rows. You can also sort and filter data, these features are quite helpful when working with a large amount of data.

Advanced Spreadsheet Modification includes:

- Hide or Display Rows and Columns
- Hide Rows or Columns
- Unhide Rows or Columns
- Freezing/Splitting Rows and Columns
- Freezing vs. splitting
- Moving or Copying Worksheets
- Move or Copy to a Different Workbook

- Sorting Data
- Using Filter
- Filtering options and custom filters
- Filtering dates
- Removing a filter

3.4.48 Activity

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

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

3.4.49 Say

Let us now talk about Finalising a spreadsheet.

3.4.50 Do

Share with the participants about Finalising a spreadsheet.

3.4.51 Ask

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

3.4.52 Elaborate

Refer to Participant Handbook (Pg 83-85) to explain the participants in detail about Finalising a spreadsheet.

3.4.53 Activity

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

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

3.4.54 Say 

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

3.4.55 Do 

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

3.4.56 Ask 

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

3.4.57 Elaborate 

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

3.4.58 Activity 

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

Skill Practice	Time	Resources
Self Study	1 hr	Small writing pads, pens and Participant Handbook

3.4.59 Notes for Facilitation 

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

UNIT 3.5: Internet and Network

Unit Objectives

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

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

Resources to be Used

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

3.5.1 Note

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

3.5.2 Say

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

3.5.3 Do

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

3.5.4 Say

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

3.5.5 Do

Share with the participants about Internet and Network.

3.5.6 Ask

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

3.5.7 Elaborate

Network Includes:

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

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

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

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

Refer to Participant Handbook (Pg 88-89) to explain the participants in detail about different applications of internet.

3.5.8 Activity

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

Skill Practice	Time	Resources
Quiz	2 hrs	Participant Handbook

3.5.9 Notes for Facilitation

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

UNIT 3.6: Typing Practice

Unit Objectives

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

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

Resources to be Used

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

3.6.1 Note

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

3.6.2 Say

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

3.6.3 Do

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

3.6.4 Say

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

3.6.5 Do

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

3.6.6 Ask

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

3.6.7 Elaborate

Refer to Participant Handbook (Pg 91-92) to explain the participants about keyboard and special key and their uses.

3.6.8 Activity

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

Skill Practice	Time	Resources
Quiz	2 hrs	Participant Handbook

3.6.9 Say

Let us talk about body posture.

3.6.10 Do

Let us talk about body posture.

3.6.11 Ask

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

3.6.11 Elaborate

Refer to Participant Handbook (Pg 92) to explain the participants in detail about body posture

3.6.12 Activity

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

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

3.6.13 Notes for Facilitation

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

UNIT 3.7: Language Skills

Unit Objectives

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

- Describe and practice reading and writing skills for a customer care executive (Relationship Centre)
- Describe and practice speaking and listening skills for a customer care executive (Relationship Centre)

Resources to be Used

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

3.7.1 Note

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

3.7.2 Say

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

3.7.3 Do

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

3.7.4 Say

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

3.7.5 Do

Share with the participants about Listening Skills and guidelines for effective listening.

3.7.6 Ask

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

3.7.7 Elaborate

What is listening?

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

We listen:

- To obtain information
- To understand
- To learn

Importance of listening for your job role:

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

As a Customer Care Executive you should:

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

Refer to Participant Handbook (Pg 97-98) to explain the participants about guidelines of effective listening.

3.7.8 Activity

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

Skill Practice	Time	Resources
Quiz	1 hr	Participant Handbook

3.7.9 Say

Now let us discuss about Speaking Skills.

3.7.10 Do

Share with the participants about speaking skills and its components.

3.7.11 Ask

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

3.7.12 Elaborate

What is speaking?

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

Importance of speaking for your job role:

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

Components of Speaking Skills

The important components of speaking skills are:

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

Refer to Participant Handbook (Pg 98-100) to explain the participants in detail about Speaking skills and its components.

3.7.13 Activity

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

Skill Practice	Time	Resources
Impromptu speech	1 hr	Participant Handbook

3.7.14 Say

Now let us discuss about Reading and Comprehension Skills.

3.7.15 Do

Share with the participants about Reading and Comprehension Skills.

3.7.16 Ask

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

3.7.17 Elaborate

Refer to Participant Handbook (Pg 100-101) to explain the participants about Reading and Comprehension Skills.

3.7.18 Activity

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

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

3.7.19 Say 

Now let us discuss about Writing Skills.

3.7.20 Do 

Share with the participants about Writing Skills.

3.7.21 Ask 

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

3.7.22 Elaborate 

Refer to Participant Handbook (Pg 102-103) to explain the participants about writing skills

3.7.23 Activity 

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

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

3.7.24 Notes for Facilitation 

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



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N · S · D · C
National
Skill Development
Corporation

Transforming the skill landscape



4. Shop/Showroom/Outlet and Self-Management

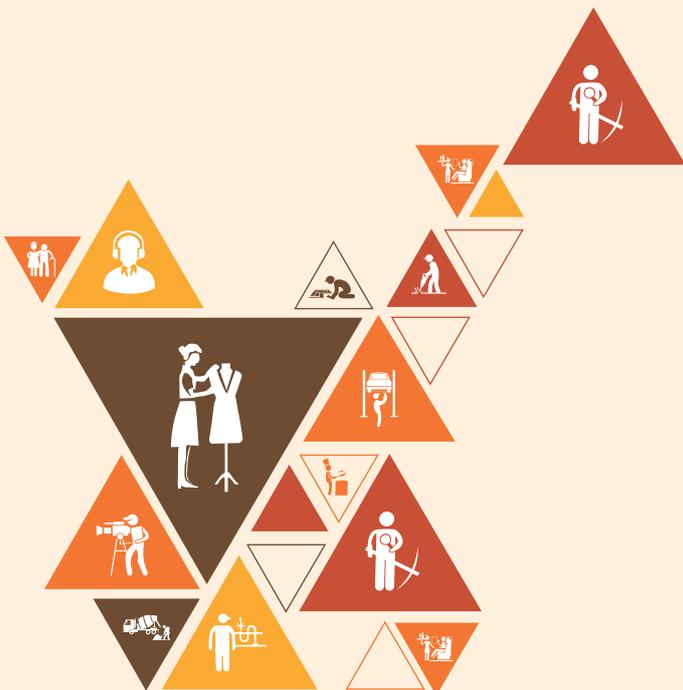
Unit 4.1 – Morning Briefing

Unit 4.2 – Professional Dressing

Unit 4.3 – Store Management

Unit 4.4 – Time Management

Unit 4.5 – Code of Ethics and Code of Conduct



TEL/N0105

Key Learning Outcomes

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

1. Discuss the importance of briefing in the morning
2. Describe the importance of self - grooming
3. Discuss the importance of store management
4. Describe the importance of code of ethics and code of conduct needed for a Customer Care Executive (Relationship Centre)

UNIT 4.1: Morning Briefing

Unit Objectives

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

- Discuss the importance of morning briefing

Resources to be Used

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

4.1.1 Note

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

4.1.2 Say

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

4.1.3 Do

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

4.1.4 Say

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

4.1.5 Do

Share with the participants about Morning Briefing.

4.1.6 Ask

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

4.1.7 Elaborate

Morning Briefing

Some of the things that are discussed in a Telecom Relationship Centre, during morning briefing are:

- Obtain new product/services/process changes in the Industry
- New schemes/offers and targets of the products and services
- Share knowledge of latest trends in telecom industry.
- Task Distribution from the Store Manager to the CCEs

Refer to Participant Handbook (Pg 109-110) to explain the participants in detail about morning briefing

4.1.8 Do

Tell the participants to get ready for an activity on morning briefing

4.1.9 Activity

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

Skill Practice	Time	Resources
Self-study	2 hrs	Small writing pads, pens and Participant Handbook

4.1.10 Notes for Facilitation

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

UNIT 4.2: Professional Dressing

Unit Objectives

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

- Define the dress code of a Customer Care Executive (Relationship Centre) - both men and women

Resources to be Used

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

4.2.1 Note

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

4.2.2 Say

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

4.2.3 Do

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

4.2.4 Say

Now let us begin with a new session which is about Professional Dressing. In the previous sessions we have had a clear understanding about Morning Briefing, now we will talk about Professional Dressing

4.2.5 Do

Share with the participants about CCE grooming and specific uniform guidelines

4.2.6 Ask



Ask the participants to share their understanding about CCE grooming and specific uniform guidelines. Write down the points they share on a flip chart/ black board and link it with the points given in the Participant Handbook in order to create an interactive and interesting learning session.

4.2.7 Elaborate



Refer to Participant Handbook (Pg 111-112) to explain the participants in detail about:

- CCE grooming
- Specific uniform guidelines

4.2.8 Do



Tell the participants to get ready for an activity on CCE grooming and specific uniform guidelines

4.2.9 Activity



Prepare a role play which indicates professional and un-professional dressing and its impact on customers.

Skill Practice	Time	Resources
Skill Practical (Role Play)	4 hrs	Participant Handbook

4.2.10 Notes for Facilitation



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

UNIT 4.3: Store Management

Unit Objectives

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

- Discuss the importance of Store Management

Resources to be Used

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

4.3.1 Note

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

4.3.2 Say

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

4.3.3 Do

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

4.3.4 Say

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

4.3.5 Do

Share with the participants about Store Management.

4.3.6 Ask



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

4.3.7 Elaborate



Store Management:

Here are a few things to keep in mind to keep your store neat and clean:

- Cleanliness of the Counter
- Restrooms
- Music
- Clean Floor or Ceiling Tiles
- Lighting
- Odours
- Organized Billing Counters

Refer to Participant Handbook (Pg 113-115) to explain the participants in detail about Store Management, Visual Merchandising and Planograms

4.3.8 Do



Tell the participants to get ready for an activity on Store Management, Visual Merchandising and Planograms.

4.3.9 Activity



Visit a mobile store with the participants and ask them to observe the way the store is managed and maintained. Ask them to share their views with the class after the visit.

Skill Practice	Time	Resources
Field Work	4 hrs	Participant Handbook

4.3.10 Notes for Facilitation



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

UNIT 4.4: Time Management

Unit Objectives

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

- Describe the importance of Time Management

Resources to be Used

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

4.4.1 Note

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

4.4.2 Say

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

4.4.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - What is store management?
 - List five measures to maintain store atmosphere
 - What is the role of visual merchandising?
 - What points should be kept in mind while managing the store?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

4.4.4 Say

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

4.4.5 Do

Share with the participants about Time Management and its importance

4.4.6 Ask

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

4.4.7 Elaborate

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

Time management requires:

1. Effective planning
2. Setting goals and objective
3. Setting deadlines
4. Delegation of responsibilities
5. Prioritizing activities as per their importance
6. Spending the right time on the right activity

Refer to Participant Handbook (Pg 118) to explain the participants in detail about importance of time management

4.4.8 Do

Tell the participants to get ready for an activity on time management and its importance

4.4.9 Activity

Ask the participants to refer to Participant Handbook and study in detail about the Time Management and its importance, so that when they are asked question regarding it they are able to answer it.

Skill Practice	Time	Resources
Self-study	2 hrs	Small writing pads, pens and Participant Handbook

4.4.10 Say

Let us now discuss about time robbers, urgent and important matrix

4.4.11 Do

Share with the participants about time robbers and urgent and important matrix

4.4.12 Ask

Ask the participants to share their understanding about time robbers and urgent and important matrix. Write down the points they share on a flip chart/black board and link it with the points given in the Participant Handbook in order to create an interactive and interesting learning session.

4.4.13 Elaborate

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

Time Robbers could be:

- Poor personal planning and scheduling. For example, lack of planning at the start of the day would result in non-completion of tasks assigned for the day and finally result in non-achievements of targets.
- Interruptions by other colleagues. For example, gossiping with peers at the store is one of the time robbers for a CCE.
- Poor delegation of Authority. For example, if the right task is not assigned to the right person then generally a task is not completed and this leads to wastage of time.

Refer to Participant Handbook (Pg 118-119) to explain the participants in detail about urgent and important matrix.

4.4.14 Do

Tell the participants to get ready for an activity on urgent and important matrix

4.4.15 Activity

Ask the participants to create a chart on urgent important matrix and divide daily routine activities in the matrix. Give the participant 30 mins to prepare the matrix

Skill Practice	Time	Resources
Chart making	4 hrs	Chart, pencil, sketch pens, scale and eraser

4.4.16 Notes for Facilitation

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

UNIT 4.5: Code of Ethics and Code of Conduct

Unit Objectives

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

- State the need and importance of code of ethics and code of conduct

Resources to be Used

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

4.5.1 Note

This is the eighteenth session of the program which talks about Code of Ethics and Code of Conduct. Kindly explain about it to the participants to enable them to perform their task effectively.

4.5.2 Say

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

4.5.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - What are your time robbers?
 - What will you do as a CCE to manage your time at store?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

4.5.4 Say

Now let us begin with a new session which is about Code of Ethics and Code of Conduct. In the previous sessions we have had a clear understanding about Time Management, now we will talk about Code of Ethics and Code of Conduct.

4.5.5 Do

Share with the participants about Code of Ethics and Code of Conduct

4.5.6 Ask

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

4.5.7 Elaborate

Code of Ethics

The Code of ethics for a Customer Care Executive is:

- Identification
- Ethics
- Fraudulent Practices

Code of Conduct

Your code of conduct requires you to behave like a professional. This requires you to keep a neat and tidy workstation. This reflects your thought process. It has been proven scientifically that a person in a neat area can think clearly. Ensure that all the paperwork you do in the whole day is stacked nicely at the end of the day.

Refer to Participant Handbook (Pg 120-121) to explain the participants in detail about Code of Ethics and Code of Conduct.

4.5.8 Do

Tell the participants to get ready for a quiz on code of ethics and code of conduct.

4.5.9 Activity

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

Skill Practice	Time	Resources
Quiz	3 hrs	Participant Handbook

4.5.10 Notes for Facilitation

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

Key Learning Outcomes

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

1. Describe verbal and non-verbal communication
2. Practice effective communication at work place
3. List down different types of selling processes
4. Explain importance of data confidentiality in the industry

UNIT 5.1: Communication Skills

Unit Objectives

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

- List down different types of customers
- Describe verbal communication
- Describe non-verbal communication

Resources to be Used

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

5.1.1 Note

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

5.1.2 Say

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

5.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - What according to you should be the code of ethics apart from above mentioned measures?
 - List two codes of conduct that you follow in your day-to-day life at the store.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

5.1.4 Say

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

5.1.5 Do

Share with the participants about Communication Skills and customer's communication style

5.1.6 Ask

Ask the participants to share their understanding about Communication Skills and customer's communication style. Write down the points they share on a flip chart/ black board and link it with the points given in the Participant Handbook in order to create an interactive and interesting learning session.

5.1.7 Elaborate

Customer's Communication Style

A Customer Care Executive should gauge a customer's communication style and respond accordingly. Let us look the different kinds of customers and how to respond appropriately to them.

- Repeat Customer
- Discount Customers
- Impulsive Customers
- Need Based Customers
- Wandering Customers

Refer to Participant Handbook (Pg 125-126) to explain the participants in detail about communication skills and customer's communication style.

5.1.8 Do

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

5.1.9 Activity

Ask the participants to refer to Participant Handbook and study in detail about communication skills and customer's communication style, so that when they are asked question regarding it they are able to answer it.

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

5.1.10 Say

Let us now discuss about art of listening and art of asking questions/probing.

5.1.11 Do

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

5.1.12 Ask

Ask the participants to share their understanding about art of listening and art of asking questions/ probing. Write down the points they share on a flip chart/ black board and link it with the points given in the Participant Handbook in order to create an interactive and interesting learning session.

5.1.13 Elaborate

Art of Listening

Effective listening is an active endeavour. It is much more than just hearing what customers say. Good listeners project themselves into the customer's mind. If a customer says he wants the "best" tariff plan, the salesperson needs to listen carefully to find out what best means to that customer. It could be in terms of rates or more minutes to talk or more messaging options etc. Through effective listening, the Customer Care Executive demonstrates concern for the customer's needs by selecting appropriate merchandise to present and demonstrate.

Art of asking questions/ probing

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

Refer to Participant Handbook (Pg 126-127) to explain the participants in detail about art of listening and art of asking questions/ probing.

5.1.4 Do

Tell the participants to get ready for an activity on art of listening.

5.1.15 Activity

Ask the participants to prepare a role play on the given techniques for effective listening:

1. Repeating or rephrasing information
2. Summarizing conversations
3. Tolerating silences

Skill Practice	Time	Resources
Skill Practical (Role Play)	3 hrs	Small writing pads, pens and Participant Handbook

5.1.16 Say 

Let us now discuss about non-verbal communication and its pattern.

5.1.17 Do 

Share with the participants about non-verbal communication and its pattern.

5.1.18 Ask 

Ask the participants to share their understanding about non-verbal communication and its pattern. Write down the points they share on a flip chart/ black board and link it with the points given in the Participant Handbook in order to create an interactive and interesting learning session.

5.1.19 Elaborate **Non-Verbal Communication**

Nonverbal communication is non-spoken form of expression—body language (body angle, face, arms, and hands), space, and appearance—that communicate thoughts and emotions. A CCE needs to:

- Interpret customers' nonverbal signals and
- Use nonverbal communication to improve their selling effectiveness.

It is hard to interpret nonverbal signals by observing only a single gesture or body position. Call Centre Executives, thus, need to consider the pattern of signals a customer generates to interpret the person's feelings. To increase their effectiveness, salespeople can also use nonverbal signals as follows:

- Use cooperation signals to indicate sincere interest in helping customers satisfy their needs. Avoid power signals. They intimidate customers and make them feel uncomfortable.
- Nothing creates rapport like a smile. The smile should appear natural and comfortable not a smirk or clown like exaggerated grin. To get the smile right, practice in front of a mirror.
- Direct eye contact reflects sincerity; glancing from side to side or at a wall has the opposite effect. But staring can make a customer feel uncomfortable.
- Hand movements can have a dramatic effect. Pointing a finger can be used to reinforce important points in the presentation. Too many hand gestures can distract attention from the verbal communication.
- Good voice and speech habits are critical. To avoid monotony, salespeople should vary the rate and loudness of their speech. Simple messages may be delivered faster than more complex messages.

Refer to Participant Handbook (Pg 129) to explain the participants in detail about the pattern of non-verbal communication

5.1.20 Do 

Tell the participants to get ready for an activity on pattern of non-verbal communication

5.1.21 Activity

Divide the class into two groups and ask them to prepare a chart on pattern of non-verbal communication.

Skill Practice	Time	Resources
Chart making	2 hrs	Chart, pencil, sketch pens, scale and eraser

5.1.22 Notes for Facilitation

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

UNIT 5.2: Sales Process

Unit Objectives

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

- Describe the techniques of selling, up-selling and cross-selling
- List down the types of objections/reservations

Resources to be Used

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

5.2.1 Note

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

5.2.2 Say

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

5.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - What according to you should be the code of ethics apart from above mentioned measures?
 - List two codes of conduct that you follow in your day-to-day life at the store.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

5.2.4 Say

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

5.2.5 Do

Share with the participants about selling, up-selling and cross-selling

5.2.6 Ask

Ask the participants to share their understanding about selling, up-selling and cross-selling. Write down the points they share on a flip chart/ black board and link it with the points given in the Participant Handbook in order to create an interactive and interesting learning session.

5.2.7 Elaborate

Selling

- Selling is trying to make sales by persuading someone to buy one's product or service. In the most basic terms selling can be said to be giving or exchanging goods for money. Today, however, with the growth of marketing, selling does not only mean mere give and take but also refers to the attending of consumers' needs. It is the way you help customers to buy products and services of your business.

Up-selling

- Up-selling is the action whereby a seller induces the customer to purchase more expensive items, upgrades, or other add-ons in an attempt to make a more profitable sale. Up - selling usually involves marketing more profitable services or products but can also be simply exposing the customer to other options that were perhaps not considered previously.
- Also known as an Add-on sale it is a technique employed by stores to increase sales and revenue of the store. Pushing for add-on sales is the responsibility of the Customer Care Executive, as he is the one who interacts with the customer. In a telecom Relationship Centre, services are promoted through add-on sales. For e.g. if a customer has come to buy a SIM, the CCE offers a plan such that if he buys another SIM of the same company, he will get free night calling from one SIM to other.

Cross Selling

- Cross-selling is the action or practice of selling an additional product or service to an existing customer. The objectives of cross-selling can be either to increase the income derived from the client or clients or to protect the relationship with the clients. For example, if someone comes to the store to recharge his phone, you can sell a 3G internet pack along with it.

Refer to Participant Handbook (Pg 131-133) to explain the participants in detail about selling, up-selling and cross-selling

5.2.8 Do

Tell the participants to get ready for an activity on selling, up-selling and cross-selling

5.2.9 Activity

Ask the participants to refer to Participant Handbook and study in detail about selling, up-selling and cross-selling, so that when they are asked question regarding it they are able to answer it.

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

5.2.10 Say

Let us now discuss about steps involved in sales process

5.2.11 Do

Share with the participants about steps involved in sales process

5.2.12 Ask

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

5.2.13 Elaborate

Steps involved in sales process includes:

- Approaching the customer
- Probing to identify needs
- Presenting and demonstrating products and services
- Handling Objections/Reservations
- Making the sale
- Building future sales

Refer to Participant Handbook (Pg 134-138) to explain the participants in detail about steps involved in sales process

5.2.14 Do

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

5.2.15 Activity

Pick up any two participants from the class ask one of them to become a CCE and the other customer. Ask them to perform all the six steps involved in selling process. The rest of the participants will observe them and note down their views and share it with the class

Skill Practice	Time	Resources
Skill Practical	5 hrs	Small writing pads, pens and Participant Handbook

5.2.16 Notes for Facilitation

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

UNIT 5.3: Data Confidentiality

Unit Objectives

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

- State the importance of data confidentiality
- Practice data confidentiality measures

Resources to be Used

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

5.3.1 Note

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

5.3.2 Say

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

5.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - List five types of selling techniques.
 - What is the difference between up-selling and cross-selling? Give examples and explain.
 - Write the steps involved in the selling process.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

5.3.4 Say

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

5.3.5 Do

Share with the participants about information security and client confidentiality

5.3.6 Ask

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

5.3.7 Elaborate

Data is the primary asset of any organization and its security is essential. This data could be:

- Client information such as their phone, financial or personal details
- The way your organization functions, like its process flow, the way departments work, names and contact information of those people.
- Policies and procedures of your organization.

Refer to Participant Handbook (Pg 140-141) to explain the participants in detail about:

- Information security
- Client confidentiality

5.3.8 Do

Tell the participants to get ready for an activity on data confidentiality.

5.3.9 Activity

Visit a Relationship Centre with the participants and ask them to figure out the data confidentiality measures to be implemented in that particular centre.

Skill Practice	Time	Resources
Skill Practical	5 hrs	Small writing pads, pens and Participant Handbook

5.3.10 Notes for Facilitation

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

Key Learning Outcomes

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

1. Describe the concept of service desk and service management
2. Describe the concept and phases of customer service management
3. Identify and address customer quick responding time (QRC)
4. Explain the importance of customer feedback
5. Explain the importance of interpersonal skills
6. List down the steps involved in dealing with angry customers
7. Discuss the need of building rapport with customers

UNIT 6.1: Service Desk

Unit Objectives

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

- Explain service provided by CCE to customers
- List the different types of customers

Resources to be Used

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

6.1.1 Note

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

6.1.2 Say

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

6.1.3 Do

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

6.1.4 Say

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

6.1.5 Do

Share with the participants about Service Desk:

6.1.6 Ask

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

6.1.7 Elaborate

A service desk is a Relationship Centre that provides a single point of contact (SPOC) between a company and its customers, employees and business partners. The purpose of a service desk is to ensure that users receive appropriate help in a timely manner.

Service desks are designed to handle Queries, Complaints and Service Requests. The purpose of a help desk is to ensure excellent Customer Service to ensure customer retention and loyalty.

Refer to Participant Handbook (Pg 145-146) to explain the participants in detail about service desk.

6.1.8 Do

Tell the participants to get ready for an activity on service desk

6.1.9 Activity

Divide the class in two groups and ask the participants to make a chart on operation of service desk The best chart will be pinned on the bulletin board in order to encourage passive learning.

Skill Practice	Time	Resources
Chart making	2 hrs	Chart, pencil, sketch pens, scale and eraser

6.1.10 Notes for Facilitation

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

UNIT 6.2: Customer Management

Unit Objectives

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

- Describe the concept and phases of customer service management
- Practice customer service management

Resources to be Used

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

6.2.1 Note

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

6.2.2 Say

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

6.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - Name some of the services provided by a Relationship Centre.
 - Name the three types of customers
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

6.2.4 Say

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

6.2.5 Do

Share with the participants about customer management and customer service

6.2.6 Ask

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

6.2.7 Elaborate

Customer Management

Customer management means to deliver positive customer experiences which lead to customer loyalty and new business generation through referrals. A service desk can enhance the customer's experience and satisfaction, expand their lifetime value and improve business.

Customer Service

Phases of Customer Service Management:

1. Pre-Customer service
2. Customer Service
3. Post Customer Service

Refer to Participant Handbook (Pg 147-148) to explain the participants in detail about phases of customer service management

6.2.8 Do

Tell the participants to get ready for an activity on service desk

6.2.9 Activity

Ask the participants to refer to Participant Handbook and study in detail about customer management and customer service, so that when they are asked question regarding it they are able to answer it.

Skill Practice	Time	Resources
Self-study	2 hrs	Small writing pads, pens and Participant Handbook

6.2.10 Say

Let us now talk about verification and escalation process.

6.2.11 Do

Share with the participants about verification and escalation process

6.2.12 Ask

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

6.2.13 Elaborate

Verification of the Customer

To most of us, there may be some instances where we called customer service, it could have been just an inquiry or a complaint. However, have you observed that in almost all of your calls, the representative asks for your identification? Why is call verification so important?

The answer is to keep customer's data and service safe. For example, if the CCE does not follow the verification process and activates some service the customer will come to know of the new service when he receives the bill.

Refer to Participant Handbook (Pg 148-149) to explain the participants in detail about:

- Verification Scenarios
- Verification Parameters
- Escalation Process

6.2.14 Activity

Ask the participants to pair themselves and ask one of them to become a CCE and the other a customer. The person who is performing the role of a CCE will carry out the verification process of the customer. The pair which performs the best will be awarded with a gift hamper.

Skill Practice	Time	Resources
Skill Practical	2 hrs	Participant Handbook

6.2.15 Notes for Facilitation

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

UNIT 6.3: Addressing Quick Responding Time (QRC)

Unit Objectives

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

- Explain how to handle, resolve and follow up with customer queries

Resources to be Used

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

6.3.1 Note

This is the twenty - four session of the program which talks about Addressing Quick Responding Time. Kindly explain about it to the participants to enable them to perform their task effectively.

6.3.2 Say

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

6.3.3 Do

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

6.3.4 Say

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

6.3.5 Do

Share with the participants about customer query, request and complaint.

6.3.6 Ask



Ask the participants to share their understanding about customer query, request and complaint. Write down the points they share on a flip chart/ black board and link it with the points given in the Participant Handbook in order to create an interactive and interesting learning session.

6.3.7 Elaborate



There are mainly three types of customer's interaction at a Relationship Centre:

- Query
- Request
- Complaint

Customer Query

A query is a question or inquiry. When the customer makes a query he/she is trying to get information about a product or service from the CCE.

- General Queries at Relationship Centre
- Balance /Billing enquiries
- Account Related
- New products or services
- VAS related
- Tariffs and recharge related

Customer Request

Through a request, a customer makes a request for a product or a service.

Types of requests

- Request Open
- Request Self-Closed

Customer Complaint

In a complaint customer complains against services due to facing some issues.

Types of Complains:

- Complaint Open
- Complaint Self-Closed

Refer to Participant Handbook (Pg 151-153) to explain the participants in detail about customer query, request and complaints

6.3.8 Do



Tell the participants to get ready for quiz on customer query, request and complaints.

6.3.9 Activity

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

Skill Practice	Time	Resources
Quiz	1 hr	Participant Handbook

6.3.10 Say

Let us now discuss about handling customer's complaints

6.3.11 Do

Share with the participants about handling customer's complaints.

6.3.12 Ask

Ask the participants to share their understanding about handling customer's complaints. Write down the points they share on a flip chart/black board and link it with the points given in the Participant Handbook in order to create an interactive and interesting learning session.

6.3.13 Elaborate

Refer to Participant Handbook (Pg 153-154) to explain the participants about steps involved in handling customer's complaints

6.3.14 Activity

Ask the participants to pair themselves and ask them to prepare a role play by following and performing and following the steps involved in handling customer's complaints

Skill Practice	Time	Resources
Skill Practical	2 hrs	Participant Handbook

6.3.15 Notes for Facilitation

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

UNIT 6.4: Customer Feedback

Unit Objectives

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

- State the importance of Customer's Feedback
- Discuss the advantages of Customer's Feedback

Resources to be Used

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

6.4.1 Note

This is the twenty - five session of the program which talks about Customer Feedback. Kindly explain about it to the participants to enable them to perform their task effectively.

6.4.2 Say

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

6.4.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - What are the different types of customer's interaction in a Relationship Centre?
 - What are the general queries at a Relationship Centre?
 - What are the types of requests?
 - What are the types of complaints?
 - How to handle customer's complaints?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

6.4.4 Say

Now let us begin with a new session which is about Customer Feedback. In the previous sessions we have had a clear understanding about Addressing Quick Responding Time, now we will talk about Customer Feedback

6.4.5 Do

Share with the participants about importance and advantages of customer feedback.

6.4.6 Ask

Ask the participants to share their understanding about importance and advantages of customer feedback. Write down the points they share on a flip chart/ black board and link it with the points given in the Participant Handbook in order to create an interactive and interesting learning session.

6.4.7 Elaborate

Customer feedback allows telecom companies to better understand how customers rate and use their products or service as against competitive products. It is of high importance for determining where a company's products and services excel or fall short against customer's expectation and against alternate service providers in the market. For example, customers may like the network coverage of ABC Telecom as against XYZ Telecom, which means that XYZ Telecom would need to improve on their network coverage.

Customer feedback can help telecom companies in evaluating how employees treat customers. Customer Service Satisfaction surveys are a common type of marketing research. Companies can determine through surveys whether customers are getting their questions answered and problems resolved. Additionally, a company can determine if some customer service representatives are being rude to customers, especially if the topic of rudeness comes up frequently during the surveys.

Advantages of customer feedback includes:

- Get Honest Opinions
- Improve Relations
- Inexpensive Business Advice
- More Customers
- Positive Changes
- Capturing in Timely Manner

Refer to Participant Handbook (Pg 156-157) to explain the participants in detail about advantages of customer feedback

6.4.8 Do

Tell the participants to get ready for quiz on importance and advantages of customer feedback.

6.4.9 Activity

Divide the participants in four groups and make them play a quiz on importance and advantages of customer feedback. The winning group will be awarded with a gift hamper.

Skill Practice	Time	Resources
Quiz	1 hr	Participant Handbook

6.4.10 Say

Let us now talk about feedback recording process

6.4.11 Do

Share with the participants about feedback recording process

6.4.12 Ask

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

6.4.13 Elaborate

Feedback recording process includes:

- Take Customer Details
- Check for similar feedback in history
- Create a feedback / Complaint Reference Number
- Type the feedback in customer words
- Provide customer with reference number
- Ensure to submit/save

Refer to Participant Handbook (Pg 157-159) to understand in detail about Feedback Recording Process

6.4.14 Do 

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

6.4.15 Activity **Situation**

A customer had requested your organization to change his 3G plan and convert it to a 2G plan some 3 days back. You have to take his feedback, document it and process it for rectification. (The customer's request was not met and he is not happy with the service.)

Skill Practice	Time	Resources
Situation-Role play	1 hr	Participant Handbook

6.4.16 Notes for Facilitation 

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

UNIT 6.5: Interpersonal Skills

Unit Objectives

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

- Describe the importance of Interpersonal Skills
- Discuss the importance of communicating effectively

Resources to be Used

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

6.5.1 Note

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

6.5.2 Say

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

6.5.3 Do

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

6.5.4 Say

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

6.5.5 Do

Share with the participants about interpersonal skills and developing interpersonal skills.

6.5.6 Ask 

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

6.5.7 Elaborate 

Developing Interpersonal Skills includes:

- Learn to Listen
- Be Aware of Others' Emotions
- Empathise
- Encourage

Refer to Participant Handbook (Pg 161-162) to explain the participants in detail about interpersonal skills and ways to develop them.

6.5.8 Do 

Tell the participants to get ready for an activity on interpersonal skills and ways to develop them.

6.5.9 Activity 

Ask the participants to refer to Participant Handbook and study in detail about interpersonal skills and ways to develop them, so that when they are asked question regarding it they are able to answer it.

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

6.5.10 Say 

Let us now talk about effective communication.

6.5.11 Do 

Share with the participants about effective communication.

6.5.12 Ask 

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

6.5.13 Elaborate 

Refer to Participant Handbook (Pg 162) to explain the participants in detail about effective communication.

6.5.14 Do 

Tell the participants to get ready for an activity on effective communication.

6.5.15 Activity 

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

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

6.5.16 Notes for Facilitation 

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

UNIT 6.6: Dealing with Unhappy Customers

Unit Objectives

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

- List down the steps involved in dealing with angry customers
- Practice the process of dealing with angry customers

Resources to be Used

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

6.6.1 Note

This is the twenty - seven session of the program which talks about Dealing with unhappy customers. Kindly explain about it to the participants to enable them to perform their task effectively.

6.6.2 Say

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

6.6.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - Why are interpersonal skills crucial for your job role?
 - List a few techniques to build interpersonal Skills.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

6.6.4 Say

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

6.6.5 Do

Share with the participants about steps to deal with angry customers.

6.6.6 Ask

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

6.6.7 Elaborate

Steps to deal with angry customers:

STEP 1: Adjust Your Mind Set

STEP 2: Listen Actively

STEP 3: Repeat Their Concerns

STEP 4: Be Empathic and Apologize

STEP 5: Present a Solution

STEP 6: Take Action and Follow-up

STEP 7: Use the Feedback

Refer to Participant Handbook (Pg 164-166) to explain the participants about the steps to deal with angry customers in detail

6.6.8 Do

Tell the participants to get ready for an activity on dealing with unhappy customers.

6.6.9 Activity

Ask the participants to pair themselves and ask one of them to become a CCE and the other an angry customer and perform a role play on the steps involved in dealing with angry customers.

Skill Practice	Time	Resources
Skill Practical	3 hrs	Participant Handbook

6.6.10 Notes for Facilitation

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

UNIT 6.7: Rapport Building

Unit Objectives

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

- Describe the steps involved in dealing with angry customers
- Practice the process of dealing with angry customers

Resources to be Used

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

6.7.1 Note

This is the twenty - eight session of the program which talks about Rapport Building. Kindly explain about it to the participants to enable them to perform their task effectively.

6.7.2 Say

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

6.7.3 Do

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

6.7.4 Say

Now let us begin with a new session which is about Rapport Building. In the previous sessions we have had a clear understanding about Dealing with unhappy customers, now we will talk about Rapport Building.

6.7.5 Do

Share with the participants about rapport building and tips of building rapport.

6.7.6 Ask

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

6.7.7 Elaborate

How to Build Rapport?

- Find Common Ground
- Be Empathic
- Remember the Basics

Tips for building rapport with customers:

- Remember Their Names
- Know More about Them
- Make Them Feel Special

Refer to Participant Handbook (Pg 168) to explain the participants in detail about rapport building tips.

6.7.8 Do

Tell the participants to get ready for an activity on rapport building

6.7.9 Activity

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

Skill Practice	Time	Resources
Quiz	3 hrs	Participant Handbook

6.7.10 Say

Let us now talk about helpful rapport building behaviour.

6.7.11 Do

Share with the participants about helpful rapport building behaviour.

6.7.12 Ask 

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

6.7.13 Elaborate 

Refer to Participant Handbook (Pg 169) to explain the participants about helpful rapport building behaviour.

6.7.14 Do 

Tell the participants to get ready for an activity on rapport building behaviour.

6.7.15 Activity 

Ask the participants to refer to Participant Handbook and study in detail about helpful rapport building behaviour, so that when they are asked question regarding it they are able to answer it.

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

6.7.16 Notes for Facilitation 

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



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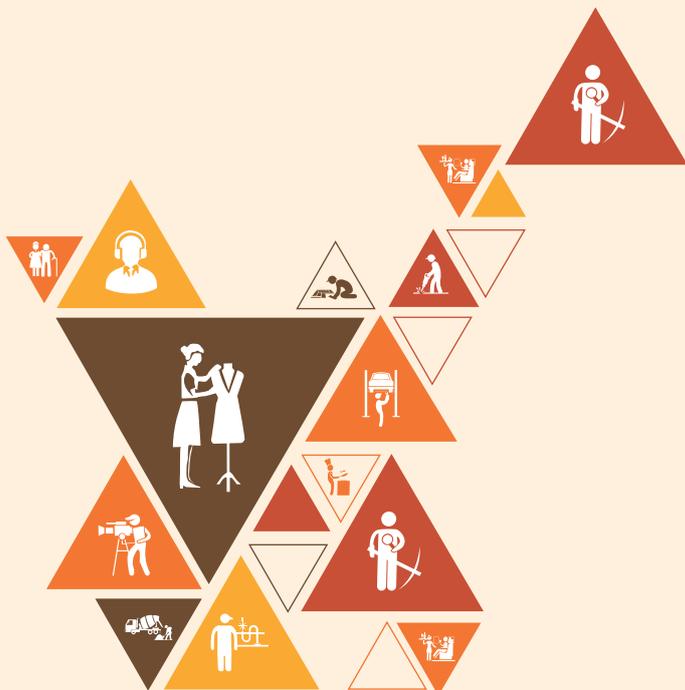
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7. Monitor and Analyse Self Performance

Unit 7.1 – Monitoring and Analysing Self-Performance



TEL/N0108

Key Learning Outcomes

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

1. List down the ways to monitor and analyse performance
2. Practice monitoring and analysing performance

UNIT 7.1: Monitor and Analysing Self-Performance

Unit Objectives

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

- Explain the concept of tracking, monitoring and measuring self-performance trends
- Describe the process related to churn, collection and bad debt recovery

Resources to be Used

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

7.1.1 Note

This is the twenty- nine session of the program which talks about Monitoring and Analysing Self-Performance. Kindly explain about it to the participants to enable them to perform their task effectively.

7.1.2 Say

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

7.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - Why is rapport building crucial for a CCE in a Relationship Centre?
 - List few techniques of building rapport with the customers
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

7.1.4 Say

Now let us begin with a new session which is about Monitoring and Analysing Self-Performance. In the previous sessions we have had a clear understanding about Rapport Building, now we will talk about Monitoring and Analysing Self-Performance.

7.1.5 Do

Share with the participants about performance parameters.

7.1.6 Ask 

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

7.1.7 Elaborate 

Performance parameters in a telecom Relationship Centre:

- Targets for Revenue Performance
- Processes related to collection and bad debt recovery
- Processes related to Churn Management
- Processes related to Complaint Reduction
- Adherence to Service Level Agreements
- Adherence to First Time Resolution

Refer to Participant Handbook (Pg 173-174) to explain the participants in detail about performance parameter in telecom relationship centre.

7.1.8 Do 

Tell the participants to get ready for a quiz on performance parameter in telecom relationship centre.

7.1.9 Activity 

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

Skill Practice	Time	Resources
Quiz	5 hrs	Participant Handbook

7.1.10 Say 

Let us now talk about customer service quality parameters and review periods.

7.1.11 Do 

Share with the participants about customer service quality parameters and review periods.

7.1.12 Ask

Ask the participants to share their understanding about customer service quality parameters and review periods. Write down the points they share on a flip chart/ black board and link it with the points given in the Participant Handbook in order to create an interactive and interesting learning session.

7.1.13 Elaborate

Review period:

- Daily
- Monthly
- Quarterly
- Half Yearly
- Annual

Refer to Participant Handbook (Pg 174-175) to explain the participants in detail about customer service quality parameters and review periods.

7.1.4 Do

Tell the participants to get ready for a quiz on customer service quality parameters and review periods

7.1.15 Activity

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

Skill Practice	Time	Resources
Quiz	5 hrs	Participant Handbook

7.1.16 Notes for Facilitation

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



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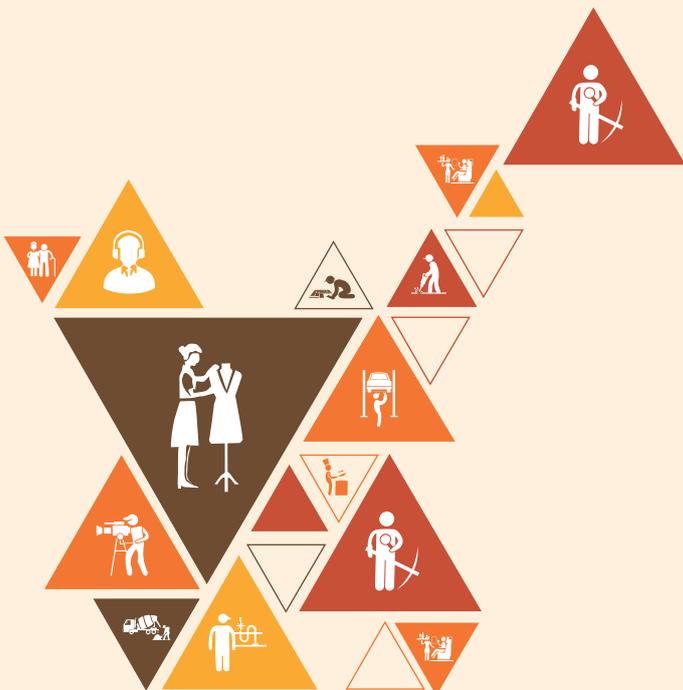
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8. Data Expertise

Unit 8.1 – Resolving Data Related QRC



TEL/N0109

Key Learning Outcomes

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

1. Explain the process involved in resolving data related queries, requests and complaints

UNIT 8.1: Resolving Data Related QRC

Unit Objectives

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

- Explain the process involved in resolving data related queries, requests and complaints

Resources to be Used

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

8.1.1 Note

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

8.1.2 Say

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

8.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - List five performance parameters of a CCE in Relationship Centre?
 - Name the five types of review periods used in any Relationship Centre.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

8.1.4 Say

Now let us begin with a new session which is about Data Expertise. In the previous sessions we have had a clear understanding about Monitoring and Analysing Self Performance, now we will talk about Data Expertise.

8.1.5 Do

Share with the participants about data plans.

8.1.6 Ask

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

8.1.7 Elaborate

The different types of data plans are:

1. Modem Enabled
2. Broadband: Fixed line or Wi-Fi
3. 2G
4. 3G
5. 4G

Refer to Participant Handbook (Pg 179) to explain the participants in detail about the different types of data plans

8.1.8 Do

Tell the participants to get ready for an activity on types of data plans

8.1.9 Activity

Ask the participants to refer to Participant Handbook and study in detail about different types of data plans, so that when they are asked question regarding it they are able to answer it.

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

8.1.10 Say

Let us now talk about resolving queries, fulfilling requests and resolving complaints.

8.1.11 Do 

Share with the participants about resolving queries, fulfilling requests and resolving complaints.

8.1.12 Ask 

Ask the participants to share their understanding about resolving queries, fulfilling requests and resolving complaints. Write down the points they share on a flip chart/ black board and link it with the points given in the Participant Handbook in order to create an interactive and interesting learning session.

8.1.13 Elaborate 

Refer to Participant Handbook (Pg 180-181) to explain the participants in detail about:

- Resolving queries
- Fulfilling requests
- Resolving complaints

8.1.4 Do 

Tell the participants to get ready for an activity on resolving queries, fulfilling requests and resolving complaints

8.1.15 Activity 

Ask the participants to refer to Participant Handbook and study in detail about resolving queries, fulfilling requests and resolving complaints, so that when they are asked question regarding it they are able to answer it.

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

8.1.16 Notes for Facilitation 

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



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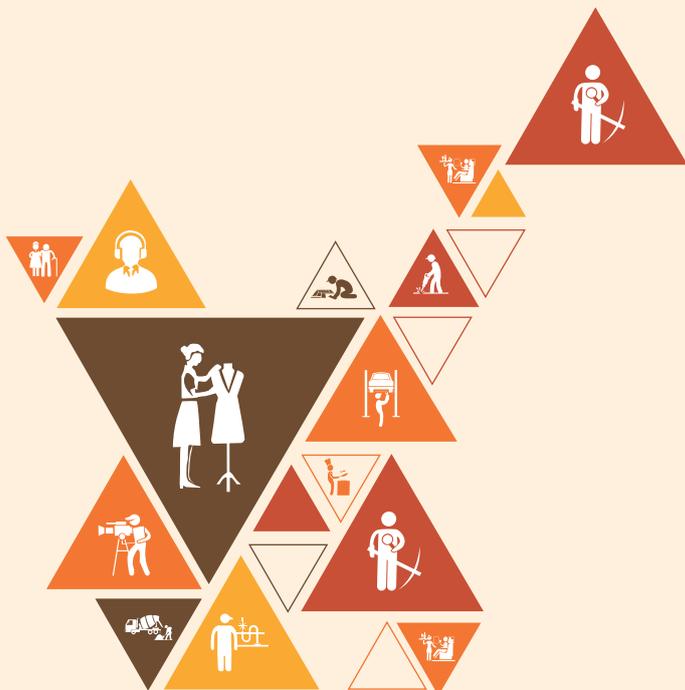
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9. Program Wrap-Up

Unit 9.1 – Interview Skills

Unit 9.2 – FAQ's



Key Learning Outcomes

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

1. Define interview
2. Develop the skills to participate in an interview effectively
3. Gain knowledge about commonly asked questions in an interview
4. Revise and integrate learning's of the training program

UNIT 9.1: Interview Skills

Unit Objectives

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

- Define interview skills

Resources to be Used

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

9.1.1 Note

This is the thirty - first session of the program which talks about Interview skills. Kindly explain about it to the participants to enable them to perform their task effectively.

9.1.2 Say

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

9.1.3 Do

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

9.1.4 Say

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

9.1.5 Do

Share with the participants about Interview and its importance.

9.1.6 Ask

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

9.1.7 Elaborate

Refer to Participant Handbook (Pg 185-186) to explain the participants in detail about Interview and its importance.

9.1.8 Activity

Make pairs. In each pair, one person will act as an interviewee and another the interviewer. Both have to present the whole process of the interview in front of the group.

Skill Practice	Time	Resources
Skill Practical	7 hrs	Small writing pads, pens and Participant Handbook

9.1.9 Notes for Facilitation

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

UNIT 9.2: FAQ's

Unit Objectives

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

- Gain knowledge about the commonly asked questions in an interview

Resources to be Used

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

9.2.1 Note

This is the thirty - second session of the program which talks about Questions in an Interview. Kindly explain about it to the participants to enable them to perform their task effectively.

9.2.2 Say

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

9.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - Have you ever faced an interview? What happened? What according to you happens in an interview?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

9.2.4 Say

Now let us begin with a new session which is about Questions in an Interview. In the previous sessions we have had a clear understanding about Interview, now we will talk about Questions in an Interview.

9.2.5 Do

Share with the participants about Questions in an Interview.

9.2.6 Ask

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

9.2.7 Elaborate

Refer to Participant Handbook (Pg 189-193) to explain the participants in detail about question in an Interview.

9.2.8 Activity

Ask the participants to refer to Participant Handbook and study in detail about the questions asked in an interview, so that when they are asked question regarding it they are able to answer it.

Skill Practice	Time	Resources
Self study	2 hrs	Small writing pads, pens and Participant Handbook

9.2.9 Notes for Facilitation

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

Key Learning Outcomes

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

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

32. Identify the basic parts of a computer
33. Identify the basic parts of a keyboard
34. Recall basic computer terminology
35. Recall basic computer terminology
36. Recall the functions of basic computer keys
37. Discuss the main applications of MS Office
38. Discuss the benefits of Microsoft Outlook
39. Discuss the different types of e-commerce
40. List the benefits of e-commerce for retailers and customers
41. Discuss how the Digital India campaign will help boost e-commerce in India
42. Describe how you will sell a product or service on an e-commerce platform
43. Discuss the importance of saving money
44. Discuss the benefits of saving money
45. Discuss the main types of bank accounts
46. Describe the process of opening a bank account
47. Differentiate between fixed and variable costs
48. Describe the main types of investment options
49. Describe the different types of insurance products
50. Describe the different types of taxes
51. Discuss the uses of online banking
52. Discuss the main types of electronic funds transfers
53. Discuss the steps to prepare for an interview
54. Discuss the steps to create an effective Resume
55. Discuss the most frequently asked interview questions
56. Discuss how to answer the most frequently asked interview questions
57. Discuss basic workplace terminology
58. Discuss the concept of entrepreneurship
59. Discuss the importance of entrepreneurship
60. Describe the characteristics of an entrepreneur
61. Describe the different types of enterprises
62. List the qualities of an effective leader
63. Discuss the benefits of effective leadership
64. List the traits of an effective team
65. Discuss the importance of listening effectively
66. Discuss how to listen effectively
67. Discuss the importance of speaking effectively

68. Discuss how to speak effectively
69. Discuss how to solve problems
70. List important problem solving traits
71. Discuss ways to assess problem solving skills
72. Discuss the importance of negotiation
73. Discuss how to negotiate
74. Discuss how to identify new business opportunities
75. Discuss how to identify business opportunities within your business
76. Explain the meaning of entrepreneur
77. Describe the different types of entrepreneurs
78. List the characteristics of entrepreneurs
79. Recall entrepreneur success stories
80. Discuss the entrepreneurial process
81. Describe the entrepreneurship ecosystem
82. Discuss the purpose of the Make in India campaign
83. Discuss key schemes to promote entrepreneurs
84. Discuss the relationship between entrepreneurship and risk appetite
85. Discuss the relationship between entrepreneurship and resilience
86. Describe the characteristics of a resilient entrepreneur
87. Discuss how to deal with failure
88. Discuss how market research is carried out
89. Describe the 4 Ps of marketing
90. Discuss the importance of idea generation
91. Recall basic business terminology
92. Discuss the need for CRM
93. Discuss the benefits of CRM
94. Discuss the need for networking
95. Discuss the benefits of networking
96. Discuss the importance of setting goals
97. Differentiate between short-term, medium-term and long-term goals
98. Discuss how to write a business plan
99. Explain the financial planning process
100. Discuss ways to manage your risk
101. Describe the procedure and formalities for applying for bank finance
102. Discuss how to manage your own enterprise
103. List important questions that every entrepreneur should ask before starting an enterprise

UNIT 10.1: Personal Strengths & Value Systems

Unit Objectives

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

- Explain the meaning of health
- List common health issues
- Discuss tips to prevent common health issues
- Explain the meaning of hygiene
- Discuss the purpose of Swacch Bharat Abhiyan
- Explain the meaning of habit
- Discuss ways to set up a safe work environment
- Discuss critical safety habits to be followed by employees
- Explain the importance of self-analysis
- Discuss motivation with the help of Maslow's Hierarchy of Needs
- Discuss the meaning of achievement motivation
- List the characteristics of entrepreneurs with achievement motivation
- List the different factors that motivate you
- Discuss the role of attitude in self-analysis
- Discuss how to maintain a positive attitude
- List your strengths and weaknesses
- Discuss the qualities of honest people
- Describe the importance of honesty in entrepreneurs
- Discuss the elements of a strong work ethic
- Discuss how to foster a good work ethic
- List the characteristics of highly creative people
- List the characteristics of highly innovative people
- Discuss the benefits of time management
- List the traits of effective time managers
- Describe effective time management technique
- Discuss the importance of anger management
- Describe anger management strategies
- Discuss tips for anger management
- Discuss the causes of stress
- Discuss the symptoms of stress
- Discuss tips for stress management

Resources

Participant handbook, small writing pad, pen, chart, pencil, sketch pens, scale and eraser.

10.1.1 Note

This is the thirty-three session of the program which talks about personal strengths & value systems.

10.1.2 Say

Good morning and a very warm welcome to this training program. Before we begin this session let us have a quick recap of the previous session.

10.1.3 Do

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

10.1.4 Say

Now let us begin with a new session which is about personal strengths & value systems. In the previous sessions we have had a clear understanding about working at heights, now we will talk about personal strengths & value systems.

10.1.5 Say

As per the World Health Organization (WHO), health is a “State of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity.” This means being healthy does not simply mean not being unhealthy – it also means you need to be at peace emotionally, and feel fit physically. For example, you cannot say you are healthy simply because you do not have any physical ailments like a cold or cough.

Let us start the session by discussing about common health issues.

10.1.6 Do

- Share with the participants about common health issues
- Discuss with them the tips to prevent health issues

10.1.7 Elaborate

Some common health issues are:

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

Tips to prevent health issues:

- Eating healthy foods like fruits, vegetables and nuts
- Cutting back on unhealthy and sugary foods
- Drinking enough water everyday
- Not smoking or drinking alcohol
- Exercising for at least 30 minutes a day, 4-5 times a week
- Taking vaccinations when required
- Practicing yoga exercises and meditation

10.1.8 Say

As per the World Health Organization (WHO), “Hygiene refers to conditions and practices that help to maintain health and prevent the spread of diseases.” In other words, hygiene means ensuring that you do whatever is required to keep your surroundings clean, so that you reduce the chances of spreading germs and diseases.

10.1.9 Do

Share with the participants about ‘Swachh Bharat Abhiyan’.

10.1.10 Elaborate

The ‘Swachh Bharat Abhiyan’ (Clean India Mission) launched by Prime Minister Shri Narendra

Modi on 2nd October 2014, believes in extending good hygiene and health practices to our homes, our immediate surroundings and to our country as a whole.

The aim of this mission is to clean the streets and roads of India and raise the overall level of cleanliness. Currently this mission covers 4,041 cities and towns across the country. Millions of our people have taken the pledge for a clean India.

10.1.11 Say

A habit is a behaviour that is repeated frequently. All of us have good habits and bad habits.

Keep in mind the phrase by John Dryden: “We first make our habits, and then our habits make us.” This is why it is so important that you make good habits a way of life, and consciously avoid practicing bad habits.

Let us now move further and discuss about good and bad habits

10.1.12 Elaborate

Some good habits that you should make part of your daily routine are:

- Always having a positive attitude
- Making exercise a part of your daily routine
- Reading motivational and inspirational stories
- Some bad habits that you should quit immediately are:
- Skipping breakfast
- Snacking frequently even when you are not hungry
- Eating too much fattening and sugary food

Refer to participant handbook (Pg-162) to explain about good and bad habits, in detail.

10.1.13 Activity

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

At the end of the activity reiterate the good and bad habits, in order to conclude the activity in a proper way.

Skill Practice	Time	Resources
Chart Making	10 min	Participant handbook, chart, pencil, sketch pens , scale and eraser

10.1.14 Say

Let us discuss about tips for a safe workplace and non-negotiable employee safety habits.

10.1.15 Elaborate

Every employer is obligated to ensure that his workplace follows the highest possible safety protocol. When setting up a business, owners must make it a point to:

- Use ergonomically designed furniture and equipment to avoid stooping and twisting
- Provide mechanical aids to avoid lifting or carrying heavy objects
- Have protective equipment on hand for hazardous jobs
- Designate emergency exits and ensure they are easily accessible
- Set down health codes and ensure they are implemented
- Follow the practice of regular safety inspections in and around the workplace
- Ensure regular building inspections are conducted
- Get expert advice on workplace safety and follow it

Refer to participant handbook (Pg-163) to explain about non-negotiable employee safety habits, in detail.

10.1.16 Say

Motivation is your reason for acting or behaving in a certain manner. It is important to understand that not everyone is motivated by the same desires – people are motivated by different things. We can understand this better by looking at Maslow's Hierarchy of Needs.

10.3.17 Ask

Ask the participants to list down five things that really motivates them.

Write down their points on a flip chart/ black board and link it with the points given in the participant handbook, in order to create an interactive and interesting learning session.

10.1.18 Do

Share with the participants about Maslow's Hierarchy of Needs.

10.1.19 Elaborate

Famous American psychologist Abraham Maslow wanted to understand what motivates people. He believed that people have five types of needs, ranging from very basic needs (called physiological needs) to more important needs that are required for self-growth (called self actualization needs). Between the physiological and self-actualization needs are three other needs – safety needs, belongingness and love needs, and esteem needs.

Refer to the pyramid given participant handbook (Pg-164-165) to explain about Maslow's Hierarchy of Needs.

10.1.20 Activity

Divide the class in four groups and ask the participants to make a chart on Maslow's Hierarchy of Needs. The best chart will be pinned on the board in order to encourage passive learning.

At the end of the activity reiterate about Maslow's Hierarchy of Needs, in order to conclude the activity in a proper way.

Skill Practice	Time	Resources
Chart Making	10 min	Participant handbook, chart, pencil, sketch pens , scale and eraser

10.1.21 Do

Share with the participants about characteristics of entrepreneurs with achievement motivation by referring to participant handbook (Pg-166).

10.1.22 Say

Attitude can be described as your tendency (positive or negative), to think and feel about someone or something. Attitude is the foundation for success in every aspect of life. Our attitude can be our best friend or our worst enemy. In other words "The only disability in life is a bad attitude."

Let us discuss about attitude in detail.

10.1.23 Do

- Share with the participants about attitude
- Discuss with them about how to cultivate a positive attitude

10.1.24 Elaborate

The following tips help foster a positive mindset:

- Remember that you control your attitude, not the other way around
- Devote at least 15 minutes a day towards reading, watching or listening to something positive
- Avoid negative people who only complain and stop complaining yourself
- Expand your vocabulary with positive words and delete negative phrases from your mind
- Be appreciative and focus on what's good in yourself, in your life, and in others

Refer to participant handbook (Pg-166) to explain about how to cultivate a positive attitude, in detail.

10.1.25 Say

Honesty is the quality of being fair and truthful. It means speaking and acting in a manner that inspires trust. A person who is described as honest is seen as truthful and sincere, and as someone who isn't deceitful or devious and doesn't steal or cheat. There are two dimensions of honesty – one is honesty in communication and the other is honesty in conduct.

Honesty is an extremely important trait because it results in peace of mind and builds relationships that are based on trust. Being dishonest, on the other hand, results in anxiety and leads to relationships full of distrust and conflict.

Let us discuss about this in detail.

10.1.26 Do

Share with the participants about:

- Qualities of honest people
- Importance of honesty in entrepreneurs

10.1.27 Elaborate

Some common qualities among honest people are:

- They don't worry about what others think of them. They believe in being themselves – they don't bother about whether they are liked or disliked for their personalities.
- They stand up for their beliefs. They won't think twice about giving their honest opinion, even if they are aware that their point of view lies with the minority.
- They are thick skinned. This means they are not affected by others judging them harshly for their honest opinions.
- They forge trusting, meaningful and healthy friendships. Honest people usually surround themselves with honest friends. They have faith that their friends will be truthful and upfront with them at all times.
- They are trusted by their peers. They are seen as people who can be counted on for truthful and objective feedback and advice.

Refer to participant handbook (Pg-168) to explain about importance of honesty in entrepreneurs, in detail.

10.1.28 Activity

Ask the participants to analyze themselves by honestly identifying their strengths and weaknesses. This will help them use your strengths to the best advantage and reduce weaknesses.

Ask the participants to note down all their strengths and weaknesses in the two columns. Ask them to perform this task honestly.

Skill Practice	Time	Resources
Analysing yourself	10 min	Participant handbook, pen , small note pad

10.1.29 Say

Being ethical in the workplace means displaying values like honesty, integrity and respect in all your decisions and communications. It means not displaying negative qualities like lying, cheating and stealing.

Workplace ethics play a big role in the profitability of a company. It is as crucial to an enterprise as high morale and teamwork. This is why most companies lay down specific workplace ethic guidelines that must compulsorily be followed by their employees. These guidelines are typically outlined in a company's employee handbook.

Let us discuss about work ethics in detail.

10.1.30 Do

- Share with the participants about elements of strong work ethics
- Discuss with them about fostering a good work ethics

10.1.31 Elaborate

Some elements of a strong work ethic are:

- Professionalism
- Respectfulness
- Dependability
- Dedication
- Determination
- Accountability
- Humility

Good work ethics includes:

- Honesty
- Good attitude
- Reliability
- Good work habits
- Initiative
- Trustworthiness
- Respect
- Integrity
- Efficiency

Refer to participant handbook (Pg-169-170) to explain about the following:

- Elements of strong work ethics
- Fostering good work ethics

10.1.32 Activity

Divide the participants in four groups and make them play a quiz on the following:

- Elements of strong work ethics
- Fostering good work ethics

The winning group will be awarded with a gift hamper.

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

Skill Practice	Time	Resources
Quiz	10 min	Participant handbook, pen, small note pad

10.1.33 Ask

Ask the participants what is their understanding of the word creativity. Note down the points they share on a flip chart/ black board and link it with the points given in the Participant Handbook in order to create an interactive and interesting learning session.

10.1.34 Say

Creativity means thinking outside the box. It means viewing things in new ways or from different perspectives, and then converting these ideas into reality. Creativity involves two parts: thinking and producing. Simply having an idea makes you imaginative, not creative. However, having an idea and acting on it makes you creative.

Let us discuss about characteristics of highly creative person.

10.1.35 Do

Share with the participants about characteristics of a creative person.

10.1.35 Elaborate

Some characteristics of creative people are:

- They are imaginative and playful
- They detest rules and routine
- They see issues from different angles

- They love to daydream
- They notice small details
- They are very curious
- They have very little tolerance for boredom

10.1.36 Say

Innovation means turning an idea into a solution that adds value. It can also mean adding value by implementing a new product, service or process, or significantly improving on an existing product, service or process.

10.1.37 Do

Share with the participants about characteristics of highly innovative person.

10.1.38 Elaborate

Some characteristics of highly innovative people are:

- They embrace doing things differently
- They don't believe in taking shortcuts
- They are not afraid to be unconventional
- They are highly proactive and persistent
- They are organized, cautious and risk-averse

10.1.39 Say

Time management is the process organizing your time, and deciding how to allocate your time between different activities. Good time management is the difference between working smart (getting more done in less time) and working hard (working for more time to get more done).

Effective time management leads to an efficient work output, even when you are faced with tight deadlines and high pressure situations. On the other hand, not managing your time effectively results in inefficient output and increases stress and anxiety.

Let us discuss about benefits of time management.

10.1.40 Do

Share with the participants about benefits of time management.

10.1.41 Elaborate

Time management can lead to huge benefits like:

- Greater productivity
- Higher efficiency
- Better professional reputation
- Reduced stress
- Higher chances for career advancement
- Greater opportunities to achieve goals

Not managing time effectively can result in undesirable consequences like:

- Missing deadlines
- Inefficient work output
- Substandard work quality
- Poor professional reputation
- Stalled career
- Increase in stress and anxiety

10.1.42 Activity

Ask the participants to identify personal time robbers and how can they deal with them?

Skill Practice	Time	Resources
Time Wasters	10 min	Participant handbook, PPT

10.1.43 Do

- Share with the participants about traits of effective time managers
- Discuss with them about effective time management techniques

10.1.44 Elaborate

Some traits of effective time managers are:

- They begin projects early
- They break tasks into steps with specific deadlines
- They set daily objectives
- They continually review long term goals
- They modify plans if required, to achieve better results

- They think of alternate solutions if and when required
- They are flexible and open-minded
- They ask for help when required
- They inform people in advance if their help will be required
- They create backup plans
- They know how to say no

Refer to participant handbook (Pg-172) to explain about effective time management techniques.

10.1.45 Activity

Take the participants on a field visit and ask them to observe the waste water treatment plant helper, they way he manages time and the techniques he follows to manage time.

Ask them to make points and share it with the class.

Skill Practice	Time	Resources
Field Visit	10 min	Participant handbook, pen, small note pad

10.1.46 Say

Anger management is the process of:

- Learning to recognize the signs that you or someone else is becoming angry
- Taking the best course of action to calm down the situation in a positive way

Anger management does not mean suppressing anger.

Let us discuss about importance of anger management.

10.1.47 Do

Share with the participants about importance of anger management.

10.1.48 Elaborate

Anger is a perfectly normal human emotion. In fact, when managed the right way, anger can be considered a healthy emotion. However, if it is not kept in check, anger can make us act inappropriately and can lead to us saying or doing things that we will likely later regret.

Extreme anger can:

Hurt you physically: It leads to heart disease, diabetes, a weakened immune system, insomnia, and high blood pressure.

Hurt you mentally: It can cloud your thinking and lead to stress, depression and mental health issues.

Hurt your career: It can result in alienating your colleagues, bosses, clients and lead to the loss of respect.

Hurt your relationships: It makes it hard for your family and friends to trust you, be honest with you and feel comfortable around you.

This is why anger management, or managing anger appropriately, is so important.

10.1.49 Do

- Discuss with the participants about anger management strategies
- Share with them about tips for anger management

10.1.50 Elaborate

Here are some strategies that can help you control your anger:

- Strategy 1: Relaxation
- Strategy 2: Cognitive Restructuring
- Strategy 3: Problem Solving
- Strategy 4: Better Communication
- Strategy 5: Changing Your Environment

The following tips will help you keep your anger in check:

- Take some time to collect your thoughts before you speak out in anger.
- Express the reason for your anger in an assertive, but non-confrontational manner once you have calmed down.

Refer to participant handbook (Pg-174-175) to explain about anger management strategies and tips for anger management.

10.1.51 Say

Anything that challenges or threatens our well-being can be defined as a stress. It is important to note that stress can be good and bad. While good stress keeps us going, negative stress undermines our mental and physical health. This is why it is so important to manage negative stress effectively.

Let us discuss about stress in detail.

10.1.52 Do

- Share with the participants about causes of stress
- Discuss with them about symptoms of stress
- Share with them the tips to manage stress

10.1.53 Elaborate

Stress can be caused by internal and external factors.

Internal causes of stress

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

External causes of stress

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

The following tips can help you manage your stress better:

- Note down the different ways in which you can handle the various sources of your stress.
- Remember that you cannot control everything, but you can control how you respond.
- Discuss your feelings, opinions and beliefs rather than reacting angrily, defensively or passively.
- Practice relaxation techniques like meditation, yoga or tai chi when you start feeling stressed.
- Devote a part of your day towards exercise.
- Eat healthy foods like fruits and vegetables. Avoid unhealthy foods especially those containing large amounts of sugar.

Refer to participant handbook (Pg-176) to explain about the following:

- Causes of stress
- Symptoms of stress
- Tips to manage stress

10.1.54 Notes for Facilitation

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

UNIT 10.2: Digital Literacy: A Recap

Unit Objectives

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

- Identify the basic parts of a computer
- Identify the basic parts of a keyboard
- Recall basic computer terminology
- Recall basic computer terminology
- Recall the functions of basic computer keys
- Discuss the main applications of MS Office
- Discuss the benefits of Microsoft Outlook
- Discuss the different types of e-commerce
- List the benefits of e-commerce for retailers and customers
- Discuss how the Digital India campaign will help boost e-commerce in India
- Describe how you will sell a product or service on an e-commerce platform

Resources

Participant handbook, small writing pad, pen.

10.2.1 Note

This is the thirty-four session of the program which talks about digital literacy.

10.2.2 Say

Good morning and a very warm welcome to this training program. Before we begin this session let us have a quick recap of the previous session.

10.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions

- What is hygiene?
- Explain the Maslow's Hierarchy of need.
- How to cultivate a positive attitude.
- List down the qualities of honest people.
- What are the characteristics of highly creative person?
- What is innovation?
- What are the benefits of time management?

- List down the traits of effective time management.
 - List down the symptoms of stress.
2. Encourage the participants to give their response
 3. Ensure that the class should not lose focus
 4. Clarify if they have any doubts
 5. Tell them about what they are going to learn in this session

10.2.4 Say

Now let us begin with a new session which is about digital literacy. In the previous sessions we have had a clear understanding about personal strengths & value systems, now we will talk about digital literacy.

10.2.5 Say

Let us begin the session by discussing about:

- Basic parts of computer
- Basic parts of keyboard
- Basic Internet terms

10.2.6 Do

Share with the participants about the following:

- Basic parts of computer
- Basic parts of keyboard
- Basic Internet terms

10.2.7 Elaborate

Basic parts of computer:

- Central Processing Unit (CPU)
- Hard Drive
- Monitor
- Mouse
- Speakers
- Printer

Basic parts of keyboard:

- Arrow Keys
- Space bar
- Enter/Return
- Shift
- Caps Lock
- Backspace

Basic Internet terms:

- The Internet
- The World Wide Web
- Website
- Homepage
- Link/Hyperlink
- Web Address/URL
- Address Box

Refer to participant handbook (Pg-179) to explain about the parts of computer, keyboard and internet terms, in detail.

10.2.8 Say

MS Office or Microsoft Office is a suite of computer programs developed by Microsoft. Although meant for all users, it offers different versions that cater specifically to students, home users and business users. All the programs are compatible with both, Windows and Macintosh.

Let us discuss about popular office products.

10.2.9 Do

Share with the participants about popular office products.

10.2.10 Elaborate

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

- **Microsoft Word:** Allows users to type text and add images to a document.
- **Microsoft Excel:** Allows users to enter data into a spreadsheet and create calculations and graphs.

- **Microsoft PowerPoint:** Allows users to add text, pictures and media and create slideshows and presentations.
- **Microsoft Outlook:** Allows users to send and receive email.
- **Microsoft OneNote:** Allows users to make drawings and notes with the feel of a pen on paper.
- **Microsoft Access:** Allows users to store data over many tables.

10.2.11 Say

E-commerce is the buying or selling of goods and services, or the transmitting of money or data, electronically on the internet. E-Commerce is the short form for “electronic commerce.”

Let us discuss about E-Commerce in detail.

10.2.12 Do

- Share with the participants about examples of E-Commerce
- Discuss with them about types of E-Commerce
- Share with them about benefits of E-Commerce

10.2.13 Elaborate

Examples of e-commerce are:

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

Types of E-Commerce:

The main types of e-commerce are:

- **Business to Business (B2B):** Both the transacting parties are businesses.
- **Business to Consumer (B2C):** Businesses sell electronically to end-consumers.
- **Consumer to Consumer (C2C):** Consumers come together to buy, sell or trade items to other consumers.
- **Consumer-to-Business (C2B):** Consumers make products or services available for purchase to companies looking for exactly those services or products.
- **Business-to-Administration (B2A):** Online transactions conducted between companies and public administration.
- **Consumer-to-Administration (C2A):** Online transactions conducted between individuals and public administration.

Refer to participant handbook (Pg-181) to explain about benefits of E-Commerce, in detail.

10.2.14 Activity

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

Note:

- Before launching your e-commerce platform, test everything.
- Pay close and personal attention to your social media.

Skill Practice	Time	Resources
Skill Practical	1 hr	Participant handbook, pen, small note pad

10.2.15 Notes for Facilitation

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

UNIT 10.3: Money Matters

Unit Objectives

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

- Discuss the importance of saving money
- Discuss the benefits of saving money
- Discuss the main types of bank accounts
- Describe the process of opening a bank account
- Differentiate between fixed and variable costs
- Describe the main types of investment options
- Describe the different types of insurance products
- Describe the different types of taxes
- Discuss the uses of online banking
- Discuss the main types of electronic funds transfers

Resources

Participant handbook, small writing pad, pen, chart, pencil, sketch pens, scale and eraser.

10.3.1 Note

This is the thirty-fifth session of the program which talks about money matters.

10.3.2 Say

Good morning and a very warm welcome to this training program. Before we begin this session let us have a quick recap of the previous session.

10.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - List down the basic parts of computer.
 - List down the most popular office products.
 - What is E-Commerce? Give few examples.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

10.3.4 Say 

Now let us begin with a new session which is about money matters. In the previous sessions we have had a clear understanding about digital literacy, now we will talk about money matters.

10.3.5 Say 

We all know that the future is unpredictable. You never know what will happen tomorrow, next week or next year. That's why saving money steadily through the years is so important. Saving money will help improve your financial situation over time. But more importantly, knowing that you have money stashed away for an emergency will give you peace of mind. Saving money also opens the door to many more options and possibilities.

10.3.6 Do 

Let us discuss about benefits of saving.

10.3.7 Elaborate 

Saving helps you:

- Become financially independent
- Invest in yourself through education
- Get out of debt
- Be prepared for surprise expenses
- Pay for emergencies
- Retire

Refer to participant handbook (Pg-183-184) to explain about benefits of saving, in detail.

10.3.8 Do 

- Share with the participants about types of bank account
- Discuss with them how to open a bank account

10.3.9 Elaborate 

Four main types of bank accounts are:

- Current Accounts
- Savings Accounts

- Recurring Deposit Accounts
- Fixed Deposit Accounts

Steps involved in opening a bank account:

- Step 1: Fill in the Account Opening Form
- Step 2: Affix your Photograph
- Step 3: Provide your Know Your Customer (KYC) Details
- Step 4: Submit All your Documents

Refer to participant handbook (Pg-185-186) to explain about types of bank account and steps involved in opening a bank account, in detail.

10.3.10 Activity

Take the participants on a field visit to a bank, ask them to talk to the bank manager their and understand about different types of account and how to open a bank account.

Skill Practice	Time	Resources
Field Visit	30 mins	Participant handbook, pen , small note pad

10.3.11 Say

Fixed costs and variable costs together make up a company's total cost. These are the two types of costs that companies have to bear when producing goods and services.

A fixed cost does not change with the volume of goods or services a company produces. It always remains the same.

A variable cost, on the other hand, increases and decreases depending on the volume of goods and services produced. In other words, it varies with the amount produced.

Let us discuss about fixed and variable cost in detail.

10.3.12 Do

Share with the participants about difference between fixed and variable cost.

10.3.13 Elaborate

Refer to participant handbook (Pg-187) to explain about difference between fixed and variable cost.

10.3.14 Say 

Let us discuss about insurance.

10.3.15 Elaborate 

Investment means that money is spent today with the aim of reaping financial gains at a future time. The main types of investment options are as follows:

- Bonds
- Stocks
- Small Savings Schemes
- Mutual Funds
- Fixed Deposits
- Real Estate
- Hedge Funds
- Private Equity
- Venture Capital

Refer to participant handbook (Pg-188) to explain about types of investment.

10.3.16 Say 

There are two types of insurance – Life Insurance and Non-Life or General Insurance.

10.3.17 Do 

Share with the participants about Life Insurance and Non-Life or General Insurance.

10.3.18 Elaborate 

Life Insurance

Life Insurance deals with all insurance covering human life.

The main life insurance products are:

- Term Insurance
- Endowment Policy

- Unit-Linked Insurance Plan (ULIP)
- Money Back Life Insurance
- Whole Life Insurance

General Insurance

General Insurance deals with all insurance covering assets like animals, agricultural crops, goods, factories, cars and so on.

The main general insurance products are:

- Motor Insurance
- Health Insurance
- Travel Insurance
- Home Insurance
- Marine Insurance

Refer to participant handbook (Pg-189) to explain about Life and General Insurance, in detail.

10.3.19 Activity

Ask the participants to refer to participant handbook and study in detail about Life and General Insurance, so that when they are asked question regarding it they are able to answer it.

Skill Practice	Time	Resources
Self Study	15 mins	Participant handbook, pen , small note pad

10.3.20 Say

There are two types of taxes – Direct Taxes and Indirect Taxes. Let us discuss about them in detail.

10.3.21 Do

Share with the participants about direct and indirect tax.

10.3.22 Elaborate

Direct Tax

Direct taxes are levied directly on an entity or a person and are non-transferrable.

Some examples of Direct Taxes are:

- Income Tax
- Capital Gains Tax
- Securities Transaction Tax
- Perquisite Tax
- Corporate Tax

Indirect Tax

Indirect taxes are levied on goods or services.

Some examples of Indirect Taxes are:

- Sales Tax
- Service Tax
- Value Added Tax
- Customs Duty & Octroi
- Excise Duty

Refer to participant handbook (Pg-190) to explain about direct and indirect tax, in detail.

10.3.23 Say

Internet or online banking allows account holders to access their account from a laptop at any location. In this way, instructions can be issued. To access an account, account holders simply need to use their unique customer ID number and password.

Internet banking can be used to:

- Find out an account balance
- Transfer amounts from one account to another
- Arrange for the issuance of cheques
- Instruct payments to be made
- Request for a cheque book
- Request for a statement of accounts
- Make a fixed deposit

10.3.24 Do

Share with the participants about the following:

- NEFT
- RTGS
- IMPS

10.3.25 Elaborate



NEFT:

NEFT stands for National Electronic Funds Transfer. This money transfer system allows you to electronically transfer funds from your respective bank accounts to any other account, either in the same bank or belonging to any other bank. NEFT can be used by individuals, firms and corporate organizations to transfer funds between accounts.

RTGS:

RTGS stands for Real Time Gross Settlement. This is a real time funds transfer system which enables you to transfer funds from one bank to another, in real time or on a gross basis. The transferred amount is immediately deducted from the account of one bank, and instantly credited to the other bank's account. The RTGS payment gateway is maintained by the Reserve Bank of India. The transactions between banks are made electronically.

IMPS:

IMPS stands for Immediate Payment Service. This is a real-time, inter-bank, electronic funds transfer system used to transfer money instantly within banks across India. IMPS enables users to make instant electronic transfer payments using mobile phones through both, Mobile Banking and SMS. It can also be used through ATMs and online banking. IMPS is available 24 hours a day and 7 days a week. The system features a secure transfer gateway and immediately confirms orders that have been fulfilled.

Refer to participant handbook (Pg-191-192) to explain about the following in detail:

- NEFT
- RTGS
- IMPS

10.3.26 Activity



Take the participants on a field visit to a bank, ask them to talk to the bank manager their and understand about NEFT, RTGS and IMPS.

Ask them to make notes and share it with the class.

Skill Practice	Time	Resources
Field Visit	15 mins	Participant handbook, pen, small note pad

10.3.27 Do 

Share with the participants the difference between NEFT, RTGS and IMPS by referring to participant handbook (Pg-193).

10.3.28 Notes for Facilitation 

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

UNIT 10.4: Preparing for Employment & Self Employment

Unit Objectives

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

- Discuss the steps to prepare for an interview
- Discuss the steps to create an effective Resume
- Discuss the most frequently asked interview questions
- Discuss how to answer the most frequently asked interview questions
- Discuss basic workplace terminology

Resources

Participant handbook, small writing pad, pen.

10.4.1 Note

This is the thirty-sixth session of the program which talks about preparing for employment & self employment.

10.4.2 Say

Good morning and a very warm welcome to this training program. Before we begin this session let us have a quick recap of the previous session.

10.4.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - List down the benefits of saving.
 - Name the types of bank accounts.
 - What are the steps involved in opening a bank account?
 - What is the difference between fixed and variable cost?
 - What is the difference between NEFT, RTGS and IMPS?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

10.4.4 Say 

Now let us begin with a new session which is about preparing for employment & self employment. In the previous sessions we have had a clear understanding about money matters, now we will talk about preparing for employment & self employment.

10.4.5 Say 

Let us discuss about how to prepare for an interview.

10.4.6 Do 

Share with the participants about how to prepare for an interview.

10.4.7 Elaborate 

The success of your getting the job that you want depends largely on how well your interview for that job goes. Therefore, before you go in for your interview, it is important that you prepare for it with a fair amount of research and planning. Take a look at the steps to follow in order to be well prepared for an interview:

- Research the organization that you are having the interview with
- Think about whether your skills and qualifications match the job requirements
- Go through the most typical interview questions asked, and prepare your responses
- Plan your attire for the interview
- Ensure that you have packed everything that you may require during the interview
- Remember the importance of non-verbal communication
- Make a list of questions to end the interview with

Refer to participant handbook (Pg-194-195) to explain about steps to follow in order to be well prepared for an interview, in detail.

10.4.8 Say 

A resume is a formal document that lists a candidate's work experience, education and skills.

A good resume gives a potential employer enough information to believe the applicant is worth interviewing. That's why it is so important to create a resume that is effective.

Let us discuss about preparing a resume

10.4.9 Do

Share with the participants about how to prepare an effective resume.

10.4.10 Elaborate

Steps to create an effective resume:

- Write the Address Section
- Add the Profile Summary Section
- Include Your Educational Qualifications
- List Your Technical Skills
- Insert Your Academic Project Experience
- List Your Strengths
- List Your Extracurricular Activities
- Write Your Personal Details

Refer to participant handbook (Pg-196-197) to explain about steps involved in preparing an effective resume, in detail.

10.4.11 Activity

Ask the participants to do some research and prepare a resume for themselves.

At the end check the resume of each participant and make the modifications, if required.

Skill Practice	Time	Resources
Preparing resume	1 hr	Participant handbook, pen , small note pad

10.4.12 Do

Refer to participant handbook (Pg-199-200) to explain the participants about the following:

- Questions asked in an interview
- Basic workplace terminologies

10.4.13 Notes for Facilitation

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

UNIT 10.5: Understanding Entrepreneurship

Unit Objectives

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

- Discuss the concept of entrepreneurship
- Discuss the importance of entrepreneurship
- Describe the characteristics of an entrepreneur
- Describe the different types of enterprises
- List the qualities of an effective leader
- Discuss the benefits of effective leadership
- List the traits of an effective team
- Discuss the importance of listening effectively
- Discuss how to listen effectively
- Discuss the importance of speaking effectively
- Discuss how to speak effectively
- Discuss how to solve problems
- List important problem solving traits
- Discuss ways to assess problem solving skills
- Discuss the importance of negotiation
- Discuss how to negotiate
- Discuss how to identify new business opportunities
- Discuss how to identify business opportunities within your business
- Explain the meaning of entrepreneur
- Describe the different types of entrepreneurs
- List the characteristics of entrepreneurs
- Recall entrepreneur success stories
- Discuss the entrepreneurial process
- Describe the entrepreneurship ecosystem
- Discuss the purpose of the Make in India campaign
- Discuss key schemes to promote entrepreneurs
- Discuss the relationship between entrepreneurship and risk appetite
- Discuss the relationship between entrepreneurship and resilience
- Describe the characteristics of a resilient entrepreneur
- Discuss how to deal with failure

Resources

Participant handbook, small writing pad, pen, chart paper, colour pencils, eraser, scale, rope, pieces of paper.

10.5.1 Note

This is the thirty-seventh session of the program which talks about entrepreneurship.

10.5.2 Say

Good morning and a very warm welcome to this training program. Before we begin this session let us have a quick recap of the previous session.

10.5.3 Do

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

10.5.4 Say

Now let us begin with a new session which is about entrepreneurship. In the previous sessions we have had a clear understanding about preparing for employment & self employment, now we will talk about entrepreneurship.

10.5.5 Say

Anyone who is determined to start a business, no matter what the risk, is an entrepreneur.

Entrepreneurs run their own start-up, take responsibility for the financial risks and use creativity, innovation and vast reserves of self-motivation to achieve success. They dream big and are determined to do whatever it takes to turn their idea into a viable offering. The aim of an entrepreneur is to create an enterprise. The process of creating this enterprise is known as entrepreneurship.

Let us discuss about entrepreneurship in detail.

10.5.6 Do 

- Share with the participants about importance of entrepreneurship
- Discuss with them the characteristics of entrepreneurs

10.5.7 Elaborate 

Entrepreneurship is very important for the following reasons:

- It results in the creation of new organizations
- It brings creativity into the marketplace
- It leads to improved standards of living
- It helps develop the economy of a country

Refer to participant handbook (Pg-204) to explain about characteristics of entrepreneurs.

10.5.8 Activity 

Take the participants on a field visit and make them meet a person who is an entrepreneur, ask them to notice the way he talks and his characteristics. Tell them to prepare few questions well in advance which they want to ask the entrepreneur.

The participants must make notes about his characteristics and attitude towards life and share it with the class.

Skill Practice	Time	Resources
Field Visit	10 mins	Participant handbook, pen , small note pad

10.5.9 Say 

Let us discuss about types of enterprises.

10.5.10 Do 

Share with the participants about different types of enterprises.

10.5.11 Elaborate

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

- Sole Proprietorship
- Partnership
- Limited Liability Partnership (LLP)

Refer to participant handbook (Pg-205) to explain about different types of enterprises to the participants.

10.5.12 Say

Leadership means setting an example for others to follow. Setting a good example means not asking someone to do something that you wouldn't willingly want to do yourself. Leadership is about figuring out what to do in order to win as a team, and as a company.

Leaders believe in doing the right things. They also believe in helping others to do the right things.

An effective leader is someone who:

- Creates an inspiring vision of the future.
- Motivates and inspires his team to pursue that vision.

Let us discuss about leadership in detail.

10.5.13 Do

- Share with the participants about benefits of effective leadership
- Discuss with them about leadership qualities

10.5.14 Elaborate

Effective leadership results in numerous benefits. Great leadership leads to the leader successfully:

- Gaining the loyalty and commitment of the team members
- Motivating the team to work towards achieving the company's goals and objectives
- Building morale and instilling confidence in the team members
- Fostering mutual understanding and team-spirit among team members
- Convincing team members about the need to change when a situation requires adaptability

Some critical leadership skills that every entrepreneur must have are:

- Pragmatism
- Humility
- Flexibility
- Authenticity
- Reinvention
- Awareness

Refer to participant handbook (Pg-206) to explain about leadership skills, in detail.

10.5.15 Do

Tell the participants that teamwork occurs when the people in a workplace combine their individual skills to pursue a common goal. Effective teams are made up of individuals who work together to achieve this common goal. A great team is one who holds themselves accountable for the end result.

10.5.16 Elaborate

For an entrepreneurial leader, building an effective team is critical to the success of a venture. An entrepreneur must ensure that the team he builds possesses certain crucial qualities, traits and characteristics. An effective team is one which has:

- Unity of purpose
- Great communication skills
- The ability to collaborate
- Initiative
- Visionary members
- Great adaptability skills
- Excellent organizational skills

Refer to participant handbook (Pg-207) to explain about team work, in detail.

10.5.17 Say

Listening is the ability to correctly receive and understand messages during the process of communication. Listening is critical for effective communication. Without effective listening skills, messages can easily be misunderstood. This results in a communication breakdown and can lead to the sender and the receiver of the message becoming frustrated or irritated.

10.5.18 Do 

Share with the participants about listening and speaking skills.

10.5.19 Elaborate 

To listen effectively you should:

- Stop talking
- Stop interrupting
- Focus completely on what is being said
- Nod and use encouraging words and gestures
- Be open-minded
- Think about the speaker's perspective
- Be very, very patient
- Pay attention to the tone that is being used
- Pay attention to the speaker's gestures, facial expressions and eye movements
- Not try and rush the person
- Not let the speaker's mannerisms or habits irritate or distract you

Refer to participant handbook (Pg-208-209) to explain about speaking skills, in detail.

10.5.20 Do 

Tell the participants that now they will have to perform an activity on speaking skills.

10.5.21 Activity 

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

Skill Practice	Time	Resources
Impromptu speech	30 mins	PM PPT

10.5.22 Say 

All problems contain two elements:

1. Goals
2. Obstacles

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

Let us discuss about problem solving in detail.

10.5.23 Do

- Share with the participants about important traits of problem solving
- Discuss with them how to access for problem solving skills

10.5.24 Elaborate

Steps to solve a problem:

Step 1: Identify the problem

Step 2: Study the problem in detail

Step 3: List all possible solutions

Step 4: Select the best solution

Step 5: Implement the chosen solution

Step 6: Check that the problem has really been solved

Important traits of solving problem:

The following personality traits play a big role in how effectively problems are solved:

- Being open minded
- Asking the right questions
- Being proactive
- Not panicking
- Having a positive attitude
- Focusing on the right problem

Refer to participant handbook (Pg-210) to explain how to access problem solving skills, in detail.

10.5.25 Activity

Ask the participants to get into groups and discuss common problems which a waste water treatment plant helper faces and ways to solve them. Ask each group to take one problem and identify the best solution by following the steps (for problem solving) given in participant handbook.

Skill Practice	Time	Resources
Group Discussion	1 hr	Participant handbook, small writing pad, pen

10.5.26 Say

Negotiation is a method used to settle differences. The aim of negotiation is to resolve differences through a compromise or agreement while avoiding disputes. Without negotiation, conflicts are likely to lead to resentment between people. Good negotiation skills help satisfy both parties and go a long way towards developing strong relationships.

Let us discuss about negotiation in detail.

10.5.27 Do

- Share with the participants about steps involved in negotiation.

10.5.28 Elaborate

Steps involved in negotiation:

Step 1: Pre-negotiation preparation

Step 2: Discuss the problem

Step 3: Clarify the objective

Step 4: Aim for a win-win outcome

Step 5: Clearly define the agreement

Step 6: Implement the agreed upon solution

Refer to participant handbook (Pg-211) to explain about steps involved in negotiation, in detail.

10.5.29 Activity

Ask the participants to refer to participant handbook and study in detail about steps involved in negotiation, so that when they are asked question regarding it they are able to answer it.

Skill Practice	Time	Resources
Self Study	10 mins	Participant handbook, pen, small note pad

10.5.30 Say 

The word opportunity suggests a good chance or a favourable situation to do something offered by circumstances. A business opportunity means a good or favourable change available to run a specific business in a given environment, at a given point of time.

10.5.31 Do 

- Share with the participants about factors to be considered when looking for opportunity
- Discuss with them the ways to identify new business opportunities

10.5.32 Elaborate 

Following things should be considered when looking for business opportunities:

- Economic trends
- Market trends
- Changes in funding
- Changes in political support
- Changing relationships between vendors, partners and suppliers
- Shift in target audience

Refer to participant handbook (Pg-212-213) to explain about ways to identify new business opportunities, in detail.

10.5.33 Do 

Tell the participants to get ready for an activity which would energize them.

10.5.34 Activity 

Split the participants into two teams. Each team takes one end of the rope. The teams have to pull the rope to bring the opposite team towards them.

Skill Practice	Time	Resources
Tug of war	10 mins	Rope

10.5.35 Do 

Share with the participants about ways to identify business opportunities within the business.

10.5.36 Elaborate 

Ways to identify business opportunities within the business includes:

- SWOT Analysis
- Establishing Your USP

Refer to participant handbook (Pg-213) to explain about ways to identify business opportunities within the business, in detail.

10.5.37 Say 

An entrepreneur is a person who:

- Does not work for an employee
- Runs a small enterprise
- Assumes all the risks and rewards of the enterprise, idea, good or service

Let us discuss about it in detail.

10.5.38 Do 

- Share with the participants the type of entrepreneurs
- Discuss with them the characteristics of entrepreneurs

10.5.39 Elaborate 

Successful entrepreneurs have the following characteristics:

- They are highly motivated
- They are creative and persuasive
- They are mentally prepared to handle each and every task
- They have excellent business skills – they know how to evaluate their cash flow, sales and revenue
- They are willing to take great risks
- They are very proactive – this means they are willing to do the work themselves, rather than wait for someone else to do it

- They have a vision – they are able to see the big picture
- They are flexible and open-minded
- They are good at making decisions

Refer to participant handbook (Pg-215) to explain about type of entrepreneurs.

10.5.40 Activity

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

At the end of the activity reiterate the types of entrepreneurs, in order to conclude the activity in a proper way.

Skill Practice	Time	Resources
Chart Making	10 mins	Participant handbook, chart, pencil, sketch pens , scale and eraser

10.5.41 Do

Share with the participants about entrepreneurial process.

10.5.42 Elaborate

Let's take a look at the stages of the entrepreneurial process.

Stage 1: Idea Generation. The entrepreneurial process begins with an idea that has been thought of by the entrepreneur. The idea is a problem that has the potential to be solved.

Stage 2: Germination or Recognition. In this stage a possible solution to the identified problem is thought of.

Stage 3: Preparation or Rationalization. The problem is studied further and research is done to find out how others have tried to solve the same problem.

Stage 4: Incubation or Fantasizing. This stage involves creative thinking for the purpose of coming up with more ideas. Less thought is given to the problem areas.

Stage 5: Feasibility Study: The next step is the creation of a feasibility study to determine if the idea will make a profit and if it should be seen through.

Stage 6: Illumination or Realization. This is when all uncertain areas suddenly become clear. The entrepreneur feels confident that his idea has merit.

Stage 7: Verification or Validation. In this final stage, the idea is verified to see if it works and if it is useful.

Refer to the diagram given in participant handbook (Pg-216) to explain about entrepreneurial process.

10.5.43 Say 

The entrepreneurship support ecosystem signifies the collective and complete nature of entrepreneurship. New companies emerge and flourish not only because of the courageous, visionary entrepreneurs who launch them, but they thrive as they are set in an environment or 'ecosystem' made of private and public participants. These players nurture and sustain the new ventures, facilitating the entrepreneurs' efforts.

Let us discuss about entrepreneurship ecosystem in detail.

10.5.44 Do 

Share with the participants about six domains of entrepreneurship ecosystem.

10.5.45 Elaborate 

An entrepreneurship ecosystem comprises of the following six domains:

- Favourable Culture: This includes elements such as tolerance of risk and errors, valuable networking and positive social standing of the entrepreneur.
- Facilitating Policies & Leadership: This includes regulatory framework incentives and existence of public research institutes.
- Financing Options: Angel financing, venture capitalists and micro loans would be good examples of this.
- Human Capital: This refers to trained and untrained labour, entrepreneurs and entrepreneurship training programmes, etc.
- Conducive Markets for Products & Services: This refers to an existence or scope of existence of a market for the product/service.
- Institutional & Infrastructural Support: This includes legal and financing advisers, telecommunications, digital and transportation infrastructure, and entrepreneurship networking programmes.

10.5.46 Do 

Share with the participants about key schemes to promote entrepreneurs.

10.5.47 Elaborate 

Key schemes to promote entrepreneurs

1. Pradhan Mantri MUDRA Yojana - Micro Units Development and Refinance Agency (MUDRA),
2. Stand Up India
3. Prime Minister Employment Generation Programme (PMEGP)
4. International Cooperation

5. Performance and Credit Rating
6. Marketing Assistance Scheme
7. Reimbursement of Registration Fee for Bar Coding
8. Enable Participation of MSMEs in State/District level Trade Fairs and Provide Funding Support
9. Capital Subsidy Support on Credit for Technology up gradation
10. Credit Guarantee Fund for Micro and Small Enterprise (CGFMSE)
11. Reimbursement of Certification Fees for Acquiring ISO Standards
12. Agricultural Marketing
13. Small Agricultural Marketing
14. Mega Food Park
15. Adivasi Mahila Sashaktikaran Yojana

Refer to participant handbook (Pg-219-220) to explain about key schemes to promote entrepreneurs, in detail.

10.5.48 Activity

Divide the participants in four groups and make them play a quiz on key schemes to promote entrepreneurs.

The winning group will be awarded with a gift hamper.

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

Skill Practice	Time	Resources
Quiz	10 mins	Participant handbook, pen, small note pad

10.5.49 Say

Entrepreneurs are inherently risk takers. They are path-makers not path-takers. Unlike a normal, cautious person, an entrepreneur would not think twice about quitting his job (his sole income) and taking a risk on himself and his idea.

An entrepreneur is aware that while pursuing his dreams, assumptions can be proven wrong and unforeseen events may arise. He knows that after dealing with numerous problems, success is still not guaranteed. Entrepreneurship is synonymous with the ability to take risks. This ability, called risk-appetite, is an entrepreneurial trait that is partly genetic and partly acquired.

10.5.50 Do

- Share with the participants about risk appetite
- Discuss with them about risk appetite statement

10.5.51 Elaborate

What is risk appetite?

Risk appetite is defined as the extent to which a company is equipped to take risk, in order to achieve its objectives. Essentially, it refers to the balance, struck by the company, between possible profits and the hazards caused by changes in the environment (economic ecosystem, policies, etc.). Taking on more risk may lead to higher rewards but have a high probability of losses as well. However, being too conservative may go against the company as it can miss out on good opportunities to grow and reach their objectives.

Risk appetite statement:

Risk appetite statement should convey the following:

- The nature of risks the business faces.
- Which risks the company is comfortable taking on and which risks are unacceptable.
- How much risk to accept in all the risk categories.
- The desired trade off between risk and reward.
- Measures of risk and methods of examining and regulating risk exposures.

Refer to participant handbook (Pg-226) to explain about risk appetite, in detail.

10.5.52 Do

Tell the participants to get ready for an activity which would energize them.

10.5.53 Activity

- Ask the facilitator to choose a few well-known phrases and write half of each phrase on pieces of paper and the other half on other pieces.
- For example- “Happy” on one piece of paper and “Birthday” on another
- The number of chits should match the number of participants in the group
- Fold the pieces of paper and put them in a bowl
- Ask each participant to pick a chit from the bowl and try to find the member of the group with the matching half of the same phrase

Skill Practice	Time	Resources
Match the Card	10 mins	Small writing pads, pens, Participant Handbook, Pieces of paper

10.5.54 Say 

Entrepreneurs are characterized by a set of qualities known as resilience. These qualities play an especially large role in the early stages of developing an enterprise. Risk resilience is an extremely valuable characteristic as it is believed to protect entrepreneurs against the threat of challenges and changes in the business environment.

Let us discuss about entrepreneurship and resilience in detail.

10.5.55 Do 

Share with the participants about characteristics of resilient entrepreneur

10.5.56 Elaborate 

What is Entrepreneurial Resilience?

Resilience is used to describe individuals who have the ability to overcome setbacks related to their life and career aspirations. A resilient person is someone who is capable of easily and quickly recovering from setbacks. For the entrepreneur, resilience is a critical trait.

Entrepreneurial resilience can be enhanced in the following ways:

- By developing a professional network of coaches and mentors
- By accepting that change is a part of life
- By viewing obstacles as something that can be overcome

Refer to participant handbook (Pg-227) to explain about characteristics of resilient entrepreneur, in detail.

10.5.57 Notes for Facilitation 

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

UNIT 10.6: Preparing to be an Entrepreneur

Unit Objectives

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

- Discuss how market research is carried out
- Describe the 4 Ps of marketing
- Discuss the importance of idea generation
- Recall basic business terminology
- Discuss the need for CRM
- Discuss the benefits of CRM
- Discuss the need for networking
- Discuss the benefits of networking
- Discuss the importance of setting goals
- Differentiate between short-term, medium-term and long-term goals
- Discuss how to write a business plan
- Explain the financial planning process
- Discuss ways to manage your risk
- Describe the procedure and formalities for applying for bank finance
- Discuss how to manage your own enterprise
- List important questions that every entrepreneur should ask before starting an enterprise

Resources

Participant handbook, small writing pad, pen, balloons, threads/rubber bands.

10.6.1 Note

This is the thirty-eighth session of the program which talks about preparing to be an entrepreneur.

10.6.2 Say

Good morning and a very warm welcome to this training program. Before we begin this session let us have a quick recap of the previous session.

10.6.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
 - List down the types of enterprises.
 - What are the benefits of effective leadership?
 - How to listen effectively?
 - What do you understand by problem solving?
 - List down the important traits of problem solving.
 - What are the ways to identify new business opportunities?
 - What is risk appetite?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

10.6.4 Say

Now let us begin with a new session which is about preparing to be an entrepreneur. In the previous sessions we have had a clear understanding about entrepreneurship, now we will talk about preparing to be an entrepreneur.

10.6.5 Say

Market research is the process of gathering, analyzing and interpreting market information on a product or service that is being sold in that market. It also includes information on:

- Past, present and prospective customers
- Customer characteristics and spending habits
- The location and needs of the target market
- The overall industry
- Relevant competitors

Market research involves two types of data:

- Primary information. This is research collected by yourself or by someone hired by you.
- Secondary information. This is research that already exists and is out there for you to find and use.

Primary research

Primary research can be of two types:

- Exploratory: This is open-ended and usually involves detailed, unstructured interviews.
- Specific: This is precise and involves structured, formal interviews. Conducting specific research is the more expensive than conducting exploratory research.

Secondary research

Secondary research uses outside information. Some common secondary sources are:

- Public sources: These are usually free and have a lot of good information. Examples are government departments, business departments of public libraries etc.
- Commercial sources: These offer valuable information but usually require a fee to be paid.
- Examples are research and trade associations, banks and other financial institutions etc.
- Educational institutions: These offer a wealth of information. Examples are colleges, universities, technical institutes etc.

10.6.6 Do 

Share with the participants about 4 Ps of marketing.

10.6.7 Elaborate 

4 Ps of marketing is:

- Product
- Price
- Promotion
- Place

Refer to participant handbook (Pg-231-232) to explain about 4 Ps of marketing, in detail.

10.6.8 Activity 

Divide the participants into four groups and ask one group to discuss about product, other about price and so on. Ask all the groups to make notes and share their views with the class.

Skill Practice	Time	Resources
Group Discussion	15 mins	Participant handbook, small writing pad, pen

10.6.9 Do 

Share with the participants about basic business terminologies by referring to participant handbook (Pg-234-235).

10.6.10 Activity

Divide the participants in four groups and make them play a quiz on basic business terminologies.

The winning group will be awarded with a gift hamper.

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

Skill Practice	Time	Resources
Quiz	15 mins	Participant handbook, pen , small note pad

10.6.11 Say

CRM stands for Customer Relationship Management. Originally the expression Customer

Relationship Management meant managing one's relationship with customers. However, today it refers to IT systems and software designed to help companies manage their relationships.

Let us discuss about CRM in detail.

10.6.12 Do

Share with the participants about needs and benefits of CRM.

10.6.13 Elaborate

Need for CRM:

The better a company can manage its relationships with its customers, the higher the chances of the company's success. For any entrepreneur, the ability to successfully retain existing customers and expand the enterprise is paramount. This is why IT systems that focus on addressing the problems of dealing with customers on a daily basis are becoming more and more in demand.

Customer needs change over time, and technology can make it easier to understand what customers really want. This insight helps companies to be more responsive to the needs of their customers. It enables them to modify their business operations when required, so that their customers are always served in the best manner possible. Simply put, CRM helps companies recognize the value of their clients and enables them to capitalize on improved customer relations.

Refer to participant handbook (Pg-237) to explain about benefits of CRM.

10.6.14 Say 

In business, networking means leveraging your business and personal connections in order to bring in a regular supply of new business. This marketing method is effective as well as low cost. It is a great way to develop sales opportunities and contacts. Networking can be based on referrals and introductions, or can take place via phone, email, and social and business networking websites.

10.6.15 Do 

Share with the participants about the need and benefits of networking.

10.6.16 Elaborate 

Need for Networking:

Networking is an essential personal skill for business people, but it is even more important for entrepreneurs. The process of networking has its roots in relationship building. Networking results in greater communication and a stronger presence in the entrepreneurial ecosystem.

This helps build strong relationships with other entrepreneurs.

Business networking events held across the globe play a huge role in connecting like-minded entrepreneurs who share the same fundamental beliefs in communication, exchanging ideas and converting ideas into realities. Such networking events also play a crucial role in connecting entrepreneurs with potential investors. Entrepreneurs may have vastly different experiences and backgrounds but they all have a common goal in mind – they all seek connection, inspiration, advice, opportunities and mentors. Networking offers them a platform to do just that.

Refer to participant handbook (Pg-237-238) to explain about benefits of networking.

10.6.17 Say 

A business plan is a tool for understanding how your business is put together. It can be used to monitor progress, foster accountable and control the fate of the business. It usually offers a 3-5 year projection and outlines the plan that the company intends to follow to grow its revenues.

A business plan is also a very important tool for getting the interest of key employees or future investors.

A business plan typically comprises of eight elements.

10.6.18 Do 

Share with the participants the elements of business plan.

10.6.19 Elaborate 

Refer to participant handbook (Pg-239-240) to explain about elements of business plan.

10.6.20 Say 

For entrepreneurs, one of the most difficult challenges faced involves securing funds for start-ups. With numerous funding options available, entrepreneurs need to take a close look at which funding methodology works best for them. In India, banks are one of the largest funders of start-ups, offering funding to thousands of start-ups every year.

10.6.21 Do 

Share with the participants about information which should be offered to bank for funding.

10.6.22 Elaborate 

When approaching a bank, entrepreneurs must have a clear idea of the different criteria that banks use to screen, rate and process loan applications. Entrepreneurs must also be aware of the importance of providing banks with accurate and correct information. It is now easier than ever for financial institutions to track any default behaviour of loan applicants. Entrepreneurs looking for funding from banks must provide banks with information relating to their general credentials, financial situation and guarantees or collaterals that can be offered.

Refer to participant handbook (Pg-243) to explain about information which should be offered to bank for funding, in detail.

10.6.23 Activity 

Ask the participants to pair themselves, ask one of them to become a bank manager and the other the person who wants to apply for funds.

Ask the person who is applying for funds to submit your application form and all other required documents to the bank. The person enacting as bank manager should carefully assess your credit worthiness and assign ratings by analyzing the business information with respect to parameters like management, financial, operational and industry information as well as past loan performance.

The bank manager will then make a decision as to whether or not you should be given funding.

Skill Practice	Time	Resources
Role Play	30 mins	Documents required for funding

10.6.24 Do 

Share with the participants as to how to manage an enterpriser.

10.6.25 Elaborate

Steps to manage an enterprise:

Step 1: Use your leadership skills and ask for advice when required.

Step 2: Divide your work amongst others – realize that you cannot handle everything yourself.

Step 3: Hire the right people for the job.

Step 4: Motivate your employees and train them well.

Step 5: Train your people to handle your customers well.

Step 6: Market your enterprise effectively.

Refer to participant handbook (Pg-245-246) to explain about steps to manage an enterprise, in detail.

10.6.26 Notes for Facilitation

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

Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Certificate Course in Customer Care Executive (Relationship Centre)		
Qualification Pack Name & Ref. ID	Customer Care Executive (Relationship Centre) - TEL/Q0101		
Version No.	1.0	Version Update Date	31/07/2017
Pre-requisites to Training (if any)	10+2 or equivalent/the ability to read/write and communicate effectively for the job role		
Training Outcomes	<p>By the end of this program, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Explain the evolution and growth of the telecom industry 2. Demonstrate core skills, professional skills, and IT and soft skills required in a Customer Care Executive (Relationship Centre) 3. Illustrate understanding of key concepts of relationship centre 4. Illustrate understating of management of shop/ showroom outlet and also understand about self management 5. Explain the concept of selling, up-selling and cross-selling 6. Explain the operation of service desk and customer management 7. Monitor and analyse self performance 8. Understand about data expertise 		

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (Theory/ Practical)
1	Introduction	Objectives of the program	<ul style="list-style-type: none"> • Explain the overview of the program • State the necessary skills on which the participants will be trained • List down the ground rules to make the program effective 		<ul style="list-style-type: none"> • Ice-breaker • Self Study • Self Study 	Small writing pads, pens and Participant Handbook	T - 1 hr P - 0 hr

2	Introduction	Telecom Industry	<ul style="list-style-type: none"> Gain knowledge about the Telecom industry in India Discuss about regulatory authorities in the Telecom industry in India 		<ul style="list-style-type: none"> Quiz Quiz 	Participant Handbook	T - 1 hr P - 0 hr
3	Introduction	Role of a Customer Care Executive (RC)	<ul style="list-style-type: none"> Gain knowledge about the job of a Customer Care Executive List down the personal attributes of a Customer Care Executive 		<ul style="list-style-type: none"> Self Study 	Small writing pads, pens and Participant Handbook	T - 2 hrs P - 0 hr
4	Key Concepts	Relationship Centre Specific Concepts	<ul style="list-style-type: none"> Discuss about the key stake holders in relationship centre. 		<ul style="list-style-type: none"> Quiz Quiz 	Small writing pads, pens and Participant Handbook	T - 3 hrs P - 5 hrs
5	Key Concepts	CRM	<ul style="list-style-type: none"> Discuss about the identification and verification process. 		<ul style="list-style-type: none"> Self Study 	Small writing pads, pens and Participant Handbook	T - 3 hrs P - 5 hrs
6	Key Concepts	IT Application	<ul style="list-style-type: none"> Explain different IT applications 		<ul style="list-style-type: none"> Self Study 	Small writing pads, pens and Participant Handbook	T - 4 hrs P - 5 hrs
7	IT and Soft Skills	Introduction to Computers	<ul style="list-style-type: none"> Define computer and its different parts Discuss important characteristics of a computer 		<ul style="list-style-type: none"> Self Study 	Small writing pads, pens and Participant Handbook	T - 1 hr P - 0 hr

8	IT and Soft Skills	Basics of MS Word	<ul style="list-style-type: none"> • Explain the use of MS-Word 		<ul style="list-style-type: none"> • Skill Practical • Chart Making • Skill Practical • Quiz 	Participant Handbook, Computer, chart paper, pencil, sketch, pens, eraser, scale	T - 4 hrs P - 5 hrs
9	IT and Soft Skills	Basics of MS Power Point	<ul style="list-style-type: none"> • Explain the use of MS-PowerPoint 		<ul style="list-style-type: none"> • Self Study • Skill Practical 	Participant Handbook, Computer, Small writing pads, pens and Participant Handbook	T - 4 hrs P - 5 hrs

10	IT and Soft Skills	Basics of MS Excel	<ul style="list-style-type: none"> Explain the use of MS Excel 	TEL/ N0107 KB-2, TEL/ N0108 KB-1	<ul style="list-style-type: none"> Self Study Skill Practical Skill Practical Skill Practical Skill Practical Self Study Skill Practical Self Study Skill Practical Skill Practical Self Study 	Participant Handbook, Computer, Small writing pads, pens and Participant Handbook	T - 4 hrs P - 5 hrs
11	IT and Soft Skills	Internet and Network	<ul style="list-style-type: none"> Discuss about internet and network State the use of different applications of internet 		<ul style="list-style-type: none"> Quiz 	Participant Handbook	T - 1 hr P - 1 hr
12	IT and Soft Skills	Typing Practice	<ul style="list-style-type: none"> Understand about the keyboard Do typing in an efficient way 		<ul style="list-style-type: none"> Quiz Self Study 	Small writing pads, pens and Participant Handbook	T - 1 hr P - 2 hrs

13	IT and Soft Skills	Language Skills	<ul style="list-style-type: none"> Describe and practice reading and writing skills for a customer care executive (Relationship Centre) Describe and practice speaking and listening skills for a customer care executive (Relationship Centre) 	TEL/ N0105 TEL/ N0106	<ul style="list-style-type: none"> Quiz Impromptu Speech Self Study Self Study 	Small writing pads, pens and Participant Handbook	T - 1 hr P - 2 hrs
14	Shop/showroom outlet and self management	Morning Briefing	<ul style="list-style-type: none"> Discuss the importance of morning briefing 	TEL/ N0105 PC-5, PC-6, PC-7, KB-2	<ul style="list-style-type: none"> Self Study 	Small writing pads, pens and Participant Handbook	T - 2 hrs P - 0 hr
15	Shop/showroom outlet and self management	Professional Dressing	<ul style="list-style-type: none"> Define the dress code of a CCE (RC) - both men and women 	TEL/ N0105 PC-1, PC-2, PC-3	<ul style="list-style-type: none"> Role Play 		T - 2 hrs P - 4 hrs
16	Shop/showroom outlet and self management	Store Management	<ul style="list-style-type: none"> Discuss the importance of Store Management 	TEL/ N0105 PC-4, KB-1	<ul style="list-style-type: none"> Field Work 		T - 2 hrs P - 4 hrs
17	Shop/showroom outlet and self management	Time Management	Time Management	TEL/ N0105-SB-11, TEL/ N0107-SB-10, TEL/ N0108-SB-1	<ul style="list-style-type: none"> Self Study Chart Making 	Small writing pads, pens, Participant Handbook, chart paper, pencil, sketch pens, eraser, scale	T - 2 hrs P - 4 hrs

18	Shop/ showroom outlet and self management	Code of Ethics and Code of Conduct	<ul style="list-style-type: none"> State the need and importance of code of ethics and code of conduct 		<ul style="list-style-type: none"> Quiz 	Participant Handbook	T - 2 hrs P - 3 hrs
19	Sell, Up-Sell and Cross-Sell	Communi- cation Skills Cmmunica- tion Skills	<ul style="list-style-type: none"> List down different types of customers Describe verbal communication Describe non-verbal communication 		<ul style="list-style-type: none"> Self Study Role play Chart Making 	Small writing pads, pens, Participant Handbook, chart paper, pencil, sketch pens, eraser, scale	T - 3 hrs P - 5 hrs
20	Sell, Up-Sell and Cross-Sell	Sales Process	<ul style="list-style-type: none"> Describe the techniques of selling, up-selling and cross-selling List down the types of objections/ reservations 	TEL/ N0106 PC-2, PC- 3, PC-5	<ul style="list-style-type: none"> Self Study Skill Practical 	Small writing pads, pens and Participant Handbook	T - 3 hrs P - 5 hrs
21	Sell, Up-Sell and Cross-Sell	Data Confiden- tiality	<ul style="list-style-type: none"> State the importance of data confidentiality Practice data confidentiality measures 	TEL/ N0106	<ul style="list-style-type: none"> Skill Practical 		T - 4 hrs P - 5 hrs
22	Service Desk and Customer Management	Service Desk	<ul style="list-style-type: none"> Explain service provided by CCE to customers List the different types of customers 	TEL/ N0107 PC-2, PC- 5, PC-6, PC-8	<ul style="list-style-type: none"> Chart Making 		T - 1 hr P - 2 hrs

23	Service Desk and Customer Management	Customer Management	<ul style="list-style-type: none"> Describe the concept and phases of customer service management Practice customer service management 	TEL/ N0107 PC-3, PC-8, PC-10	<ul style="list-style-type: none"> Self Study Skill Practical 	Small writing pads, pens and Participant Handbook	T - 2 hrs P - 2 hrs
24	Service Desk and Customer Management	Addressing Quick Responding Time	<ul style="list-style-type: none"> Explain how to handle, resolve and follow up with customer queries 	TEL/ N0107 PC-14	<ul style="list-style-type: none"> Quiz Skill Practical 	Small writing pads, Pens and Participant Handbook	T - 1 hr P - 3 hrs
25	Service Desk and Customer Management	Customer Feedback	<ul style="list-style-type: none"> State the importance of Customer's Feedback Discuss the advantages of Customer's Feedback 	TEL/ N0107 PC-4, PC-7, PC-9, PC-15	<ul style="list-style-type: none"> Quiz Role Play 	Participant Handbook	T - 2 hrs P - 2 hrs
26	Service Desk and Customer Management	Interpersonal Skills	<ul style="list-style-type: none"> Describe the importance of Interpersonal Skills Discuss the importance of communicating effectively 	TEL/ N0105 SB-1, SB-2, SB-3	<ul style="list-style-type: none"> Self Study Self Study 	Small writing pads, pens and Participant Handbook	T - 2 hrs P - 0 hr
27	Service Desk and Customer Management	Dealing with unhappy customers	<ul style="list-style-type: none"> List down the steps involved in dealing with angry customers Practice the process of dealing with angry customers 	TEL/ N0105 SB-4,SB-5, SB-6 TEL/ N0107	<ul style="list-style-type: none"> Skill Practical 		T - 1 hr P - 3 hrs

28	Service Desk and Customer Management	Rapport Building	<ul style="list-style-type: none"> Describe the steps involved in dealing with angry customers Practice the process of dealing with angry customers 	TEL/ N0105 SB-7, SB-8, SB-9, SB-10	<ul style="list-style-type: none"> Quiz Self Study 	Small writing pads, pens and Participant Handbook	T - 1 hr P - 3 hrs
29	Monitor and Analyse Self Performance	Monitoring and Analysing Self Performance	<ul style="list-style-type: none"> Explain the concept of tracking, monitoring and measuring self-performance trends Describe the process related to churn, collection and bad debt recovery 	TEL/ N0108 PC-1, PC-2, KA-1, KB-2	<ul style="list-style-type: none"> Quiz Quiz 	Participant Handbook	T - 10 hrs P - 10 hrs
30	Data Expertise	Resolving data related QRC	<ul style="list-style-type: none"> Explain the process involved in resolving data related queries, requests and complaints 	TEL/ N0110 PC-1, PC-2, KA-1	<ul style="list-style-type: none"> Self Study Self Study 	Small writing pad, pens and Participant Handbook	T - 5 hrs P - 15 hrs
31	Program Wrap up	Interview Skills	Explain about interview skills		<ul style="list-style-type: none"> Skill Practical 		T - 2 hrs P - 7 hrs
32	Program Wrap up	FAQ's	<ul style="list-style-type: none"> Gain knowledge about the commonly asked questions in an interview 		<ul style="list-style-type: none"> Self Study 	Small writing pad, pens and Participant Handbook	T - 3 hrs P - 8 hrs

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Customer Care Executive (Relationship Centre)	
Job Role	Customer Care Executive (Relationship Centre)
Qualification Pack	TEL/Q0101
Sector Skill Council	Telecom

Sr. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
4	To pass the Qualification Pack, every trainee should score overall of 70%.
5	In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.

Assessment outcome	Assessment criteria	Marks Allocation			
		Total Mark (400+100)	Out Of	Theory	Skills Practical
1. TEL/ N0105 (Shop/ Showroom/ Outlet and self management)	PC1. adhere to specified uniform/dress code and grooming guidelines	100	15	0	15
	PC2. wear name badges as per organizational guidelines				
	PC3. organise inventory, stationery, pantry stock and display products at the store/showroom/outlet		15	5	10
	PC4. maintain basic hygiene and infrastructure upkeep in the store		15	5	10
	PC5. attend daily morning briefing before store opening				
	PC6. review previous day's performance during morning meeting		20	20	0
	PC7. obtain product/process changes, new schemes/ offers and target & task distribution from store manager		15	15	0
	PC8. maintain transparency with customer in sharing resolution timelines		20	5	15
	Total	100	50	50	

2. TEL/N0106 (Sell, up sell and cross sell)	PC1. understand customer's buying pattern and offer customized solution	100	20	10	10
	PC2. sell, up-sell and cross-sell existing & new products/services, based on customer analysis		30	10	20
	PC3. achieve performance/sales targets/profitability of the store		10	10	0
	PC4. plan and execute customer engagement initiatives to facilitate brand recall and customer satisfaction		20	10	10
	PC5. educate customer on using company's products/services		10	0	10
	PC6. attain typing speed, as specified for the job role		10	0	10
		Total	100	40	60
3. TEL/N0107 (Service desk and customer management)	PC1. follow token system, if installed, for data maintenance of number of walk-in customers and queue management	100			
	PC2. prioritize customers basis categories and attend them accordingly		30	10	20
	PC3. manage walk-in customers and products/services subscribed by them				
	PC4. categorize nature of customer's interaction as a query, request or a complaint				
	PC5. verify customer details for any account related information		15	15	0
	PC6. monitor correctness and completeness of customer documents and process them to backend/respective department				
	PC7. obtain and address adequate information from the customer to login Q R C		10	0	10
	PC8. provide estimate of resolution time to the customer, if an immediate solution cannot be found				
	PC9. record the customer's interaction as a query, request or a complaint		15	7	8
	PC10. escalate unresolved problems/concerns to a competent internal/external specialist				
	PC11. fulfill process of payment collection and submission against bill payments/recharges		5	5	0
	PC12. resolve customer's problems within TAT to attend other customers in queue		5	5	0
	PC13. analyze customer's concern and pitch an appropriate retention tool		10	5	5
	PC14. troubleshoot and resolve customer's device related issues		5	5	0

	PC15. seek customer's feedback in feedback register/ diary/booklet		5	5	0
	PC16. use the empowerment matrix for the benefit of the customer				
		Total	100	57	43
4. TEL/N0108 (Monitor and analyze self performance trends)	PC1. analyze self performance w.r.t. job responsibilities versus performance targets and take corrective actions accordingly	100	60	20	40
	PC2. adhere to processes related to churn, collection and bad debt recovery		30	30	0
	PC3. attain above average scores in internal/external audits		10	10	0
		Total	100	60	40
5. TEL/N0109 (Maintain records and Data expertise)	PC1. resolve customer's data related issues	100	40	20	20
	PC2. reduce repeat walk-in/interactions of customers with data related queries		60	30	30
		Total	100	50	50

Do

1. Explain each Guideline for Assessment in detail
2. Explain the score that each trainee needs to obtain
3. Recapitulate each NOS one-by-one and take participants through the allocation of marks for Theory and Skills Practical.
4. Explain the Allocation of Marks. Explain that they will be assessed on Theory and Skills Practical.
5. Explain that for the first NOS, 80 marks are allotted for Theory and & 120 for Skills Practical.



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