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सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

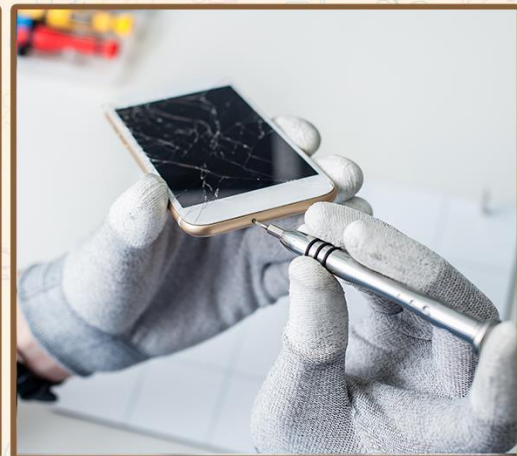
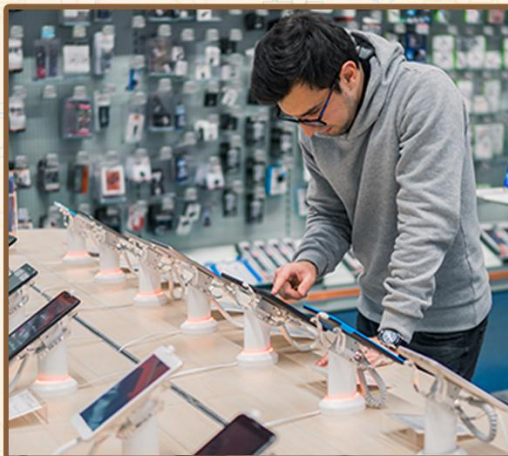


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National
Skill Development
Corporation

Transforming the skill landscape



Facilitator Guide



Sector
Telecom

Sub-Sector
Handset

Occupation
Sales & Distribution- Handset Segment

Reference ID: **TEL/Q2200**, Version 4.0
NSFQ Level: 4

**Telecom Customer
Care Executive
(Repair Centre)**



Click/Scan this QR code to access e-Book

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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. ”

Acknowledgement

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 all the aspiring trainers who desire to acquire teaching skills which will be a lifelong asset for their future endeavours.

About this Guide

India is the second-largest telecom market in the world, with over 1.16 billion (116 crores) subscribers, and by 2025 it is expected to grow to 0.95 billion which is (92 crores). The sector employed over 2.2 million (22 lakhs 20) employees directly and 1.8 million(18lakhs) indirectly as of 2021, and it is expected to grow with the introduction of 5G network services. As on date, this sector is in the top five employment opportunity generators in the country.

This Facilitator Guide is designed to help the trainer to effectively conduct sessions to the trainees.

after completing the course the students can work as a Telecom Customer Care Executive (Repair Centre). Telecom Customer Care Executive (Repair Centre) in the Telecom industry is also known as Customer Service Representative/Showroom Executive/Customer Relationship Executive/ Customer Service Executive/Repair Centre Executive. Individuals at this job, interact with walk-in customers, handle their queries, listen to their problems, and provide a solution. They also do follow-up calls post the service, to check their problem is resolved to their satisfaction.

Telecom Customer Care Executive (Repair Centre) Qualification Pack (TEL/Q2200) includes the following National Occupational Standards (NOSs):

- Manage work area and maintain personal appearance- TEL/N2215
- Identify Issues, Troubleshoot and Coordinate with Technical Team- TEL/N2201
- Organize work and resources as per health and safety standards -TEL/N9101
- Interact effectively with team members and customers - TEL/N9102
- DGT/VSQ/N0102 Employability Skills (60 Hours)

The Facilitator Guide includes various learner-centric training methodologies, which will encourage the learners to discover information as well as provide them an opportunity to perform and practice the practical criteria that they are expected to learn in the session. The symbols used in the book are described below. Post this training, the facilitator will be able to enable participants to learn how to deliver stock to retailer and increase outlet universe, in order to cover entire population in the assigned territory.

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

Symbols Used



Ask



Demonstrate



Facilitation Notes



Learning Outcomes



Notes



Objectives



Practical



Team Activity



Do



Explain



Say



Resources



Activity



Summary



Role Play



Example



Time



Elaborate

Table of Contents

S. No	Modules and Units	Page No.
1.	Role and Responsibilities of a Customer Care Executive - Repair Center	9
	Unit 1.1 – Introduction to the Program	11
	Unit 1.2 – Telecom Industry	13
	Unit 1.3 – Role of a Customer Care Executive (Repair Centre)	16
	Unit 1.4 –Basic Terminologies Used in a Telecom Repair Centre	19
	Unit 1.5 Basics of Mobile Handset	22
2.	Maintain Personal Grooming and Work Area (TEL/N2215)	28
	Unit 2.1 – Personal Grooming	30
	Unit 2.2 – Customer Service	34
	Unit 2.3 – Understanding Ticket Management Process	37
	Unit 2.4 – Understanding QRC	41
	Unit 2.5 – Objection Handling	44
	Unit 2.6 – Time Management	46
3.	Resolve Customer Complaints (TEL/N2201)	51
	Unit 3.1 – Initial Diagnostics and Troubleshooting	52
	Unit 3.2 – Coordination for Replacement and Repair	59
	Unit 3.3 – Interpersonal Skills for Customer Satisfaction	62
4.	Plan Work Effectively, Optimize Resources and Implement Safety Practices(TEL/N9101)	67
	Unit 4.1 – Work place health and Safety	69
	Unit 4.2 – Different types of health hazards	71
	Unit 4.3 - Importance of Safe working practices	73
	Unit 4.4 - Reporting safety hazards	78
	Unit 4.5 - Waste Management	80
	Unit 4.6 - Organization's focus on greening of Jobs	82
5.	Communication and Interpersonal Skills (TEL/N9102)	85
	Unit 5.1 - Interaction with supervisor, peers and customers	87
	Unit 5.2 - Explain the importance of developing sensitivity towards differently abled people	89
6.	Annexures	95
	Annexure 1 – Training Delivery Plan	96
	Annexure 2 – Assessment Criteria	105



Table of Contents (contd.)

S.No.	Modules and Units	Page No.
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Employability skills-60 hours (DGT/VSQ/N0102)

The book on New Employability Skills is available at the following location:

7 <https://eskillindia.org/NewEmployability>

Scan the QR code below to access the eBook



Key Learning Outcomes

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

1. Explain the overview of the program
2. Identify the necessary skills which the training will cover
3. List the ground rules to make the program effective
4. Discuss an overview of the telecom industry in India
5. Discuss about the mobile handset industry in India
6. List the top mobile handset players in India
7. Identify the job role and personal attributes of a customer care executive
8. Discuss about the career ladder of a customer care executive (repair centre)
9. State the different terminologies used in a telecom repair centre
10. Identify the different parts of a mobile handset
11. Demonstrate how to assemble and disassemble a handset

UNIT 1.1: Introduction to the Program

Unit Objectives

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

1. Explain the overview of the program
2. Identify the necessary skills which the training will cover
3. List the ground rules to make the program effective

Resources to be Used

- Available objects such as white board, duster, marker pen, notebook, projector and other teaching aids, multimedia kit
- Presentation slides

Notes

After the introduction, explain the participants about the program and its purpose in detail. Explain them how the program will help them to get a job. Tell them about the structure and duration of the course and how they can get benefit from this program.

Say

Good morning and warm welcome to the training program on customer care executive (repair centre). Let us start the unit by discussing the history of telecom and the basic components of a mobile phone and activities carried out in a telecom products repair centres.

Do

- Share with the participants the details of historical milestones of communications and the basics and components of tele-communication.

Ask

- Ask the participants whether they know about the various telecom evolutions.
- List the evolutions on the blackboard using a timeline, when they answer

Elaborate

- Explain to the participants about the Indian telecom sector and its trends.
- Tell them that the Indian market is the biggest customer support service provider. This market is increasing rapidly with the growth in the infrastructure to facilitate such services.
- Tell them that Indian mobile industry is growing rapidly and as to enhance the service provided by the mobile industry players they are focusing on after sales services.
- Say that there is a huge demand of customer care executives in the coming years

Do

- Provide the solution to the exercise:
 - What are your expectations from the training program?
- Exercise Handling Strategy – The solution for the exercise is given as:
 - Become a skilled customer care executive
 - Identify the roles and responsibilities of customer care executive
 - Get certified as a skilled customer care executive

UNIT 1.2: Telecom Industry

Unit Objectives

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

1. Discuss an overview of the telecom industry in India
2. Discuss about the mobile handset industry in India
3. List the top mobile handset players in India

Resources to be Used

- Available objects such as white board, duster, marker pen, notebook, projector and other teaching aids
- Presentation slides

Notes

This session of the program deals with the global and national outlook of the telecom industry

Say

Let us have a quick recap of the previous session.

Do

Begin with revising the topics explained in the previous session. Ask the following questions:

- Name the important telecom evolutions in the telecom industry.
- List a few leaders of this industry in India. (They may come up with names such as Samsung, One Plus, Xiaomi, Oppo, Vivo and so on.)
- Name the basic tasks of a customer care executive in the telecom industry.
- Name the basic concepts of communication.

Encourage the participants to give answers. If they have doubts, clarify them and tell them about what they are going to study in this session.

Say

Let us begin a session on the growth of telecom industry in India. Tell the learners that nowadays even rural areas have mobile connection as well as telecom lines. This has given rise to greater prospects. For example, the communication systems help the farmers to get in touch with recent technological advances in the field of agriculture. Moreover, with the widespread distribution of telephonic network, connectivity between remote places has improved considerably and has been advantageous.

Do

Tell the participants to get ready for an activity on telecom growth in India.

Elaborate

Explain about the telecom growth in India. Also elaborate that with this growth, there seems to be a rise in people yearning to gain education through the means of Internet. Moreover, this growth has also resulted in connecting people with the latest industry trends available not only within India but also outside of it. The following are some factors that drive the Indian telecom industry:

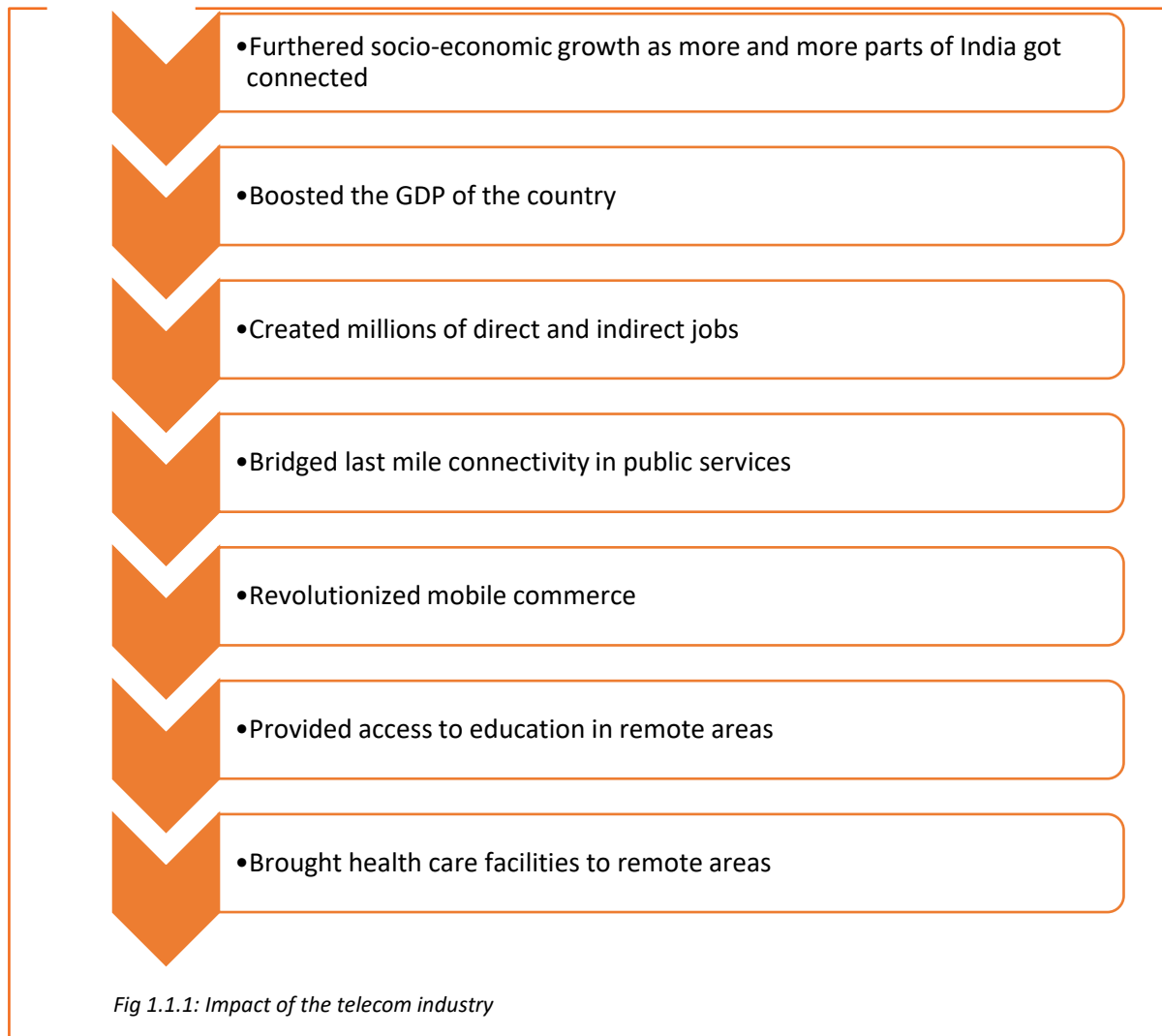
- High demand because of large number of consumers
- Open market for service providers
- Largest IT hub with huge demand

Say

Let us talk about some of the major types of mobile handsets available in India.

Notes for Facilitation

- Start the session by telling the participants about the impact of the telecommunications industry on the social and economic development of India.
- Tell them that communication plays a very important role in the human life.
- Tell them that starting from delivering messages by hand to using telephone to communicate to the current use of smart phones and Internet, the telecommunication industry has undergone an incredible revolution.
- The following figure lists the impact of the telecom industry on various sectors in India:



Do

- Share details of mobile handset industry in India.
- Exercise Handling Strategy – The solution for the exercise is given as:
 - Which telecom company has the highest market share?
 - Reliance Jio as on 2022, with a market share of 35.4%
 - What is the market share of BSNL?
 - BSNL has 10% market share as on 2022
 - Name the top five telecom companies in India?
 - Vodafone Idea Limited, Bharti Airtel, Reliance Jio, BSNL (Bharat Sanchar Nigam Limited), MTNL (Mahanagar Telephone Nigam Limited)

UNIT 1.3: Role of a Customer Care Executive (Repair Centre)

Unit Objectives

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

1. Identify the job role of a customer care executive
2. List the personal attributes of a customer care executive
3. Discuss about the career ladder of a customer care executive (repair centre)

Resources to be Used

- Available objects such as whiteboard, duster, marker pen, notebook, projector and other teaching aids
- Presentation slides
- Multimedia

Notes

This session of the program deals with the role of a customer care executive (repair centre).

Say

Good morning and warm welcome to this training program on customer care executive (repair centre). Before we begin a session on the role of a customer care executive (repair centre), let us revise the previous session.

Do

Begin with revising the concepts explained in the previous session. Ask the following questions:

- Explain the major milestones of Indian telecom sector.
- What are the basic tasks of a customer care executive?

Encourage the participants to give answers. If they have doubts, clarify them and tell them about what they are going to study in the session.

Say

Let us begin a session on the role of customer care executive (repair centre).

Ask

Ask the participants about the details of the job role and the work of a customer care executive (repair centre). Collect their inputs and list them on the whiteboard.

Do

Share with the participants the details of the role and responsibilities of a customer care executive (repair centre), its applications and the features.

Notes for Facilitation

- Tell the participants that a customer care executive at a repair centre is responsible for attending to the customers and communicating with them to be able to identify and resolve their queries related to mobile handset and accessories.
- Tell them that the role and responsibilities of a customer care executive are as follows:
 - **Communicate with the customer:** The executive needs to attend to the customers and communicate effectively to identify the issues and queries of the customer. Based on the communication, the executive analyses the issue.
 - **Resolve Customer Issue:** The executive then provides the necessary solution to the customer's query. To complete this step, the executive should adhere to organisational policies. Communication with colleagues and other teams is done if required.
 - **Record and Report:** The executive should properly maintain the report of the issues along with the solution provided and report the same to the supervisor in given time.
- Tell that the customer care executive should follow the CARING approach (Courteous, Alive and Energetic, Responsive, Informed, Never say "NO", Guides Right). The following figure shows some personal attributes an executive should possess to perform the tasks effectively:

Communication skill	•To communicate with customer effectively to understand the issue
Problem solving skill	•To identify and analyse the customer's issue and provide the accurate solution
Work ability	•Work in a team under pressure with good productivity

Fig 1.3.1: Personal attributes of a customer care executive

- Tell that for a customer care executive, it is very important to ensure customer satisfaction and service. The major responsibilities of a customer care executive are:
 - Build rapport
 - Communicate effectively with colleagues and supervisor
 - Handle customers and their issues effectively
 - Follow up with customers to ensure customer satisfaction
 - Follow organisational policies and basic etiquette at work
- Explain that a customer care executive should exhibit some key personal attributes as the job requires customer interaction and dealing with unsatisfied customers. The following are some key personal attributes of a good customer care executive:
 - Good communication skill
 - Problem solving skill
 - Patience
 - Respect to others
- Inform that there are lot of opportunities for a customer care executive as per the growth in career. An executive can progress as a technician (L1 for software update mobile clean basic repair, L2 for screen repair and L3 for chip level repair). Also, explain the career progression in customer care service. Tell that the executive can progress from senior CCE, to team lead and manager.

Do



- Exercise Handling Strategy – The solution for the exercise is given as:
 - List the specific responsibilities of a customer care executive in a repair centre.
 - Individuals in this job are responsible for managing themselves as well as the store.
 - Individuals proactively recommend/sell the organisation's products and services.
 - Individuals are responsible for identifying issues/problems in handsets and troubleshooting them.
 - Write down any three personal attributes of a customer care executive in a repair centre.
 - Strong communication Skills
 - Problem solving skills
 - Listening and selling skills
 - Which of the following is the main responsibility of a customer care executive?
 - Empathize with customers

UNIT 1.4: Basic Terminologies Used in a Telecom Repair Centre

Unit Objectives

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

1. Identify the different terminologies used in a telecom repair centre

Resources to be Used

- Available objects such as white board, duster, marker pen, notebook, projector and other teaching aids, multimedia kit
- Presentation slides

Say

Good morning and warm welcome to this training program on terminologies used in telecom repair centre. Before we begin a session on the terminologies, let us revise the previous session.

Do

Begin with revising the topics explained in the previous session. Ask the following questions:

- Define roles and responsibilities of a customer care executive.
- What are the basic personal attributes which can help an executive at the workplace?

Encourage the participants to give answers, if they have doubts, clarify them and introduce this session to them.

Say

Let us begin with a session on some terminologies used in telecom repair centre.

Ask

- Ask questions to the participants to verify their knowledge on telecom and mobile terminologies.
- Make a list of mobile hardware and software terminologies.
- Define telecom terminologies.
- List the common terminologies used by the customers.

Do

Share the details of the latest terminologies such as LTE and 4G.

Notes for Facilitation

- Tell the participants that the following are some major terminologies used in customer support and mobile phone technology:
 - **Airplane Mode:** Also known as flight mode, disables all radio paths of mobile, leaving other functions available
 - **Audio Jack:** A connector plug in pin which allows audio to be available on a headphone
 - **Bluetooth:** A wireless protocol which enables short distance data transfer exchange
 - **Browser:** A software which allows the user to access the Internet
 - **Call Alert:** Mobile phone alerts that are kept on for events such as call or message
 - **Display Type:** Types of mobile screens such as:
 - LCD (Liquid Crystal Display)
 - IPS-LCD (In-plane Switching Liquid Crystal Display)
 - OLED (Organic Light-emitting Diode)
 - AMOLED (Active-matrix Organic Light-emitting Diode)
 - **Dual Sim:** This specifies that a phone can support two SIMs
 - **Gigabyte (GB):** Unit of space of storage; 1GB is equal to exactly 1024 MB
 - **Hot Spot:** An area where internet can be accessed through Wi-Fi service
 - **International Mobile Equipment Identity (IMEI):** A 15 digit serial number used to uniquely identify a mobile phone. **Mini USB:** A connector which enables a device to be connected with some other device for transferring data at high rate
 - **Network Coverage:** An area in which the network of the service provider is available
 - **PIN Code:** It acts as a password to prevent any unauthorised access to the phone
 - **Phonebook:** A detailed contact list with numbers and contact names saved at one place
 - **Roaming:** Using the services of a service providers outside the service area
 - **SIM:** A smart card with the subscriber's identity; required to make calls
 - **Touchscreen:** A display in a mobile which responds to direct touch manipulation
 - **Customer Service:** Assistance and service provided to the users and buyers of a certain service or product
 - **Customer Relationship Management:** System in which support and help to the customers is provided by identifying their needs and handling each customer with personalised approach to build customer relationship and trust for the company
 - **Expected Wait Time:** Time which a customer is expected to wait until they reach the executives and inform them about their issues; this time should be kept minimum

Do 

- Exercise Handling Strategy – The solution for the exercise is given as:
 - The full form of FM is:
 - Frequency Modulation.
 - The full form of BSI is:
 - Battery Status Indicator.
 - The full form of PFO is:
 - Power Frequency Oscillator.
 - The full form of SIM is:
 - Subscriber identification module.

UNIT 1.5: Basics of Mobile Handset

Unit Objectives

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

1. Identify the different parts of a mobile handset
2. Demonstrate how to assemble and disassemble a handset

Resources to be Used

- Available objects such as a duster, pen, notebook, projector and other teaching aids
- Presentation slides
- Multimedia

Notes

This session of the program deals with the basics of a mobile handset. Explain the basic components of a mobile handset and the terminologies used to help the participants in identifying the issues in a handset and correcting the same.

Say

Good morning and warm welcome to the training program on customer care executive (repair centre). Before we begin a session that deals with the basics of mobile handsets, let us revise the previous session.

Do

Begin with revising the topics explained in the previous session. Ask the following questions:

- List all major terminologies used in mobile handset
- Discuss the need of using these terminologies

Encourage the participants to give answers, if they have doubts, clarify them and introduce what they are going to study in th session

Say

Let us begin a session on the basics of a mobile handset.

Do 

Share the details of modern day need of mobile handset and its trend.

Elaborate 

Explain to the participants about the need of understanding the basics of a mobile handset. Then, explain the anatomy of a mobile handset.

Say 

Let us talk about basic anatomy of a mobile handset.

Do 

Share a detailed image of a mobile handset that shows the parts of a mobile handset with their names labelled.

Notes for Facilitation 

- Tell the participants that the basic parts of a mobile handset are printed circuit board (PCB), housing, screen, keypad and so on. The PCB of the mobile phone consists of major working parts such as antenna, Internal Circuits (ICs), Random Access Memory (RAM), Central Processing Unit (CPU) and so on. Each part of a mobile handset performs a specific role and overall works as the part of a mobile unit.
- Tell them that special precautions should be taken while disassembling and assembling a mobile handset unit to avoid hazards, such as burns while soldering, cuts while handling sharp objects, environmental pollution due to disposal of PCB parts and so on.
- Tell them about the parts of a mobile handset. Say that the mobile is made of power unit (ICs, charging port, battery), display unit (screen, touchpad), network unit (SIM slot, antenna), accessories (MIC, speaker and vibrator) and mobile chip with its components (oscillators, RAM).

- The following image shows some basic parts of a mobile phone:



Fig 1.5.1: Basic parts of a mobile phone

- Explain about the hazards related to handset repair. While repairing a mobile handset there is a possibility that it may cause certain injury or pose a hazard if not handled safely as it involves electronic parts and a battery. It is very important for a technician to always take precautions and use personal protective equipment (PPE) while handling a mobile phone for repair. The following figure shows some potential hazards and how to prevent them or get protection from them:

Shock	}	<ul style="list-style-type: none"> •Use Electrostatic (ESD) band •Remove battery or power connection
Cut	}	<ul style="list-style-type: none"> •Wear protective gloves •Handle the sharp edged parts carefully
Fire	}	<ul style="list-style-type: none"> •Keep fire extinguisher close •Disconnect power sources •Use tools such as solder iron safely

Fig 1.5.2: Potential hazards in mobile handset repair

- Tell them about disassembling of handset. The first step to repair any mobile handset is to disassemble the phone. The participant should be able to disassemble and then reassemble a mobile handset unit effectively to identify the cause of the fault. The following figure shows the basic steps involved in disassembling a mobile handset:

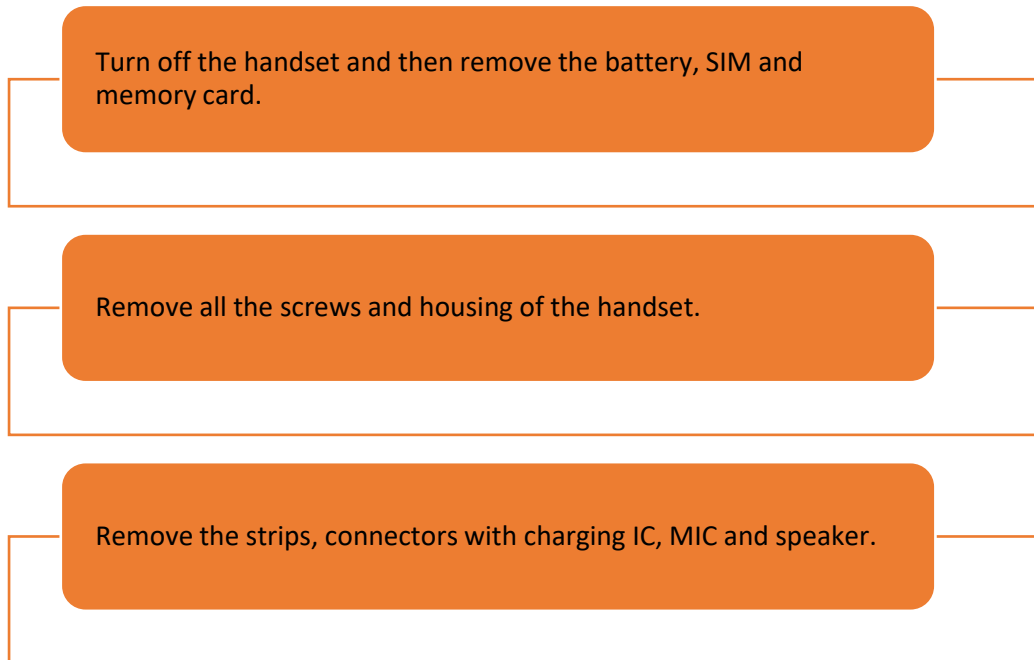


Fig 1.5.3: Basic steps in disassembling a smartphone

- While disassembling the parts, identify each part and test it to troubleshoot the handset.
- Inform them about the components of a handset. The participant should be able to identify the internal parts of a mobile handset correctly to find the fault in the respective part.
- Explain about assembling of a handset. Say that assembling is also a very important step like disassembling. After identifying the fault and replacing or fixing the faulty component, the device needs to be reassembled and checked to make sure that the fault has been rectified. The same steps of disassembling can be followed in reverse order to assemble the handset.

- The following figure shows the image of some major internal parts of a mobile handset:



SIM card section



Memory card section



Speaker section



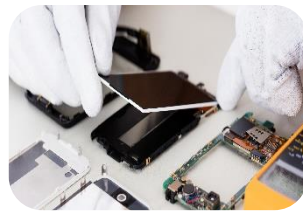
MIC section



Network section



Battery section



Screen section



Keyboard section

Fig 1.5.4: Components of a mobile handset

Do

- Tell the participants to get ready for an activity on mobile handset basic parts.
- Exercise Handling Strategy – The solution for the exercise is given as:
 - _____ converts the electric signal to a sound signal.
 - Ear phone
 - _____ transmits sound from one phone to another.
 - Mouth piece
 - _____ takes power from the battery and supplies to all other.
 - Power IC
 - _____ creates frequency during outgoing calls.
 - Oscillator
 - What are the potential hazards associated with mobile phone repair?
 - Use of insulated equipment
 - Use of safety gloves

- Always keep the soldering iron in its place
- Always turn off the equipment when they are not in use
- Safe storage of equipment
- Complete and safe disposal of sharp objects
- Use of correct tools and equipment
- Proper and safe disposal of electronic wastes
- Always make sure that electrical equipment must be unplugged while they are not in use
- Safe storage of cables
- Always keep all material, tools, bins etc. in the right place
- List down the steps involved in assembling the mobile phone.
 - Fix the vibrator strips of volume button and speaker
 - Fix the motherboard of the mobile phone
 - Connect the antenna in the phone with wire
 - Put the camera of the phone and connect it
 - Put the buzzer of the phone
 - Place the camera cover correctly
 - Make sure properly that the LCD is fine before you install the screen
 - And last, put battery inside and use battery cover



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2. Maintain Personal Grooming and Work Area

Unit 2.1 – Personal Grooming

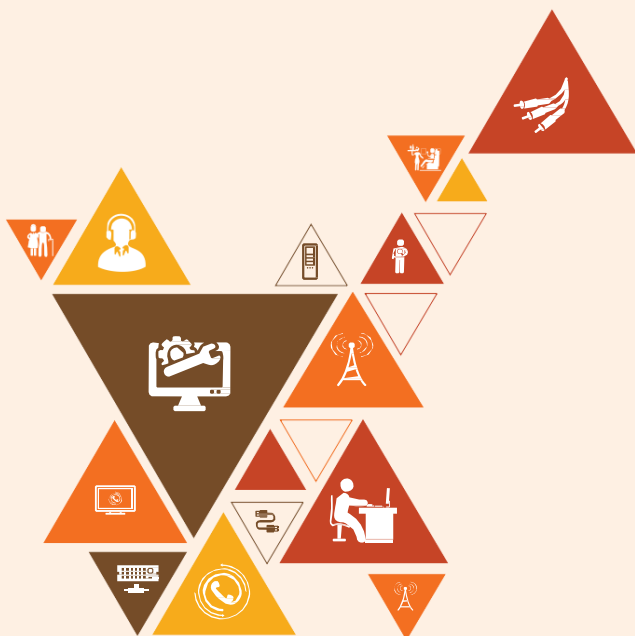
Unit 2.2 – Customer Service

Unit 2.3 – Understanding Ticket Management Process

Unit 2.4 – Understanding QRC(Query,Request and Complaint)

Unit 2.5 – Objection Handling

Unit 2.6 – Time Management



TEL/N2200

Key Learning Outcomes

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

1. Identify principles of proper grooming and adhere to proper uniform guidelines
2. Explain the various ways to maintain personal health and hygiene
3. Describe customer service and explain the characteristics of excellent customer service
4. Explain the importance of communication and practice effective communication at workplace
5. Describe the need and importance of tickets in a repair shop
6. Explain the ticket management process and ticket lifecycle
7. List the different types of tickets
8. Explain about query, request and complaint and effective way of handling them
9. Explain how to manage time in order to do work effectively

UNIT 2.1: Personal Grooming

Unit Objectives

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

1. Identify principles of proper grooming and adhere to proper uniform guidelines
2. Demonstrate professional etiquette and behaviour
3. Explain the various ways to maintain personal health and hygiene

Resources to be Used

- Available objects such as a duster, pen, notebook, projector and other teaching aids
- Presentation slides
- Multimedia

Notes

This session of the program deals with personal grooming. Explain that personal grooming and dressing is very important to customer care executives as they are the face of the organisation and initially the customers interact with them.

Say

Good morning and warm welcome to this training program on customer care executive (repair centre). Before we begin a session on personal grooming, let us revise the previous session.

Do

Begin with revising the things explained in previous session. Ask the following questions:

- What are the mobile handset trends?
- What are the basic components of a mobile handset?

Encourage the participants to give answers. If they have doubts, clarify them and tell them about what they are going to study in the session.

Do

Share the personal grooming tips required by a customer care executive to maintain presentable appearance.

Ask

Ask the participants whether they know about the basic personal grooming practices. Ask them to tell some good and bad habits from their daily routine.

Notes for Facilitation

- Tell the participants that a customer care executive should follow specific uniform guidelines and personal grooming practices. The following figure shows some of the guidelines:

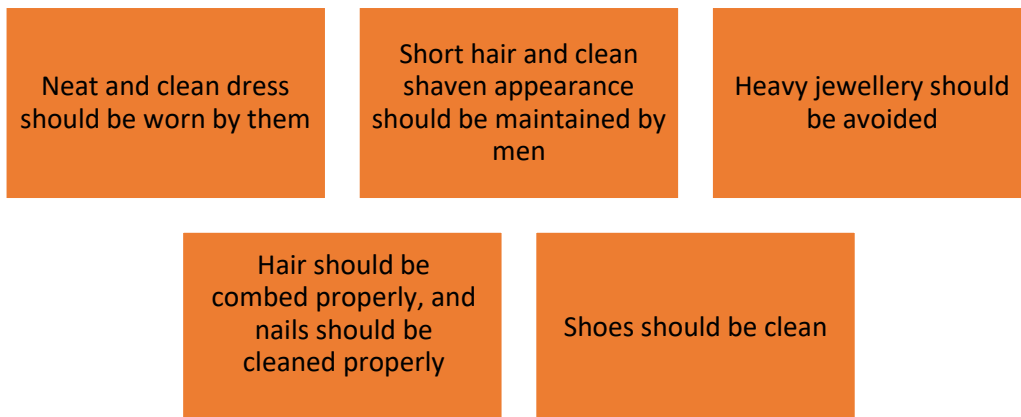


Fig 2.1.1: Uniform and personal grooming guidelines

- Also, tell that the executive should also follow some basic professional etiquette to ensure productivity at work. The following figure shows some professional conducts to be followed at workplace:



Fig 2.1.2: Workplace etiquette

- Explain that a customer care executive should follow professional conduct at workplace. The following figure shows some of the professional behavioural aspects that a customer care executive should exhibit:



Fig 2.1.3: Professional behaviour

- Say that the executives should also maintain personal hygiene as they have to work in a repair centre and interact with customers. They are the face of the organisation. First impression is very important while interacting with customers. The executives should be well dressed, clean and presentable at the time of customer interaction.
- Inform that other than maintaining personal hygiene, dressing sense and professional behaviour, some bad habits should be avoided by the executives at workplace. These habits are given in the following table:

Good Habits	Bad Habits
Have clean teeth and pleasant breath	Avoid chewing tobacco
Behave properly with respect	Avoid consumption of alcohol
Be healthy by adapting healthy habits	Avoid smoking

Table 2.1.1: Good and bad habits at workplace

- Further, say that safety at workplace is also a major concern. The executives should maintain safety at workplace and while working. PPEs should be used while handling mobile handsets and while using tools and equipment. The workplace should be kept clean. The tools and equipment should be placed properly to prevent any hazard or accident.

Do

Exercise Handling Strategy – The solution for the exercise is given as:

- List the specific uniform guidelines for men in a repair centre.
 - Uniform worn should be clean and ironed.
 - Shoes should be clean and polished.
 - Hair must be short, clean and tidy.
 - Clean shaven look should be maintained.
 - Beard and moustache must be trimmed, neat and tidy
 - Nails should be cut or trimmed neatly at regular intervals.
- What are the six basic rules to be followed for professional conduct?
 - Be on time
 - Be discreet
 - Be courteous, pleasant and positive
 - Be concerned about others, not just yourself
 - Dress appropriately
 - Use proper written and spoken language
- What are the ill-effects of alcoholism on health?
 - Increased risk of heart diseases, cancer, impaired immune system, liver infection (cirrhosis), etc.
 - Reduced work focus and drop in performance
 - Degradation in social and economic status
 - Withdrawal symptoms like anxiety, trembling, fatigue, headache and depression, etc.
- What are the ill-effects of tobacco on health?
 - It is the biggest reason for oral cancer which affects mouth, tongue, cheek, gums and lips.
 - Chewing tobacco weakens a person's ability to taste and smell.
 - Smokers face a greater risk of suffering from lung cancer.

UNIT 2.2: Customer Service

Unit Objectives

1. Describe customer service and explain the characteristics of excellent customer service
2. Understand the importance of CRM in providing enriching customer service
3. Understand the open ended and closed ended conversations
4. Resolve customer queries and issues using CRM

Resources to be Used

- Available objects such as white board, duster, marker pen, notebook, projector and other teaching aids
- Presentation slides
- Multimedia

Say

Good morning and warm welcome to this training program on customer care executive (repair centre). Before we begin a session on customer service, its phases and its characteristics, let us revise the previous session.

Do

Begin with revising the topics explained in the previous session. Ask the following questions:

- What is the importance of personal grooming?
- What are the different points of maintaining personal hygiene and professional behaviour?

Encourage the participants to give answers. If they have doubts, clarify them and tell them about what they are going to study in the session.

Say

Let us begin a session on customer service, its phases and its characteristics.

Ask

Ask the participants whether they know about customer service. Ask them if they have ever visited a handset repair centre to get their handset repaired?

Notes for Facilitation

- Tell the participants that customer service is a process in which customer satisfaction is maintained for any service or product. This step takes place before, during and after the sales of the service or product.
- Say that a customer care executive at a repair centre is the person who interacts with the customers to identify their issues and resolve them.
- Explain that the customer care service in mobile repair comprises majorly three phases. The following image shows the three phases of customer care service:

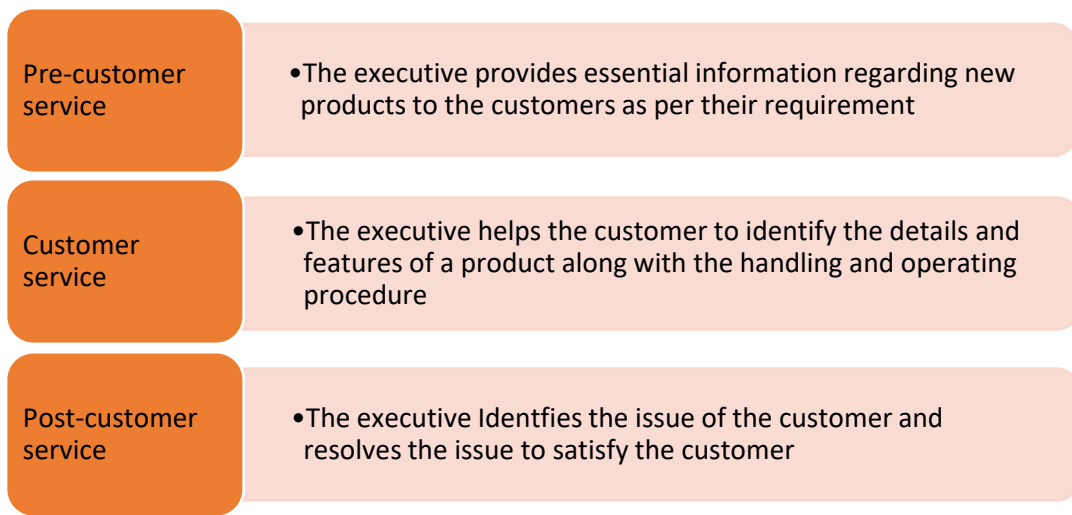


Fig 2.2.1: Phases of customer care service

- Say that the basic work of a customer care executive is to identify the requirements of a customer and provide necessary support and solution to satisfy the customer. To work effectively, a customer care executive should exhibit the following characteristics:



Fig 2.2.2: Characteristics of good customer service

Say

What is Open ended and close ended questions?

open-ended question opens up a topic for exploration and discussion, Open-ended questions lead to qualitative answers.

where as the closed ended questions lead to a closed-off conversational path. After "Yes" or "No" or the specific one- word answer to the question, the thread is done.

Say

Explain what is a CRM? (Customer Relationship Management).

Customer Relationship Management{CRM} is a business approach that understands, anticipates, and manages the need of current and potential customers of an organization. Its a software based system which effectively uses the information about a customer to maximize customer satisfaction as well as cost reduction and increased profitability for an organization.

Explain how it effectively addresses customer's issues and ensures complete customer satisfaction

Benefits of CRM

- Manage customer expectation
- Provide innovative products & services
- Make customer loyal

CRM is also used for managing the inventory control or managing the stocks. The system tells whether the store has adequate quantity of stocks of a particular accessory or they need to be replenished. This also helps in maintaining the customer satisfaction.

Do

Exercise Handling Strategy – The solution for the exercise is given as:

- Why is customer service important?
 - To build trust in customer
 - To improve brand awareness
 - To improve quality of service
 - to attract more customers

Do

Conduct a Role play in the class. Call two volunteers to enact, one person as a customer and other as a Customer Service Executive. Give the scenario, the customer is coming to the CCE with his mobile phone which is not working. The CCE should ask questions to understand the nature of problem and provide a solution. You can take a clue from the scenario explained in the Participant handbook.

- What are the characteristics of excellent customer service?
 - Listening Skills
 - Probing Skills
 - Responsible
 - Responsiveness
 - Knowledgeable
 - Complete
 - Timely
 - Problem Solving Skills
- What are the benefits of CRM?
 - Manage customer expectation
 - Provide innovative products & services
 - Make customer loyal

UNIT 2.3: Understanding Ticket Management Process

Unit Objectives

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

1. Explain the need and importance of tickets in a repair shop
2. Explain the ticket management process and ticket lifecycle
3. Demonstrate how to create a ticket
4. List different types of tickets

Resources to be Used

- Available objects such as white board, duster, marker pen, notebook, projector and other teaching aids
- Presentation slides
- Multimedia

Say

Good morning and warm welcome to this training program on customer care executive (repair centre). Before we begin a session on ticket management process and its benefits, let us revise the previous session.

Do

Begin with revising the topics explained in the previous session. Ask the following questions:

- What is a communication?
- What are the different types of communication?

Encourage the participants to give answers, if they have doubts, clarify them and tell them about what they are going to study in the session.

Say

Let us begin a session on understanding the ticket management process and its benefits.

Ask

Ask the participants whether they know about the ticket management process, if they say yes, ask them to tell the uses and benefits of the same. Motivate them to give answers.

Notes for Facilitation

- Explain to the participants that there is a huge demand and use of mobile handsets in the world. With increase in number of users, there are many complaints, issues and faults which occur in the devices on a daily basis. So, to keep the customers satisfied, the mobile companies need to set up repair centres where customer care executives go to work.
- Further, say that the customer care executives are the face of the company as they are the ones who interact with the customers to provide solutions. For handling and managing a huge number of complaints, the executives take the help of the ticket generation system.
- Say that in the ticket generation system, a reference number is provided to a customer's query and all the related information of the customer is entered in it. By doing this, the progress and status of any customer complaint can be tracked and updated. The following figure shows the basic steps involved in ticket management process:

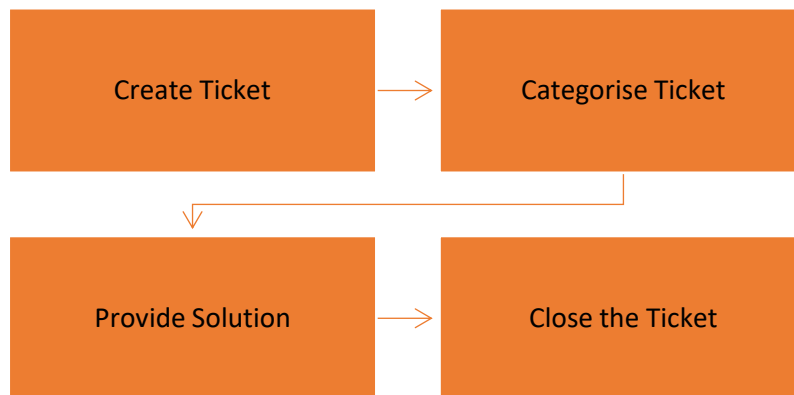


Fig 2.4.1: Basic steps involved in ticket management process

Create Ticket

The first step is to generate ticket in which all the details and information related to the customer complaint or issue is filled and assigned a unique reference number. After the ticket is created, it is assigned to specific department or team for a solution. Special software tools are available for this process which are used in customer care centres.

Categorise Ticket

After ticket generation, the ticket is then processed to prioritise and categorise the complaint. As per the category, the ticket is then allocated to the concerned department or technician. The priority and allocation details are mentioned in the ticket

Provide Solution

Then, the concerned technician or the department takes the necessary actions depending upon the priority and the issue mentioned in the ticket. The desired solution has to be provided for the query within the time given by the concerned person or authority.

Close the Ticket

All the progress on the complaint or the issue has to be updated timely in the ticket to keep the customer informed. After providing the desired solution to the customer, the ticket is closed and customer feedback is taken.

Ticket Prioritisation Process

The complaint or request from the customer is analysed first and categorised on the basis of front end (L1) and back end (L2 and L3). Prioritisation is done generally as follows:

1. Priority 1 (P1): Urgent issues
 2. Priority 2 (P2): High priority issues
 3. Priority 3 (P3): Medium priority issues
 4. Priority 4 (P4): Low priority issues
- Tell them about the benefits of ticket management system. Almost every customer care service uses ticket management system as it is very reliable and enhances the work productivity. It also keeps a track of all the data for any future reference. The following are the benefits of a ticket management system:
 - It provides an organised management system for complaint registration
 - It helps in categorising and prioritising the complaints
 - It enhances the productivity of customer care service
 - It keeps a track of all the data to measure customer satisfaction
 - It keeps customer updated to ensure them that they are valued
 - Explain that the participants need to maintain records. For each customer complaint or in terms of customer care service, ticket escalated, a record should be maintained.
 - Tell them that they should ensure that the following fields are filled:
 - Customer details
 - Company details
 - Date of issue
 - Details of the issue
 - Priority level assigned
 - Tell them that these records help in tracking information for any repetitive issues.

Do

Exercise Handling Strategy – The solution for the exercise is given as:

- List the steps involved in ticket creation.
 - Log the issue with:
 - The customer's details
 - The details of the device: device, model, colour, network, problem
 - Details of problem being faced or experienced
 - A unique identification number assigned to it for tracking
 - Categorise the issue
 - Classification of the problem into L1, L2, L3
 - Prioritise the issue:
 - An urgency value is assigned to each issue based on the overall importance of that issue. Issues that are not very urgent and are minor must be resolved as time permits.
 - Respond to the issue
 - Allocate to an appropriate technician.
 - Create a status message: Status refers to the current stage of the ticket in its lifecycle. It can be New, Queued, Active, Pending, Complete, Resolved or Closed.

Tickets with fixed statuses cannot be modified. A ticket can be moved from one status to another—not necessarily in certain order.

- Reason Code: The reason for why a ticket is in a given status or phase is assigned by reason code. For example, a ticket could be set into pending status for several reasons—like Pending Customer (password and so on), Pending Supplies and Pending Information.
- Resolve and close the issue.

UNIT 2.4: Understanding QRC

Unit Objectives

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

1. Define QRC
2. Explain about query, request and complaint and effective way of handling them

Resources to be Used

- Available objects such as a duster, pen, notebook, projector and other teaching aids
- Presentation slides
- Multimedia

Say

Good morning and warm welcome to this training program on customer care executive (repair centre). Before we begin a session on QRC and methods of addressing QRC, let us revise the previous session.

Do

Begin with revising the topics explained in the previous session. Ask the following questions:

- What is a ticket management system in customer service?
- What is the importance of ticket management system?

Encourage the participants to give answers. If they have doubts, clarify them and tell them about what they are going to study in the session.

Say

Let us begin a session on QRC in customer service and its addressing methods.

Ask

Ask the participants whether they know about QRC in customer service. If they say yes, ask them to explain the application of QRC in customer service. Motivate them to give answers.

Notes for Facilitation

- Tell the participants that a major task of a customer care executive is to categorise customer requirement on the basis of query, a request or a complaint (QRC). The executive interacts with the customer so as to identify the customer's requirement. The following figure shows the methods for addressing the customers' requirements on the basis of QRC:

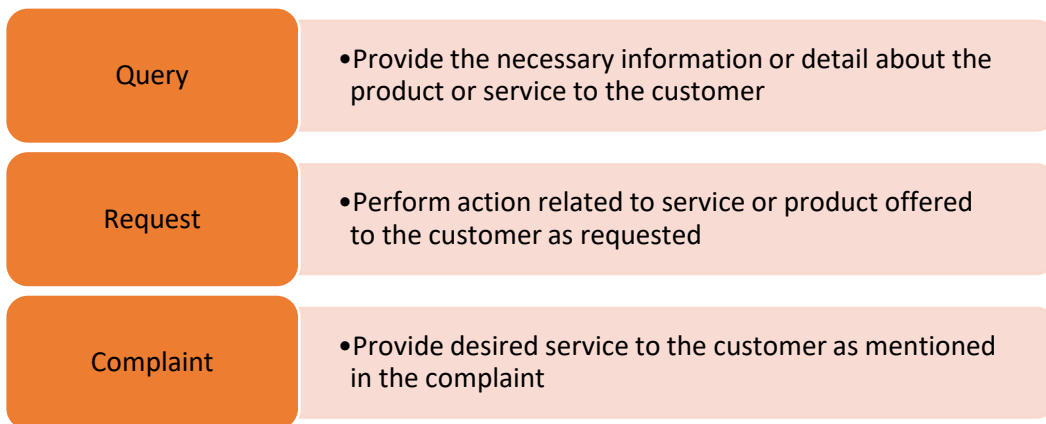


Fig 2.5.1: Addressing methods of customer on QRC basis

Handling Customers' Queries

A customer's query can be easily identified when a customer has any doubts and asks a question related to the product or service. The following are some examples of customers' queries at a customer repair centre:

- What is the warranty status of the device?
- What are the features available on the device?
- What is the servicing cost of the device?

Customers' queries are handled by providing the required solutions of the queries to the customers. To do so, the executive should listen and understand the query and then provide the information to the customer.

Handling Customers' Requests

Resolution of customers' requests are more action based. The executive needs to take necessary action as per the request made by the customer. This is easy to understand as the customer directly asks for a service to be done and only desired action has to be taken.

The following are some examples of customers' requests:

- Please update the software of the mobile.
- Please repair the mobile device.

Handling Customers' Complaints

A customer complaint is raised when the customer is not satisfied or has some issue with the service or the product offered. In this situation, the executive should apologise to the customer and address the complaint by taking the desired action which would satisfy the customer. The following are some examples of customers' complaints:

- The device is not working properly, kindly replace.
- Repair time of device is taking longer than expected.

- Issue is not addressed on time.

Do

Exercise Handling Strategy – The solution for the exercise is given as:

- A customer comes to the repair centre and tells the customer care executive that his battery is not getting charged from last two days. What will this come under?
 - A query
- A customer tells the customer care executive to repair the touch screen of his phone as it has not been working properly from last few days. What will this come under?
 - A request
- A customer informs the customer care executive that his phone is not functioning properly in spite of him getting it repaired from them a month ago. What will this come under?
 - A complaint

UNIT 2.5: Handling Objections

Unit Objectives

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

1. Explain what is an objection and handle objections with sensitivity
2. Identify customer's problems and criticism

Resources to be Used

- Available objects such as white board, duster, pen, notebook, projector and other teaching aids
- Presentation slides
- Multimedia

Say

Good Morning and warm welcome to this training program on customer care executive (repair centre). Before we begin a session on handling objections at a customer care repair centre, let us revise the previous session.

Do

Begin with revising the things explained in previous session. Ask the following questions:

- What is the importance of selling?
- What is the difference between cross-selling and up-selling?

Encourage the participants to give answers, if they have any doubt clarify it and tell them about what they are going to study in this session.

Say

Now let us start a session on handling objections at a customer care repair centre.

Do

Share the details of types of objections to the participants.

Explain the concepts of handling criticism with empathy.

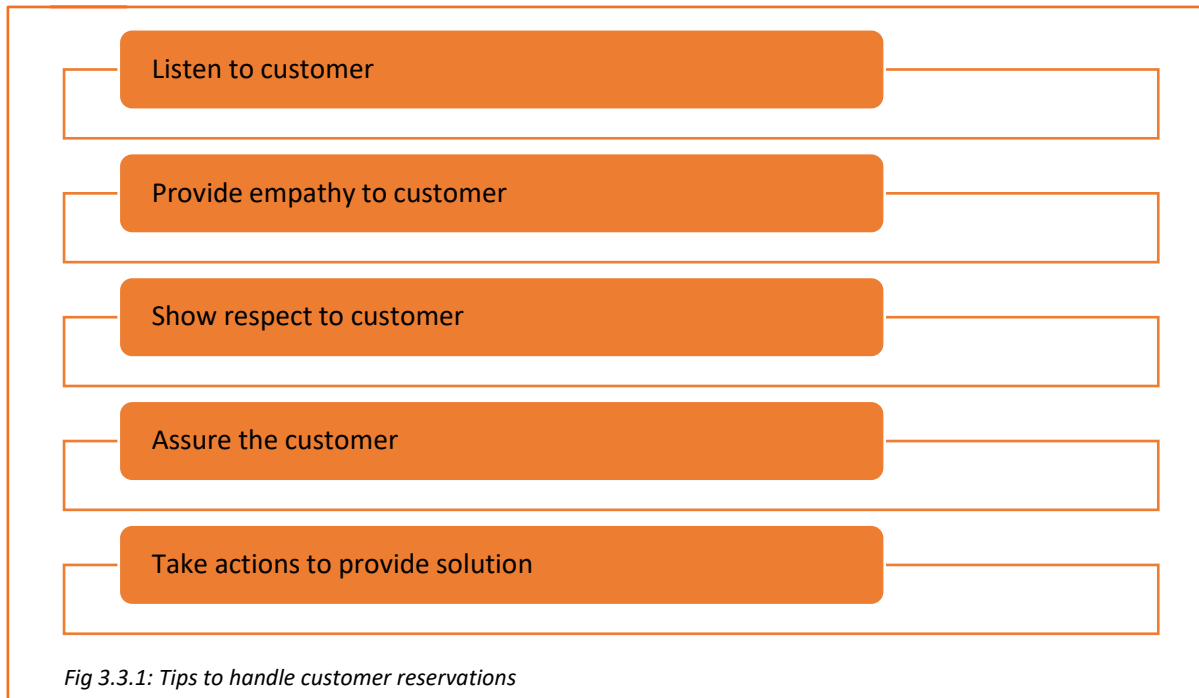
Notes for Facilitation

- Introduce the topic of objection.
- Tell them that objection arises when the customers are not satisfied with or they disapprove of the company's product or service.
- Tell them that the customer care executives have to face the customers and their complaints and objections. They should be capable of handling customer objections patiently in order to calm the customer and maintain good customer relationship.
- Tell them that empathy is key to handling objection.
- To handle the customer objections, they have to make the customer feel that they understand the issue and can provide help. The following are few examples which can be used to comfort a customer:
 - Yes Sir, I very well understand your issue.
 - I am really sorry for the inconvenience, Sir.
 - Sir, we will make sure you don't have to face such issues in future.
- Tell them that the customer can have objection or reservation due to many reasons. The executive needs to identify the reason and respond accordingly to close the deal on a good note. The following are the types of objections faced by the CCE:
 - Customer is not sure and needs more time
 - Customer is not satisfied with the product/service
 - The price of the service/product is higher than the customer is willing to pay
 - Customer is not able to make up mind to take any decision
- Tell them that the executive has to identify the issue and respond accordingly with empathy to make customer comfortable. The executive should suggest the customer to take time and discuss to make the final decision.

Methods of Handling Reservations

The CCE can use tips to handle the customer's reservations in a repair centre. Basic steps are to listen to the customer first and say 'Sir, I understand your concern'. This will create empathy with the customer and then the executive can take actions to provide the necessary assistance to the customer.

The following figure shows some of the tips to handle customer reservations:



Do

Exercise Handling Strategy – The solution for the exercise is given as:

- List down the steps to handle criticism. Explain any two of them.
 - The best approach for handling reservations is to relax and listen. Allow customers to verbalise their feelings completely.
 - Ask questions to clarify their reservations, but don't interrupt to provide an answer, even though the answer might seem obvious.
 - CCE needs to respond to reservations in a way that won't start an argument. One way is to turn the customer's statement into a question. CCE should aim to soften the reservation by getting on the customer's side.
 - This can be done by agreeing with and then countering the objection. Customers usually expect the CCE to disagree with an objection. Instead, CCE should recognise that the objection is offered sincerely and respect the customer's view.
 - After agreeing, CCE should proceed to provide information the customer might not be aware of.
- What do you understand by the term reservation? List down its types and explain any two of them with the help of an example.
 - Some common reservations arise because the customer doesn't feel satisfied with the price, the product, the store and its service, or the CCE. For example,
 - Timing: I haven't made up my mind
 - CCE: I don't like him
 - Price: This is too expensive

UNIT 2.6: Time Management

Unit Objectives

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

1. Explain how to manage time in order to do work effectively
2. Demonstrate prioritising

Resources to be Used

- Available objects such as a duster, pen, notebook, projector and other teaching aids
- Presentation slides
- Multimedia

Say

Good morning and warm welcome to this training program on customer care executive (repair centre). Before we begin a session on time management in customer service, let us revise the previous session.

Do

Begin with revising the things explained in the previous session. Ask the following questions:

- What is a QRC in customer service?
- What are the different methods of addressing QRC?

Encourage the participants to give answers, if they have doubts, clarify them and tell them about what they are going to study in the session.

Say

Let us begin a session on time management in customer service.

Notes for Facilitation

- Explain to the participants that time management includes organizing work and activities with time limits for the tasks to be completed. This would ensure optimum use of time.
- Say that time management is a very important aspect of customer care service as the executives have to handle a large number of customers' QRC and provide solutions to the

customers quickly to get their satisfaction. The following are some benefits of time management in customer services:

- Reduces workload
- Improves work performance
- Ensures better quality of work delivered
- Ensures work completion
- Further, say that there are a lot of distractions which acts as time robbers and they take valuable time. An executive should be aware of types of time robbers present around to make sure they don't affect the work. The following figure shows a few common types of time robbers present in customer service job:

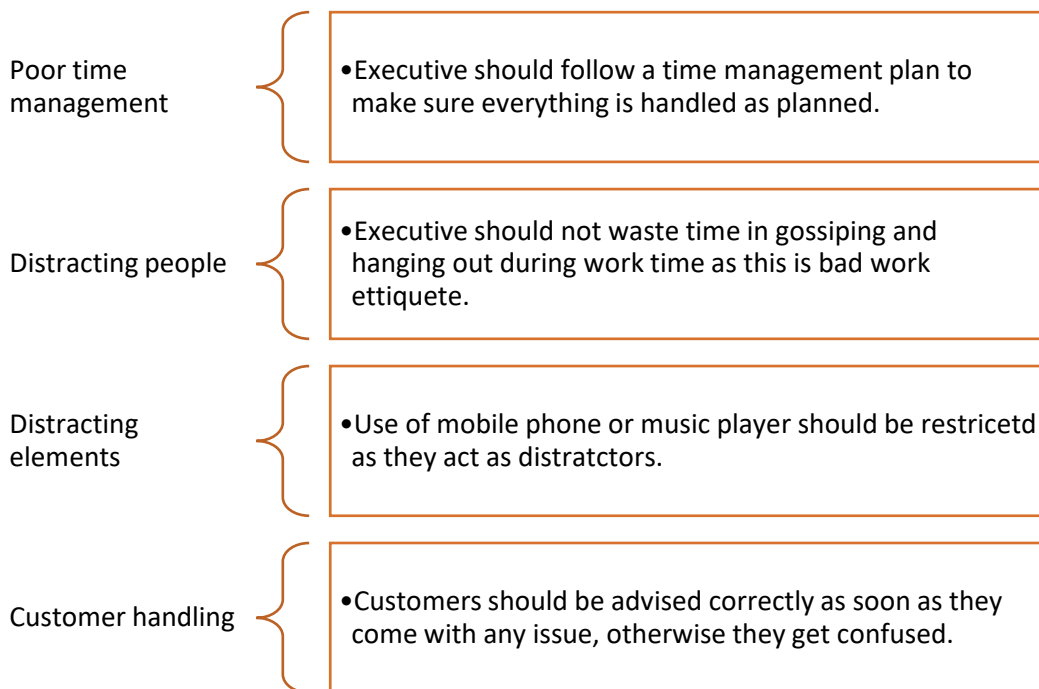


Fig 2.6.1: Types of time robbers

- Tell them that time is the most constrained resource in today's times. There is plenty of information available and lots to do at hand. To utilize time in a purposeful way, it is important that work planning is done so that goals can be achieved.
- Tell them that it is important to priorities the work so that it does not lag or something is missed which is really important.
- Inform that to manage time effectively, it can divided into four areas as given in the following figure:

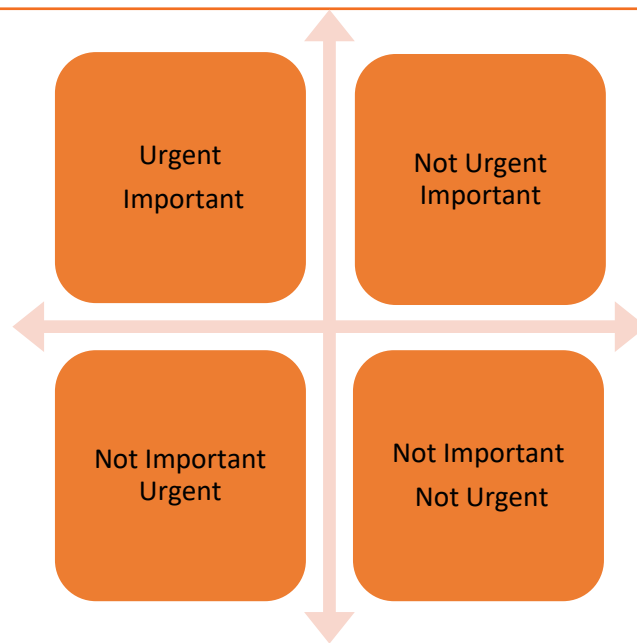


Fig 2.6.2: Tasks' categories

- Tell them about:
 - Not Urgent and Important Tasks: This is something which has to be done in the course of the day. It does not need immediate attention but needs a plan for it, for example, goals, planning, relationship building and personal care.
 - Important and Urgent Tasks: These are tasks which require immediate attention and they need have to be attended first. For example, crisis, deadlines or accident demand immediate attention and action.
 - Not Important but Urgent Tasks: These will include those activities which somehow grab attention because they come at the moment, for example, phone calls, e-mail, reports and meetings.
 - Not important and Not Urgent Task: These are the time wasters. These activities should be altogether avoided, for example, web browsing and social media.

Do



Exercise Handling Strategy – The solution for the exercise is given as:

- What is the importance of time management?
 - Time Management means managing time effectively so that right time is allocated to the right activities.
 - Effective time management helps individuals to give specific time slots to the activities as per their importance.
 - Time management means the best use of time the time is always limited.
- Handle customers' complaints and issues comes under:
- Urgent and Important Tasks
- Preparing or updating daily report comes under:
 - Not Urgent but Important Tasks

- Engage in chat, gossip and social communications comes under:
 - Not Important and Not Urgent Tasks
- Planning and scheduling of next day activities comes under:
 - Not Urgent but Important Tasks



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3. Resolve Customer Complaints

Unit 3.1 – Initial Diagnostics and Troubleshooting

Unit 3.2 – Coordination for Replacement and Repair

Unit 3.3 – Interpersonal Skills for Customer Satisfaction

TEL/N2201

Key Learning Outcomes

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

1. Explain about repair and replacement and various levels involved in it
2. Explain the hardware and software of a Mobile Phone
3. Understand Mobile Operating system, functions of OS and
4. know about the OS updates
5. know about bugs and how to resolve them
6. Coordinate with team for Replacement and Repair

3.1: Initial Diagnostics and Troubleshooting

Unit Objectives

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

1. understand the Hardware and software of a Mobile handset
2. Identify handset repair requirements
3. Troubleshoot and repair/replace handsets

Resources to be Used

- Available objects such as white board, duster, marker pen, notebook, projector and other teaching aids
- Presentation slides
- Multimedia

Say

Good morning and warm welcome to this training program on customer care executive (repair centre). Before we begin a session on initial diagnostics and troubleshooting, let us revise the previous session.

Do

Begin with revising the things explained in the previous session. Ask the following questions:

- What is the importance of time management at work?
- What are time robbers?

Encourage the participants to give answers. If they have doubts, clarify them and tell them about what they are going to study in this session.

Say

Let us start a session on initial diagnostics and troubleshooting of mobile handsets.

Ask

Ask the participants whether they know about Operating System. They will answer about the windows OS, then explain what is Mobile OS, types of OS and Functions of OS

ask about initial diagnostics and troubleshooting of mobile handsets. If they say yes, ask them what it entails and list the points on the blackboard.

Do

Share with the participants about Operating Systems of the mobile, the levels (L1, L2 and L3) of repairs.

Notes for Facilitation

- Tell the participants the mobile phone system is divided into two categories, software, and hardware. Hardware refers to the physical and visible parts of the Mobile phone like the display screen, battery, keyboard, and internal parts. Whereas the Software refers to the set of instructions that enable the hardware to perform specific tasks. Without the software, the hardware is of no use. The software must be installed in the system for the hardware to function properly and similarly, the hardware must be present for the software to be installed.
If there is damage to the hardware the software does not work. Similarly, if the software is corrupt the hardware does not function properly. Thus they both are interdependent, yet they are also different from each other.
- A mobile operating system (OS) is software that allows smartphones to run applications and programs. A mobile OS typically starts up when a device powers on, presenting a screen with icons or tiles that present information and provide application access. It is a program that acts as an interface between the system hardware and the user and handles interaction between the software and the hardware
- Discuss the types of OS: Android, IOS, Blackberry, Windows OS, Tizen
- Functions of Operating System
 - Memory Management
 - Processor Management/Scheduling
 - Device Management
 - File Management
 - Security
- Explain about Mobile OS Updates, these are in the form of small programs called patches usually for fixing issues with the working of the hardware/ software of the phone.
- Explain the bugs in the mobile phone: A bug is an error that occurs in a software program that causes unexpected malfunctioning of the device. Manual error is the reason behind these bugs and these errors are in design, coding, or architecture.

Explain the different levels of repairing process in the repair centre

- Tell the participants that a customer care executive in a repair centre is the first point of contact for an unsatisfied customer. The customer approaches the executive with a faulty handset.
- Tell that to put the customer at ease, the executive has to assure him or her that the problem is identified and can be resolved.
- Say that to identify the issue in a faulty handset the executive should first troubleshoot the handset. Some common issues can be easily be identified by following some basic troubleshooting steps.
- Inform them that the following are some commonly found faults in handsets and their solutions:
 - Slow phone: Clear the cache, uninstall the unnecessary apps
 - Reduced battery standby time: Make sure charger is optimised as per the battery, shut down some background apps
 - Cracked screen: Replace the screen
 - Wet device: Remove battery and dry it with towel, use hot air gun to dry the handset
 - Overheating device: Avoid using phone while charging, check battery condition
 - Storage full: Add extra memory, delete unnecessary files, create backup in cloud
 - Freezing screen: Clean the phone by clearing cache memory, protect the phone by using an antivirus
 - Crashing app: Install the apps again, check the app running requirement
 - Network, Wi-Fi, Bluetooth issue: Reset the phone and toggle the network settings on/off
 - Not charging: Check the charging cable adaptor, check the battery health
- Discuss with the participants about initial diagnostic procedures.
- Tell them that an executive can perform some initial steps to find out the issue. The following are the basic initial steps to identify any issue in a mobile handset:
 1. Ask the customer what issues he/she is facing in the handset.
 2. Based on initial customer input, perform diagnosis of the problem.
 3. Check battery status, sound and video quality of the phone.
 4. Make calls to check network, speaker and mic condition.
 5. Check the touch response on the phone as per the input.
- Explain about the levels of repair. After diagnosing the issue or in case the issue cannot be diagnosed and needs to be checked by the technical team, give assurance to the customer that it would be fixed by the team.
- Tell them that they should always provide appropriate time as per the availability of the technical team. The categorisation of repair has to be done afterwards.
- Say that levels of repair can be provided on the basis of the following points:

- Customer complaint level
- Warranty status of device
- Severity of damage/issue in the device
- Give an example:
 - An angry customer having chip level issue in handset even after a service repair should be given higher priority.
- Tell them that there are basically three levels of repair:
 - L1 repairs are for issues such as broken screen and damaged battery which involve simple replacement.
 - L2 repairs are for issues such as water damage and damaged ports which need to be repaired at chip level.
 - L3 repairs are for issues such as damage of chip or processor which require higher technician level repair.
- Say that in level 1, most of the repairs can be done quickly with the availability of tools and equipment. The following are a few tools and equipment used for repairing a mobile handset:

Screwdriver set	Spudgers	Suction cup and separation tool
Heat gun	Microfibre cleaning cloth	Tweezers
Adhesive	Computer/laptop	PPEs (ESD band, safety gloves)

Fig 3.1.1: Tools and equipment used in mobile handset repair

- Inform that some useful codes can also be used to troubleshoot the handset depending on the manufacturer of the handset. The following are the codes that can be used to troubleshoot a mobile device:
 - ***#06#** – To check the IMEI number
 - *****#4636#***** – To check usage and battery status
 - ***#0*#** – To enter service menu
 - *****#34971539#***** – To check camera information
 - *****#273282*255*663282#***** – To backup all media files
 - *****#232339#***** – To test the Wi-Fi
 - *****#197328640#***** – To enable test mode for service
 - *****#0842#***** – To back-light test
 - *****#2664#***** – To test touchscreen display

- *****#1111#***** – To check Fault Tree Analysis (FTA) software version
- ***#12580*369#** – To complete software and hardware information
- ***#9090#** – To get diagnostic configuration
- ***#872564#** – To check USB logging control
- ***#9900#** – To get system dump mode
- ***#301279#** – To get High Speed Packet Access (HSPA) control menu
- ***#7465625#** – To get phone lock status
- *****#7780#***** – To reset data partition to factory state
- ***2767*3855#** – To format device to factory state
- Explain that there are two types of testing methods used to test a mobile handset. The following figure shows the mobile testing methods:

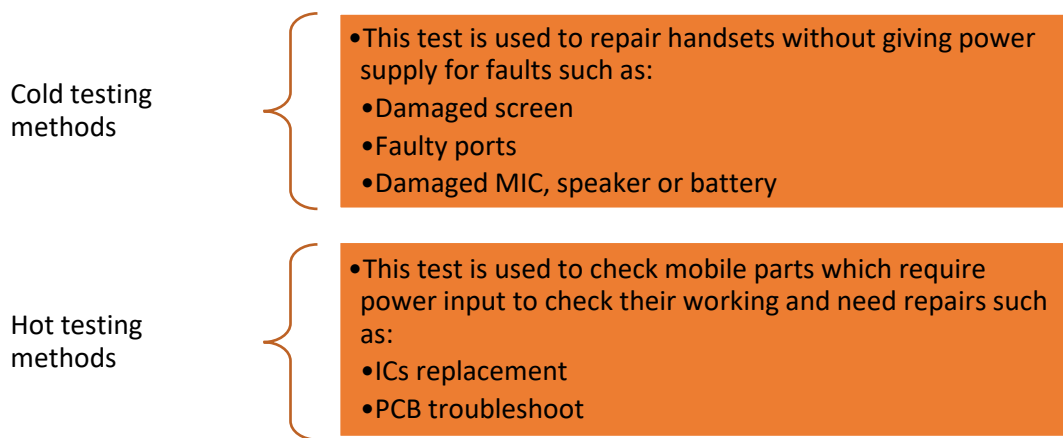


Fig 3.1.2: Types of mobile testing methods

- Tell them that, after diagnosing the fault, the fault can be categorised as software, hardware or setting related issue. Then the issue can be fixed by the concerned technician. The following figure shows some of the hardware, software and settings related issues:

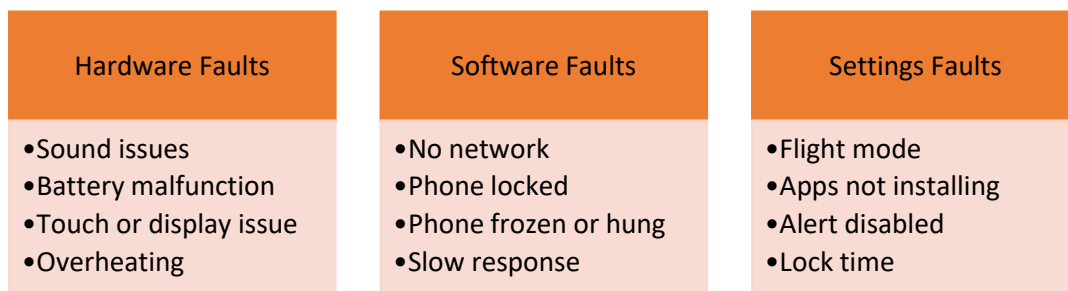


Fig 3.1.3: Categories of issues in mobile handset

Do 

Exercise Handling Strategy – The solution for the exercise is given as:

- What do you mean by cold testing method?
 - When a multimeter is used to check the value of resistance at the time of repairing, it is referred to as cold testing. Do not give power supply to the phone from any equipment while the testing is running. Faults can be detected in the phone by using the diode range and beep sound from the multimeter. At the time of cold testing, the red probe of the multimeter should be connected to the ground of the PCB of the mobile phone and the black probe should be used to touch the points to be tested on the mobile phone.
- What do you mean by hot testing method?
 - When using of cold testing method gives no results and the issue cannot be found or the mobile phone cannot be repaired, the hot testing method is used. This method checks the voltage of the damaged parts or components. The issue is found by powering the mobile phone with a battery with DC power supply. Choose the DC Volt (DCV) range of the multimeter after powering the mobile phone. Then, connect the black probe of the multimeter to the ground of the PCB of the mobile phone and make sure that the red probe of the multimeter touches the testing points.

UNIT 3.2: Resolve Customer Complaints

Unit Objectives

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

1. Describe what is a warranty period and things covered under mobile phone warranty
2. Explain the meaning of dead-on arrival with regard to repair centre
3. Discuss about turnaround time in a repair centre

Resources to be Used

- Available resources such as white board, duster, board marker, notebook, projector and other teaching aids
- Presentation slides
- Multimedia

Say

Good morning and warm welcome to this training program on customer care executive (repair centre). Before we begin a session on Resolving Customer Complaints, let us revise the previous session.

Do

Begin with revising the things explained in the previous session. Ask the following questions:

- What are the types of repairing methods?
- What are the tools and equipment required for mobile handset repair?

Encourage the participants to give answers. If they have doubt, clarify them and tell them about what they are going to study in this session.

Say

Let us start a session on Resolving Customer Complaints.

Notes for Facilitation

- Explain to the participants that main responsibility of a customer care executive is to help resolve customer complaints
There may be a situation when a customer walks in the repair centre and wants his mobile set to be repaired. Then, the executive should clearly identify issues of the customer and provide the necessary assistance.

- inform them about the actual issue with the handset
- and inform them how its going to be rectified and the approximate time taken to repair the same

Explain what is a warranty

check the warranty information of the handset which is coming for repair.

A warranty is a manufacturer's guarantee to repair your phone or tablet if something goes wrong with it that isn't your fault.

Also explain them the parts of features that are covered under warranty and what is the duration of the warranty of the handset.

Explain Workmanship Warranty

Most repair shops give a 30-day Workmanship Warranty on any repairs completed by the Repair Center from the day the phone was collected by the customer.

Explain Dead on Arrival or DOA

Most Handset Companies follow a policy for handset returns if a customer receives a new handset that does not work (Dead on Arrival or DOA), or if the phone becomes faulty early in its life (Early Life Failure or ELF), and within the warranty period

- DOA is valid when a fault is detected within the 30 days of purchase of a handset.
- The fault is caused due to handset issue.
- Customers who do not want to take advantage of handset policy get their money refunded. After following the return process, faulty DOA Pre-Paid handset is refunded.

DOA/DAP policy of a Samsung Mobile

"Any Samsung mobile phone, which has developed a functional Defect, at the point of sale, and is within 90 Days from RDS Invoice to dealer/retailer, will be termed as Dead On Arrival (here-in referred as DOA)

Explain that every brand will have their own policy for DOA.

Rules of Service: Turn Around Time(TAT)

Explain what is TAT

TAT can be defined as 'The time from customer service request to problem resolution'.

TAT is measured in time units. Depending on the specifics of the industry sector the measurement unit could be in seconds, hours, days, weeks or months.

A repair company is likely to measure TAT from the point of arrival of the defective item to its shipment

The time frame for a repair or service depends on the type of handset, the problem and what's required to conduct the repair- most are completed within 5-10 business days.

The TAT is different for different kinds of problems.

discuss about the indicative TAT for repairing of a handset

while returning the handset to the customer after repairing please check the following:

- Ensure that all components are in working condition
- Use the power key to turn the phone on and off. Press all the keys on the keypad to ensure that they work.
- Make and receive a call and ensure that both parties can hear each other clearly.
- Make sure the battery is charging; this should begin within 30 seconds of the phone being plugged in.

Do 

1. Check with the students, if they ever got angry with the customer care executives for any reason, and how did the CCE handle the same? Ask at least 5-7 students to share their experience one by one.

1. which conditions are not considered for a DOA?
 - a. In case the defect is not reproduced at SVC Center.
 - b. Issues related to Network Service provider.
 - c. Any Software related issues.
 - d. Issues related to all kind of Accessories
 - e. All of the above.

Ans: e - All of the above

2. what are some of the in-store repair of handset?
some of the in-store repairs are
 - a. Software updates
 - b. Device unlock/reset
 - c. Antenna replacement
 - d. Routine maintenance
 - e. all of the above

Ans: e - All of the above

UNIT 3.3: Interpersonal Skills for customer satisfaction

Unit Objectives

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

- Explain the importance of Interpersonal Skills
- Describe the steps involved in dealing with angry customers
- Practice the process of dealing with angry customers
- Explain the need of building rapport with customers
- Describe the technique involved in building rapport

Resources to be Used

- Available objects such as a white board, duster, marker pen, notebook, projector and other teaching aids
- Presentation slides
- Multimedia

Say

Good Morning and warm welcome to this training program on customer care executive repair centre. Before we begin a session on interpersonal skills, let us revise the previous session.

Do

Begin with revising the things explained in previous session. Ask the following questions:

- What is DOA?
- What is TAT?

Encourage the participants to give answers, if they have any doubt clarify it and tell them about what they are going to study in the current session.

Role Play

- Ask two participants to enact a role play.
- One of them has to act as a customer care executive and the second one has to act as his/her customer.
- The situation is that the customer approaches the repair center with a damaged phone. He is very angry and starts shouting as it has been 15 days and his phone is still not back from the repair center.
- Ask them to enact the interaction between the two of them.

Time

- Set five minutes as the time limit of the role play.
- Ensure that the role play finishes within time.

Notes for Facilitation

- At the end of the role play, have a discussion about proper way to interact with an angry customer.
- Tell them the importance of being polite and maintaining their cool when the customer is shouting at them.
- Tell them about the various things they should do to calm the customer down and win his/her confidence.

Ask

Ask participants, whether they know about importance of building a rapport with their colleagues and customers.

Do

- Write the following points on the whiteboard to explain the concept of rapport building:

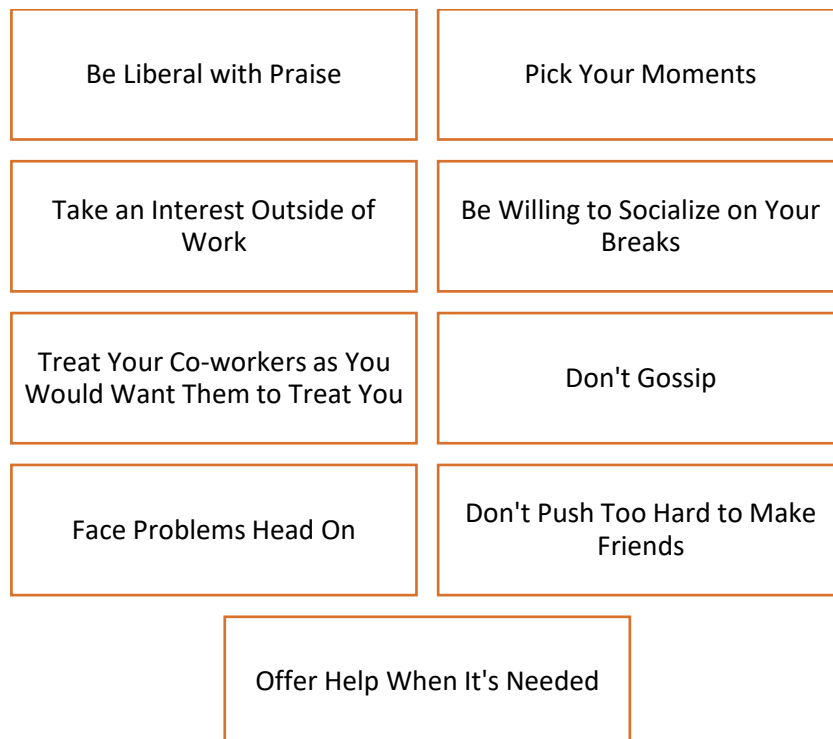


Fig. 4.2.1: Interpersonal Skills

Notes for Facilitation

- Explain the importance of developing good rapport with colleagues and customers.
- Explain that a good rapport facilitate teamwork and ensure group effectiveness.
- Tell them they should maintain a good relationship with colleagues to maintain a healthy work environment.
- Tell the participants that:
 - The customer care executive should be able to work in harmony with the other colleagues or members in the team. In case of any conflict, the objective should be to resolve it by communicating with each other. Sometimes, an intervention by a senior may be required to resolve the conflict. At such times, the matter should be reported to the supervisor.
 - While performing work or any other interaction related to work, the interest of the organization should be the kept at the forefront.
 - All the members may work together or may work on different projects to fulfil the organizational goals.
 - It is important to understand the role and the responsibility of each one of the team members and the task being performed by that person.
- Tell them that they can improve their interpersonal skills by listening attentively, choosing their words and encouraging communication.

Do

- Draw the following figure on the whiteboard to explain the steps to effective listening:

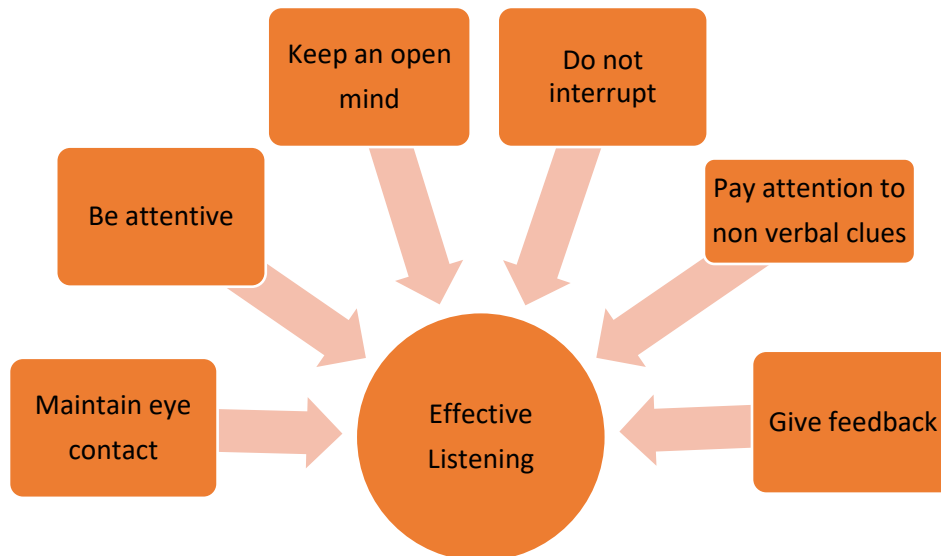


Fig. 4.2.2: Steps to effective listening

Do

Exercise Handling Strategy – The solution for the exercise is given as:

- What do you understand by the term empathy?
 - Empathy is trying to see things from the point-of-view of others. When communicating with others, try not to judge or be biased by any preconceived ideas or beliefs - instead look at the situations and responses from the perspective of other person. Be in tune with your own emotions to understand the emotions of others.
- The steps involved in managing angry customer includes
 - Apologising for the mistake made
- List down the factors that help in building rapport?
 - Remember their names
 - Know more about them
 - Make them feel special

Notes for Facilitation

- Tell them about the rapport building behaviour.
- Conduct a role play activity to illustrate the significance of every point, one by one.
- Ask two volunteers to play the roles of a customer care executive and his colleague/customer.
- Tell the person acting as the customer care executive to enact an incorrect way of doing something.
- Ask the person playing the role of a colleague/customer how he/she felt when the customer care executive was behaving in a particular way.
- Explain to the rest of the participants the correct way to interact with a colleague or a customer.
- In this way, ask different people to do small role plays to explain the dos and don'ts to the participants.



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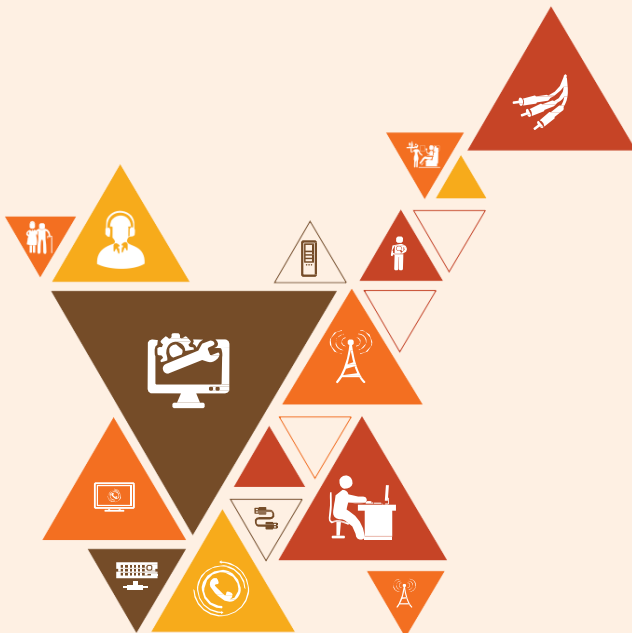
Transforming the skill landscape



**Telecom
Sector
Skill
Council**

4. Plan work effectively Organize Resources and Implement safety Practices

- Unit 4.1 – Work Place Health and Safety
- Unit 4.2 – Different types of Health Hazards
- Unit 4.3 - Importance of safe working Places
- Unit 4.4 - Reporting Safety Hazards
- Unit 4.5 - Waste Management
- unit 4.6 - Organization's focus on Greening of Jobs



TEL/N9101

Key Learning Outcomes

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

1. Explain about workplace health and safety
2. understand different types of health hazards
3. Demonstrate various first-aid techniques
4. Understand the importance of safety at workplace
5. understand basic hygiene practices and hand washing techniques
6. Explain the need for Social Distancing
7. Understand the hazard reporting methods at workplace
8. Explain e-waste and process of disposing them
9. Explain the greening of jobs

UNIT 4.1: Workplace Health and Safety

Unit Objectives

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

1. Understand about workplace health and safety
2. Explain tips to design a safe workplace
3. Explain precautions to be taken at a workplace

Resources to be Used

- Participant handbook, white board marker pen, notebook, whiteboard, flipchart, laptop, overhead projector, laser pointer, etc.

Notes

- In this unit, we will discuss about workplace health & safety.

Say

Good morning and welcome back to this training program on Telecom E-Waste Handler. In this session, we will discuss about workplace health & safety practices.

Ask

Ask the trainees the following questions:

- What do you understand by workplace safety?

Write down the trainees' answers on the whiteboard/flipchart.

Draw appropriate cues from the answers and start teaching the lesson.

Say

In this session, we will discuss the following points:

- Safety: Tips to design a safe workplace
- Non-Negotiable employee safety habits

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

Activity



- This activity will be based on individual performance.
- Provide each trainee with a printout/Xerox copy of the safety hazard report
- Now ask each of them to fill up the report individually
- After completing, collect all the forms and evaluate them
- End the session by providing constructive feedback

Activity	Duration (in mins)	Resources Used
Role-play – Safety Hazard Report	40 minutes	Participant handbook, whiteboard, notebook, laptop, pen, pencil, marker, printout/Xerox copy of safety hazard report, etc.

Do



- Ensure that the report contains all possible hazards in the workplace, safety measures, and ways to counter the hazards if they occur
- Guide the trainees throughout the activity
- Ask the trainees if they have any questions
- Encourage other trainees in the class to answer it and encourage peer learning in the class
- Explain the consequences of not following the safety guidelines at the workplace

UNIT 4.2: Different types of Health Hazards

Unit Objectives

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

1. Understand the health hazards
2. Demonstrate First Aid Techniques

Resources to be Used

- Participant handbook, pen, notebook, whiteboard, markers, flipchart, laptop, overhead projector, laser pointer, equipment and tools, safety signs and symbols, safety equipment

Notes

- In this unit, we will discuss about different types of health hazards and first aid techniques

Say

- Good morning and welcome back to this training program on Telecom E-Waste Handler. In this session, we will discuss about different types of health hazards.

Ask

Ask the trainees the following questions:

- What is a health hazard?
- Can you name any health hazards that may occur at the workplace?

Write down the trainees' answers on the whiteboard/flipchart.

Draw appropriate cues from the answers and start teaching the lesson.

Notes for Facilitation

Illness, injuries, and pain are part of human life. This can happen anyway. Every individual is prone to illness and injuries at anytime and anywhere.

In case of any of these, some kind of immediate medical attention or treatment is needed to reduce the discomfort, pain, and deterioration of the condition

Explain the first aid techniques for injuries due to various causes. For burns, electric shock, fracture due to accidental fall etc.

Explain the concept of CRP and give a demonstration using a video how to administer CRP for a patient suffering a heart attack.

Through a demonstration explain the use of various safety gadgets used in the workplace.

Say



In this session, we will discuss the following points:

- First aid
 - First aid techniques
 - For burns
 - For broken bones and fractures
 - For heart attack/stroke
 - For head injury
 - Using breathing apparatus
 - Briefing and guidance for firefighters
 - Evacuation process
 - Special evacuation requirements for specially-abled persons
 - Importance of fire safety drills
- Let us participate in an activity to understand this unit better.

Activity



- This session will be in the form of a "Show and Explain " activity.
- In this activity, bring a few PPE (relevant to the job role) to the class and demonstrates each of them - safety helmet, safety goggles, gloves, ear muff, respirator, harness, safety boots, etc.
- Now ask the trainees to identify the PPE and state their usage
- After the session, you will select a few volunteers and make them wear PPEs.
- The focus of this activity is to select and use appropriate personal protective equipment compatible with the work and compliant with relevant occupational health and safety guidelines.

Activity	Duration (in mins)	Resources Used
Practical activity - PPE	40 minutes	Participant handbook, laptop, overhead projector, internet connection, various protective equipment like safety helmet, safety goggles, gloves, ear muff, respirator, harness, safety boots, etc.

Do

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

Summarize

- Ask the participants what they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the different health hazards and video demo of how to wear the PPE kits and first aid techniques.

UNIT 4.3: Importance of safe working practices

Unit Objectives

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

1. Explain Basic Hygiene Practices
2. Understand the importance of Social Distancing
3. Demonstrate the safe working practices

Resources to be Used

- Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Notes

- In this unit, we will discuss about the importance of safe working practices.

Say

Good morning and welcome back to this training program on Telecom E-Waste Handler. In this session, we will discuss about the importance of safe working practices

Ask

Ask the trainees the following questions:

- List a few personal hygiene tips that you regularly follow.
- How social distancing helps to reduce the spread of Covid 19?
- What are the various covid protocols people followed during the pandemic?

Write down the trainees' answers on the whiteboard/flipchart.

Draw appropriate cues from the answers and start teaching the lesson.

Elaborate



In this session, we will discuss the following points:

- Basic hygiene practices
 - Personal hygiene
 - Personal hygiene practices at home
- Importance of social distancing
 - Social distancing and isolation
 - Self-quarantine
 - Disposing off the PPE kits
- Safe workplace practices
 - Supplies and Accessories in the first aid box
 - CPR

Say



- Let us participate in a practical activity to understand this unit better.

Notes for Facilitation



- Familiarize the trainees with the first aid box and the supplies inside it.
- Explain the importance of first aid and why is it good to know how to administer CRP for a patient who has suffered a heart attack.
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

Practical

- Gather all the trainees in the laboratory and divide them into groups of two
- Ask each group to demonstrate the correct process for performing CRP
- Ensure the students follow all the steps of CPR in the correct sequence
- This activity can also be performed on a dummy, if available

Activity	Duration (in mins)	Resources Used
Practical activity - CPR	60 minutes	Participant handbook, whiteboard, notebook, laptop, pen, marker, dummy (if available), etc.

Do

- Prepare in advance and use appropriate energisers
- Encourage the students to explore how the training session can help them improve their work
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

Exercise



1. Burnt area should be kept under cold water for a minimum of 10 minutes
2. Emergency exits should be easily accessible in case of fire
3. Antiseptic cream or Solution must be applied to the wound to reduce the skin infection
4. The RICE which is Rest, Ice, Compression and Elevation therapy must be applied to control and reduce swelling.
5. CPR is Cardio Pulmonary Resuscitation

UNIT 4.4: Reporting Safety Hazards

Unit Objectives

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

1. Discuss the process of reporting in case of emergency (safety hazards)
2. Understand methods of reporting hazards

Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Say

Good morning and welcome to this training program on Customer Care Executive (Repair Centre) In this session, we will discuss about reporting safety hazards.

Ask

Ask the trainees the following questions:

- What is a safety hazard?

Write down the trainees' answers on the whiteboard/flipchart.

Draw appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Methods of reporting safety hazards
- Describing hazard matrix
- Hazard report form

Say

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

Notes for Facilitation

- Explain the trainees about reporting the safety hazards to the people concerned.
- Explain the 6C's of communication protocols followed in the organizations.
 - Communicate First
 - Communicate Rightly
 - Communicate Credibly
 - Communicate Empathetically
 - Communicate to instigate appropriate action
 - Communicate to promote respect
- Explain about the Hazard report form
- Ask the trainees if they have any questions
- Encourage other trainees to take part in the activity and encourage peer learning in the class
- Discuss the exercises at the end of the chapter in the Participant Handbook and encourage them to answers.

Activity

- Divide the class into small groups
- Conduct a quiz and ask questions related to the unit
- Display all questions on the projector screen
- Display the correct answer after all groups have got their chances of answering a given question

Activity	Duration (in mins)	Resources Used
Quiz – Interpreting Signs	40 minutes	Laptop, internet connection, overhead projector, white screen, whiteboard, markers, laser pointer

Do

- Ask a student to maintain the scores on the whiteboard
- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight to encourage the students and add to what they talk about
- Ensure that all students participate in the class
- Ask a student to summarise what was discussed in the session
- Demonstrate enthusiasm for the subject matter, course and participant's work

UNIT 4.5: Waste Management

Unit Objectives

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

1. explain what is e-waste?
2. Understand the concept of waste management
3. Explain the process of recycling e-waste

Resources to be Used

- Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Say

Good morning and welcome back to this training program on Telecom Customer Care Executive (Repair Centre).

In this session, we will discuss about waste management.

Ask

Ask the trainees the following questions:

- What do you understand by waste management?
- What are the sources of medical waste?

Write down the trainees' answers on the whiteboard/flipchart.

Draw appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Introduction to e-waste
 - What is e-waste?
- Electronic goods/gadgets are classified under three major heads
- E-waste management process
- Recyclable and non-recyclable waste
- Colour codes of waste collecting bins
- Waste disposal methods
- Sources of waste
- Source of Pollution
- Types of Pollution – Air, Water, Soil, Noise, Light

Say

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

Activity

- This activity will be based on individual performance.
- In this activity, you will give two topics to the trainees
- The first topic in this session will be air pollution.
- The second topic on which the trainees will prepare their extempore will be on waste disposal method.
- You will randomly pick up trainees and separate them into two groups.
- Ensure that the trainees are equal in number.
- Allot the trainees 2 minutes to prepare the topic you will give them.
- After the time is up, you will call out any trainee and ask them to speak on the topic for 5 minutes.
- The trainee, with a simple explanation but rich content, will be appreciated with accolades.

Activity	Duration (in mins)	Resources Used
Extempore	40 minutes	Participant Handbook, Whiteboard, Notebook, Pen, Pencil, Marker, etc.

Do

- Do a de-briefing of the activity
- Conduct a doubt clarification session if needed.
- Encourage the quiet and shy trainees to open up and speak

Notes for Facilitation

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

UNIT 4.6: Organization's focus on Greening of Jobs

Unit Objectives

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

1. Understand the concept of ESG
2. Explain the different factors of ESG

Resources to be Used

- Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Say

Good morning and welcome back to this training program on Telecom Customer Care Executive (Repair Centre).

In this session, we will discuss about greening of Jobs

Ask

Ask the trainees the following questions:

- What is ESG?

Write down the trainees' answers on the whiteboard/flipchart.

Draw appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- What is ESG?
 - ESG stands for Environmental, Social, and Governance.
 - Environmental, social, and governance (ESG) investing refers to a set of standards for a company's behaviour used by socially conscious investors to screen potential investments.
 - Investors are increasingly applying these non-financial factors as part of their analysis process to identify material risks and growth opportunities.
- Factors of ESG
 - Environmental
 - Social
 - Governance

Say

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

Activity

- Conduct a group discussion in the class on the factors of ESG
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the importance of the ESG in recent times

Activity	Duration (in mins)	Resources Used
Group Discussion	45 minutes	Participant Handbook, Whiteboard, Notebook, laptop, Pen, Pencil, Marker, microphone and speakers etc.

Do

- Do a de-briefing of the activity
- Conduct a doubt clarification session if needed.
- Encourage the quiet and shy trainees to open up and speak
- Ensure a friendly and cordial atmosphere during the group discussion
- Give chance to each and everybody to give their opinion
- Guide the students in identifying key points

Notes for Facilitation

- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any of the participants
- Discuss the proper combination technique in group discussion
- Make sure everybody understood the concept of greening of Jobs

Exercise

1. ESG stands for **Environmental, Social, Governance**
2. Governance factors include **tax strategy, structure of the company, relationship with the stakeholders**
3. The three causes of air pollution are **emission from the car, dust particles and factories emitting chemical dust**
4. Mining waste includes **chemical gases emitted from mine blasting**
5. Landfill is a **waste that can't be recycled or reused**
6. **Blue, Black and Green** coloured bins are used in disposing the waste
7. Plastic cans are trashed in **blue bin**
8. **computer parts, mobile devices and electronic appliances** are considered as e-waste
9. part of e-waste is recycled and used again
10. E-waste is made up of hazardous substances like **lead, mercury, toxic material and gas**



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5. Communication & Interpersonal Skills

Unit 5.1 - Interaction with supervisors, peers and Customers

Unit 5.2 - Explain the importance of developing sensitivity towards differently abled people



TEL/N9102

Key Learning Outcomes



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

1. Understand what communication is and the importance of communication in the workplace
2. Understand effective communication and how to communicate effectively for success
3. Discuss types of communication - verbal and non-verbal
4. Communicate at workplace
5. Communicate effectively with superiors
6. Communicate effectively with colleagues and customers using different modes viz face-to-face, telephonic and email communication
7. Understand the hurdles to effective communication
8. Conduct professionally at the workplace
9. Respect differences in gender and ability
10. Communicate effectively with a person with disabilities
11. Show respect for disabled people

UNIT 5.1: Interaction with supervisor, peers and customers

Unit Objectives

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

4. Understand the importance of communication
5. Understand types of communication

Resources to be Used

- Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Notes

- In this unit, we will discuss how to communicate effectively with supervisor, peers and customers

Say

Good morning and welcome to this training program on Customer Care Executive (Repair Centre)
In this session, we will discuss about effective communication with supervisor, peers and customers

Ask

Ask the trainees the following questions:

- What is communication?
- What is non-verbal communication?
- What are the barriers to effective communication?

Write down the trainees' answers on the whiteboard/flipchart.

Draw appropriate cues from the answers and start teaching the lesson

Elaborate



In this session, we will discuss the following points:

- What is communication?
- Why is communication important?
- Effective communication
 - Effective communication for success
 - Significance of clear and effective communication
- Types of communication
 - Verbal communication
 - Non-Verbal communication
 - Signs and symbols
 - Gestures and expressions
- Communication at workplace
 - Communication with supervisors
 - Communication with colleagues & customers
 - Face-to-face communication
 - Telephonic communication
 - Email communication
- Importance of timely completion of tasks
- Standard operating procedure
- Escalation matrix
 - Escalation mechanism
 - Escalation through CRM
- Escalation Issues at work
 - What does it mean to escalate an issue at work?
 - When should you escalate an issue at work?
- Hurdles for effective communication
- Professional conduct
- Respect gender differences
- Communication with a disabled person
 - Communicating with people with a hearing impairment
 - Respect People with disability
 - Safety at the workplace for people with disability
 - Responsibilities of an employer towards disabled people
- Workplace adaptations for people with disability
 - Workplace adaptations

Say



In this session, we will discuss the following points:

Let us participate in the activity to understand all about effective communication

Activity

Scenario 1:

- This is an activity involving two. One volunteer as boss and the other as team member
- Provide the trainees with a scenario mentioned below
- You are the boss for a team of 15 members. You want to convey your displeasure regarding the performance of one of your team member. How would you convey this to him/her
- State what measures you will take to convey this matter to them.

Scenario 2:

- This is an activity involving two. One volunteer as boss and the other as team member
- Provide the trainees with a scenario mentioned below
- You are the boss for a team of 15 members. You want to appreciate one of your team mate's performance. He closed a big business deal of Rs.1 cr. How would you do?
- State what measures you will take to appreciate to them.

Activity	Duration (in mins)	Resources Used
Mock activity	60 minutes	Participant handbook, whiteboard, laptop, notebook, pen, pencil, marker, etc.

Do

- Ensure that all trainees participate in the class.
- Encourage the non-participating trainees to open up and speak.
- Do a de-briefing for this activity. You tell them, scolding is always done in private, one to one, whereas appreciation is always done in open in front of others, for them to feel happy about it and at the same time others get motivated to give their best performance.

Notes for Facilitation

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

UNIT 5.2: Explain the importance of developing sensitivity towards differently abled people

Unit Objectives

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

3. Communicate Effectively with person with disabilities
4. Respect people with disability, at workplace

Resources to be Used

- Participant handbook, pen, notebook, whiteboard, markers, flipchart, laptop, overhead projector, laser pointer, equipment and tools

Notes

- In this unit, we will discuss about how to communicate effectively with people who has disabilities

Say

- Good morning and welcome back to this training program on Telecom Customer Care Executive (Repair Centre).
- In this session, we will discuss about how to communicate with people who are differently abled

Ask

Ask the trainees the following questions:

- What is an effective communication?
- Have they ever got an opportunity to help/assist a disabled person?

Write down the trainees' answers on the whiteboard/flipchart.

Draw appropriate cues from the answers and start teaching the lesson

Notes for Facilitation

A **disability** is any condition that makes it more difficult for a person to do certain tasks or interact with the people around them (socially or materially). These conditions, or defects, may be cognitive, developmental, intellectual, mental, physical, sensory, or a combination of multiple conditions

As a co-worker, one should be empathetic with them and talk to them politely and with respect. Every work place has guidelines for handling these kinds of people. And all employees need to adhere to those guidelines.

Say

In this session, we will discuss the following points:

- What is a disability
- General tips for communication with disabled people
- Respect people with disability
- Work place safety for people with disability
- Work place adaptation by people with disability

Do

- Ensure that all trainees have understood the purpose of this module
- Encourage them to participate in the discussion

Summarize

- Ask the participants what they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Explain them how to interact with differently abled people, respect them and assist and support them to complete their work if need be.
- Learnt about effectively communicating with people who are differently abled.

Do 

Exercise Handling Strategy – The solution for the exercise is given as:

1. Adjust the tone of voice, don't be too loud
2. Make eye contact
3. Use appropriate language
4. Maintain adequate distance
5. Acknowledge, nod during interaction
6. Use appropriate non-verbal gestures to communicate with persons with disabilities

Fill in the blanks

1. Before sending the mail it's important to check the **grammar and spelling** of the content.
2. When you interact through phone, provide your identity details like **Name,company** and **department**
3. Add your **signature** at the bottom of your mail.
4. The Customer Care Executive is mainly responsible for handling **customer Queries**

Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Telecom Customer Care Executive(Repair Centre)		
Qualification Pack Name & Ref. ID	Telecom Customer Care Executive(Repair Centre) (TEL/Q2200)		
Version No.	Version 4.0	Version Update Date	26th Aug 2022
Pre-requisites to Training	10+2 or equivalent		
Training Outcomes	<p>By the end of this program, the participants will be able to:</p> <ul style="list-style-type: none"> • Attend walk-in customers • Resolve the customer queries/complaints within the TAT • Handle store management process • Co-ordinate for Replace/repair handset/accessories • Service entry process in CRM/MS Excel/paper register and in job sheet. 		

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
1	Introduction to the role of a Customer Care Executive (Repair Centre)	Introduction to the program Introduction to the Telecom Sector and the Role of Customer Care Executive(Repair Centre)	<ul style="list-style-type: none"> • Explain the overview of the Program • Explain the role and responsibilities of Customer Care Executive (Repair Centre) • Rules for Efficient Learning in the class room • Discuss the outcome of this training program and the employment opportunities for the trainees. • Explain the growth of the telecom industry and the handset industry • Explain the top telecom players and top mobile phone brands 	Bridge module	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion	Laptop with software like MS Office and internet, Whiteboard, Marker, Projector	6 T(4:00) P(2:00)
2		Basics of a Mobile Handset	<ul style="list-style-type: none"> • Basic Terminologies used in used in a mobile repair centre • Explain the internal parts of a mobile phone • Discuss the potential hazards while repairing a mobile phone • Assembling and disassembling a mobile phone to check the defect 	Bridge module			24 T(16:00) P(8:00)
3	Manage Work area and maintain personal Appearance	Maintain personal grooming and workarea	<ul style="list-style-type: none"> • Discuss on the Grooming and appearance, specific uniform guidelines for CCE • Explain how to conduct professionally while at work • Discuss the fitness and personal hygiene and why its important for a healthy living • Discuss the things to be avoided while at work for maintaining a 	NOS 2215/PC1-PC3,KU1	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion	Laptop with software like MS Office and internet, Whiteboard, Marker, Projector	10 T(4:00) P(6:00)

			healthy workplace environment				
4		Customer Service using CRM	<ul style="list-style-type: none"> • Elaborate the phases of customer service • Discuss the characteristics of customer service • Open and closed ended questions during conversation with customers • Use CRM for Effective management of Customers, resolving their queries and inventory management at a repair centre • Understand the ticket creation and management process • Resolve customer complaints using CRM • Importance of timely resolution of customer grievance 	NOS 2215/PC6-PC9, KU2-KU5			80 T(36:00) P(44:00)
5	Resolve Customer Complaints	Initial Diagnostics and troubleshooting	<ul style="list-style-type: none"> • Understand the terms hardware and software, and Operating system, bugs • Interact with customer to understand the problem with the handset and log it in the CRM • Diagnose the problem with the mobile handset • Based on the kind of problem, escalate it to the different levels of service. (L1-L3) • Explain what the different levels of service desk is for L1-L3 	N2201/PC1-PC3,PC6-PC8,PC11-PC13,KU2-KU5,KU8, KU14,KU15	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion	Laptop with software like MS Office and internet, Whiteboard, Marker, Projector	56 T(24:00) P(32:00)

6		Resolve Customer Complaints	<ul style="list-style-type: none"> • Explain what is warranty and how to check the same • Discuss the term Dead on Arrival, and under what condition the handset is considered as DOA • Explain the TAT i.e turn around time and how does it impact customer satisfaction • Discuss the tips to handle different types of customers, especially angry customers 	N2201/PC9,PC10,PC14, KU10, KU11-KU13,KU16			34 T(16:00) P(18:00)
7	Organise resources and work effectively and safely	Perform work as per quality standards	<ul style="list-style-type: none"> •Employ appropriate ways to keep the workspace clean and tidy •Discuss how to perform individual roles and responsibilities as per the job role while taking accountability for the work •Show how to record/document tasks completed as per the requirements within specific timelines •Perform the steps to implement schedules to ensure the timely completion of tasks •Identify the cause of a problem related to your own work and validate it •Apply appropriate techniques to analyse problems accurately and communicate different possible solutions to the problem 	TEL/N9101 PC1, PC2, PC3, PC4, PC5, PC6	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion	Whiteboard/blackboard marker /chalk, Duster, Computer or Laptop attached to LCD projector, Personal Protection Equipment: Safety glasses, Head protection, Rubber gloves, Safety footwear, Warning signs and tapes, Fire extinguisher and First aid kit	6 T(2:00) P(4:00)
8		Maintain a safe, healthy and secure working environment (Part - 1)	<ul style="list-style-type: none"> •Discuss how to comply with the organisation's current health, safety, security policies and procedures •Demonstrate the steps to check for 	TEL/N9101 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14			6 T(2:00) P(4:00)

			<p>water spills in and around the workspace and escalate these to the appropriate authority</p> <ul style="list-style-type: none"> •Practice reporting any identified breaches in health, safety, and security policies and procedures to the designated person •Use safety materials such as goggles, gloves, earplugs, caps, ESD pins, covers, shoes, etc. •Apply required precautions to avoid damage of components due to negligence in ESD procedures or any other loss due to safety negligence •Identify hazards such as illness, accidents, fires or any other natural calamity safely, as per the organisation's emergency procedures, within the limits of the individual's authority •Explain the importance of regularly participating in fire drills or other safety-related workshops organised by the company •Discuss the significance of reporting any hazard outside the individual's authority to the relevant person in line with organisational procedures and warn others who may be affected 			
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9		<p>Maintain a safe, healthy and secure working environment (Part - 2)</p>	<ul style="list-style-type: none"> • Explain how to maintain appropriate posture while sitting/standing for long hours • Employ appropriate techniques to handle heavy and hazardous materials with care while maintaining an appropriate posture • Discuss the importance of sanitising workstations and equipment regularly • Discuss how to avoid contact with anyone suffering from communicable diseases and take necessary precautions • Show how to clean hands with soap and alcohol-based sanitiser regularly • List the safety precautions to be taken while travelling, e.g., maintain a 1m distance from others, sanitise hands regularly, wear masks, etc. • Role-play a situation to report hygiene and sanitation issues to the appropriate authority • Discuss how to follow recommended personal hygiene and sanitation practices, for example, washing/sanitising hands, covering the face with a bent elbow while coughing/sneezing, using PPE, etc. 	<p>TEL/N9101 PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22</p>			<p>6 T(2:00) P(4:00)</p>
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10		Conserve material / energy / electricity	<ul style="list-style-type: none"> •Apply appropriate ways to optimise the usage of material, including water, in various tasks/activities/processes •Use resources such as water, electricity and others responsibly •Demonstrate the steps to carry out routine cleaning of tools, machines and equipment • Apply appropriate ways to optimise the use of electricity/energy in various tasks/activities/processes •Perform periodic checks of the functioning of the equipment/machine and rectify wherever required •Explain the significance of reporting malfunctioning and lapses in the maintenance of equipment •Use electrical equipment and appliances properly 	TEL/N9101 PC23, PC24, PC25, PC26, PC27, PC28, PC29			6 T(2:00) P(4:00)
11		Use effective waste management / recycling practices	<ul style="list-style-type: none"> •Identify recyclable, non-recyclable and hazardous waste •Apply appropriate ways to deposit recyclable and reusable material at the identified location •Explain the process to dispose of non-recyclable and hazardous waste as per recommended processes 	TEL/N9101 PC30, PC31, PC32			6 T(2:00) P(4:00)

12	Communication and interpersonal skills	Interact effectively with superiors	<ul style="list-style-type: none"> • Explain how to receive work requirements from superiors and customers and interpret them correctly • Role-play a situation to inform the supervisor and/or concerned person about any unforeseen disruptions or delays • Practice participating in decision-making by providing facts and figures, giving/accepting constructive suggestions • Practice rectifying errors as per feedback and ensure the errors are not repeated 	TEL/N9102 PC1, PC2, PC3, PC4	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion	Whiteboard and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations, Sample of escalation matrix, organisation structure	6 T(2:00) P(4:00)
13		Interact effectively with colleagues and customers (Part - 1)	<ul style="list-style-type: none"> • Discuss how to comply with the organisation's policies and procedures for working with team members • Apply appropriate modes of communication, such as face-to-face, telephonic and written, to communicate professionally • Show how to respond to queries and seek/provide clarifications if required 	TEL/N9102 PC5, PC6, PC7			6 T(2:00) P(4:00)
14		Interact effectively with colleagues and customers (Part - 2)	<ul style="list-style-type: none"> • Illustrate the process to co-ordinate with the team to integrate work as per requirements • Discuss how to resolve conflicts within the team/with customers to achieve a smooth workflow • Discuss how to recognise emotions accurately in self 	TEL/N9102 PC8, PC9, PC10, PC11			6 T(2:00) P(4:00)

			and others to build good relationships •State how to prioritise team and organisation goals above personal goals			
15		Gender sensitisation	<ul style="list-style-type: none"> •Explain how to maintain a conducive environment for all genders in the workplace •Discuss ways to encourage appropriate behaviour and conduct with people across gender •Explain how to ensure equal participation of people across genders in discussions 	TEL/N9102 PC12, PC13, PC16		6 T(2:00) P(4:00)
16		PwD sensitisation	<ul style="list-style-type: none"> •Identify ways to assist team members with a disability in overcoming any challenges faced at work •Practice appropriate verbal and non-verbal communication while interacting with People with Disability (PwD) 	TEL/N9102 PC14, PC15		6 T(2:00) P(4:00)
17	Employability Skills	DGT/VSQ/N0102 Employability Skills		DGT/VSQ/N0101		60 hrs

Grand Total: 330 hrs
Total Theory Duration: 120 hrs
Total Practical Duration: 150 hrs
DGT Employability Skills: 60

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for “Telecom Customer Care Executive(Repair Centre)”	
Job Role	Telecom Customer Care Executive(Repair Centre)
Qualification Pack	TEL/Q2200
Sector Skill Council	Telecom Sector Skill Council
Guidelines for Assessment	
<ol style="list-style-type: none"> 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. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS. 4. 4a. Individual assessment agencies will create unique question papers for theory part for theory part for each candidate at each examination/training center (as per assessment criteria below). 4b. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criterion. 5. To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment. 6. 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 Criteria	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
TEL/N22 15: Manage work area and maintain personal appearance	<i>Personal Grooming</i>	12	16	-	4
	PC1. comply with specified uniform/dress code and grooming guidelines	3	5	-	2
	PC2. maintain personal hygiene	3	7	-	1
	PC3. use name badges as per standard operating procedure	3	-	-	-
	PC4. greet the customers, enquiring about the reason for their visit	3	4	-	1
	<i>Manage work area</i>	28	34	-	6
	PC5. record queries/complaints of walk-in customers in CRM, register or MS Excel	7	9	-	2
	PC6. record daily number of customer walk-ins and units accepted for repair/replacement in the job sheets	8	8	-	1
	PC7. monitor correctness and completeness of customer documents in case of issues to get them processed with the backend/respective department	4	6	-	1
	PC8. work efficiently to achieve performance, service targets and profitability for a given time	4	5	-	1
	PC9. implement steps to attain necessary typing speed for recording necessary information in the relevant software	5	6	-	1
	NOS Total	40	50	-	10
TEL/N22 01: Identify Issues, Troubleshoot and Coordinate with Technical Team	<i>Analyze customer issues</i>	18	40	-	6
	PC1. interact with the customer to enquire about the symptoms	2	3	-	1
	PC2. interact with customer through token/ticket management system	2	4	-	-
	PC3. identify the root cause of the problem in the handset/accessory	2	3	-	-
	PC4. categorize the handset/accessory issue to be dealt as frontend (level 1) or backend	1	5	-	1

(level 2				
and3)				
PC5. troubleshoot the problem to provide software/hardware support for various operating system	1	5	-	1
PC6. inform the customers about software updates such as latest operating system/upgrades	3	4	-	1
PC7. complete the documentation/job sheet after obtaining handset from the customer	1	4	-	-
PC8. inform charges for repair/replacement after checking handset warranty, if applicable, as a level 1 specialist	3	4	-	1
PC9. assess the handset for Dead on Arrival (DOA)	1	5	-	1
PC10. inform the customer about the resolution time/Turn Around Time (TAT) and handover a copy of the job sheet to the customer for reference	2	3	-	-
<i>Coordinate with others for repair/replacement</i>	12	20	-	4
PC11. resolve all issues pertaining to the device In coordination with a level 2 specialist, if required	4	3	-	1
PC12. handover the handset with the accessories along with the job sheet to a level 3 specialist, in case problem cannot be resolved by the level 2 specialist	3	4	-	-
PC13. escalate the problem to a supervisor/nonsupport/manager as per escalation matrix, if unable to resolve	3	4	-	1
PC14. call the customer within TAT (Turn Around Time) to inform him/her for collection of repaired/replaced handset/accessory and repair charges	1	4	-	1
PC15. handover repaired/replaced handset/accessory to customer within TATand collect payment, as applicable	1	5	-	1
NOS Total	30	60	-	10

TEL/N91 01: Organize Work and Resourc es as per Health and Safety Standards	<i>Perform work as per quality standards</i>	4	9	-	2
	PC1. keep workspace clean and tidy	-	1	-	-
	PC2. perform individual role and responsibilities as per the job role while taking accountability for the work	1	1	-	1
	PC3. record/document tasks completed as per the requirements within specific timelines	-	1	-	1
	PC4. implement schedules to ensure timely completion of tasks	-	2	-	-
	PC5. identify the cause of a problem related to own work and validate it	2	2	-	-
	PC6. analyses problems accurately and communicate different possible solutions to the problem	1	2	-	-
	<i>Maintain safe, healthy, and secure working environment</i>	16	27	-	4
	PC7. comply with organization's current health, safety, security policies and procedures	1	1	-	-
	PC8. check for water spills in and around the workspace and escalate these to the appropriate authority	1	2	-	1
	PC9. report any identified breaches in health, safety, and security policies and procedures to the designated person	1	2	-	1
	PC10. use safety materials such as goggles, gloves, ear plugs, caps, ESD pins, covers, shoes, etc.	1	2	-	1
	PC11. avoid damage of components due to negligence in ESD procedures or any other loss due to safety negligence	2	3	-	1
	PC12. identify hazards such as illness, accidents, fires or any other natural calamity safely, as per organization's emergency procedures, within the limits of individual's authority	2	1	-	-
	PC13. participate regularly in fire drills or other safety related workshops organized by the company	1	3	-	-
PC14. report any hazard outside the individual's authority to the relevant person inline with organizational procedures and warn others who may be affected	1	3	-	-	
PC15. maintain appropriate posture while sitting/standing for long hours	1	1	-	-	

PC16. handle heavy and hazardous materials with care, while maintaining appropriate posture	1	1	-	-
PC17. sanitize workstation and equipment regularly	1	2	-	-
PC18. clean hands with soap, alcohol-based sanitizer regularly	-	1	-	-
PC19. avoid contact with anyone suffering from communicable diseases and take necessary precautions	-	1	-	-
PC20. take safety precautions while travelling e.g., maintain 1m distance from others, sanitize hands regularly, wear masks, etc.	1	2	-	-
PC21. report hygiene and sanitation issues to appropriate authority	1	1	-	-
PC22. follow recommended personal hygiene and sanitation practices, for example, washing/sanitizing hands, covering face with a Bentel bow while coughing/sneezing, using PPE, etc.	1	1	-	-
<i>Conserve material/energy/electricity</i>	7	16	-	3
PC23. optimize usage of material including water in various tasks/activities/processes	1	2	-	-
PC24. use resources such as water, electricity, and others responsibly	1	2	-	1
PC25. carry out routine cleaning of tools, machine, and equipment	1	2	-	-
PC26. optimize use of electricity/energy in various tasks/activities/processes	1	3	-	1
PC27. perform periodic checks of the functioning of the equipment/machine and rectify wherever required	1	3	-	1
PC28. report malfunctioning and lapses in maintenance of equipment	1	2	-	-
PC29. use electrical equipment and appliances properly	1	2	-	-

	<i>Use effective waste management/recycling practices</i>	3	8	-	1
	PC30. identify recyclable, non-recyclable and hazardous waste	1	2	-	1
	PC31. deposit recyclable and reusable material at identified location	1	3	-	-
	PC32. dispose non-recyclable and hazardous waste as per recommended processes	1	3	-	-
	NOS Total	30	60	-	10
TEL/N9102: Interact Effectively with Team Members and Customers	<i>Interact effectively with superiors</i>	7	15	-	2
	PC1. receive work requirements from superiors and customers and interpret them correctly	1	2	-	-
	PC2. inform the supervisor and/or concerned person about any unforeseen disruptions or delays	2	4	-	1
	PC3. participate in decision making by providing facts and figures, giving/accepting constructive suggestions	2	5	-	1
	PC4. rectify errors as per feedback and ensure the errors are not repeated	2	4	-	-
	<i>Interact effectively with colleagues and customers</i>	7	26	-	4
	PC5. comply with organization's policies and procedures for working with team members	1	2	-	-
	PC6. communicate professionally using appropriate mode of communication such as face-to-face, telephonic, and written	2	4	-	1
	PC7. respond to queries and seek/provide clarifications if required	2	4	-	1
	PC8. co-ordinate with team to integrate work as per requirements	-	3	-	-
	PC9. resolve conflicts within the team/with customers to achieve smooth workflow	1	5	-	1
PC10. recognize emotions accurately in self and others to build good relationships	1	4	-	-	

	PC11. prioritize team and organization goals above personal goals	-	4	-	1
	<i>Respect differences of gender and ability</i>	11	24	-	4
	PC12. maintain a conducive environment for all the genders at the workplace	2	5	-	1
	PC13. encourage appropriate behavior and conduct with people across gender	2	5	-	1
	PC14. assist team members with disability in overcoming any challenges faced in work	3	4	-	1
	PC15. practice appropriate verbal and non- verbal communication while interacting with People with Disability (PwD)	2	4	-	1
	PC16. ensure equal participation of the people across genders in discussions	2	6	-	-
	NOS Total	25	65	-	10

Assessment Criteria

Assessment Criteria	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
DGT/VSQ/N0 102: Employability Skills (60 Hours)	<i>Introduction to Employability Skills</i>	1	1	-	-
	PC1. identify employability skills required for jobs in various industries	-	-	-	-
	PC2. identify and explore learning and employability portals	-	-	-	-
	<i>Constitutional values – Citizenship</i>	1	1	-	-
	PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
	PC4. follow environmentally sustainable practices	-	-	-	-
	<i>Becoming a Professional in the 21st Century</i>	2	4	-	-
	PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
	PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
	<i>Basic English Skills</i>	2	3	-	-
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-	
PC8. read and understand routine information, notes, instructions, mails, letters etc.	-	-	-	-	

Assessment Criteria

	written in English				
	PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
	<i>Career Development & Goal Setting</i>	1	2	-	-
	PC10. understand the difference between job and career	-	-	-	-
	PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
	<i>Communication Skills</i>	2	2	-	-
	PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
	PC13. work collaboratively with others in a team	-	-	-	-
	<i>Diversity & Inclusion</i>	1	2	-	-
	PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
	PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
	<i>Financial and Legal Literacy</i>	2	3	-	-
	PC16. select financial institutions, products and services as per requirement	-	-	-	-
	PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
	PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
	PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
	<i>Essential Digital Skills</i>	3	4	-	-

Assessment Criteria

PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-
<i>Entrepreneurship</i>	2	3	-	-
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	1	2	-	-
PC26. identify different types of customers	-	-	-	-
PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC28. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-

Assessment Criteria

	PC31. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
	PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
	PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
	NOS Total	20	30	-	-

Do




- Explain each Guideline for Assessment in detail
- Explain the score that each trainee needs to obtain
- Recapitulate each NOS one-by-one and take participants through the allocation of marks for Theory and Skills Practical.
- Explain the Allocation of Marks. Explain that they will be assessed on Theory and Skills Practical.
- Explain that for the first NOS, 50 marks are allotted for Theory and & 50 for Skills Practical.

Annexure III

Chapter No	Unit No	Topic Name	Page No in PHB	QR Code
1	1.3	Role of a Customer Care Executive (Repair Center)	18	 <p>Click/Scan this QR code to view the video on Roles and Responsibilities of a CCE-Repair Center</p>
2	1.5	Basics of a Handset	24	 <p>Click/Scan this QR code to view the video on different parts of a Smartphone</p>
3	3.1	Initial Diagnostic and Troubleshooting	69	 <p>Click/Scan this QR code to view the video on changing smartphone battery stepwise</p>
4	3.1	Initial Diagnostic and Troubleshooting	70	 <p>Click/Scan this QR code to view the video on changing cracked screen of a smartphone</p>
5	3.1	Initial Diagnostic and Troubleshooting	83	 <p>Click/Scan this QR code to view the video on changing defective camera in a smartphone</p>

6	4.3	Importance of safe working practices	119	 <p>Click/Scan this QR code to view the video on hand washing techniques</p>
7	4.3	Importance of safe working practices	120	 <p>Click/Scan this QR code to view the video First Aid at work place</p>
8	4.3	Importance of safe working practices	120	 <p>Click/Scan this QR code to view the video on CPR Techniques</p>
9	4.5	Waste Management	127	 <p>Click/Scan this QR code to view the video on Waste Management</p>
10	5.1	Types of Communication	138	 <p>Click/Scan this QR code to view the video on Types of Communication</p>
11	5.1	Types of Communication	139	 <p>Click/Scan this QR code to view the video on Effective Telephone Communication</p>
12	5.1	Types of Communication	141	 <p>Click/Scan this QR code to view the video communication with customer and colleagues</p>

Chapter No	Topic Name	QR Code
12	Employability Skill	 <p data-bbox="1007 539 1477 602">Click/Scan the QR code to access e-Book on Employability Skills</p>



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