IT - ITeS SSC
NASSCOM

Facilitator Guide

Sector
IT-ITES

Sub-Sector
IT Services

Occupation
IT Support Services/Helpdesk

Reference ID: SSC/Q0110, Version 1.0
NSQF Level 4

Domestic IT Helpdesk Attendant

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

Shri Narendra Modi
Prime Minister of India

Acknowledgements

About this Book

This Facilitator Guide is designed to impart theoretical and practical skill training to students for becoming a Domestic IT Helpdesk.

This guide is based on Domestic IT Helpdesk Attendant Qualification Pack (SSC/Q0110) & includes the following National Occupational Standards (NOSs):

1. Deal directly with IT service requests/incidents (SSC/N0220)

2. Manage your work to meet requirements (SSC/N9001)

3. Maintain a healthy, safe and secure working environment (SSC/N9003)

The Key Learning Outcomes and the skills gained by the participant are defined in their respective units.

We hope that this guide will provide a sound learning support to our young friends to build an attractive career in the IT-ITeS industry.

Symbols Used

Ask	Demonstrate	Facilitation Notes	Learning Outcomes	Notes	Objectives
Practical	Team Activity	Do	Explain	Say	Resources
Activity	Summary	Role Play	Example		

Table of Contents

1. Introduction

Key Learning Outcomes

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

1. Identify information technology enabled services (IT- ITeS).
2. Explain growth of IT-ITeS industry in India.
3. Identify government initiatives in India.
4. List the fundamentals of computer systems.
5. Demonstrate MS-office and data confidentiality.
6. Examine your typing skills.

UNIT 1.1: IT-ITeS Industry an Introduction

Unit Objectives

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

1. Explain the evolution of the BPM Industry
2. Identify the structure of the IT-BPM industry
3. List the key trends in the IT-BPM sector

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 the training program on Domestic IT Helpdesk Attendant. Let us start the unit by discussing the IT-ITeS industry.

Ask

Ask the participants whether they know about the meaning of outsourcing in IT-ITeS industry.

Notes for Facilitation

- Explain to the participants that outsourcing refers to the practice of hiring a third party individual or a company to perform certain tasks that were initially done in-house by the employees of the company.
- Tell them that it is also known as Business Process Outsourcing (BPO) as it is a business decision to outsource.
- Tell them that companies generally outsource the non-core activities so that they can focus better on the core activities of the organization.
- Tell them that outsourcing in IT involves offloading certain information technology functions to the third party.
- Tell them that the most commonly outsourced IT functions are:
  - Web development
  - Software and application development
  - Website/application maintenance or management
  - Technical support

- o Database development and management
  - o Telecommunications
  - o Infrastructure
- Tell them that the following figure explains the common reasons behind the practice of outsourcing:

To reduce costs

To access skills that are not available locally

To use internal resources for core functions

To accelerate business processes
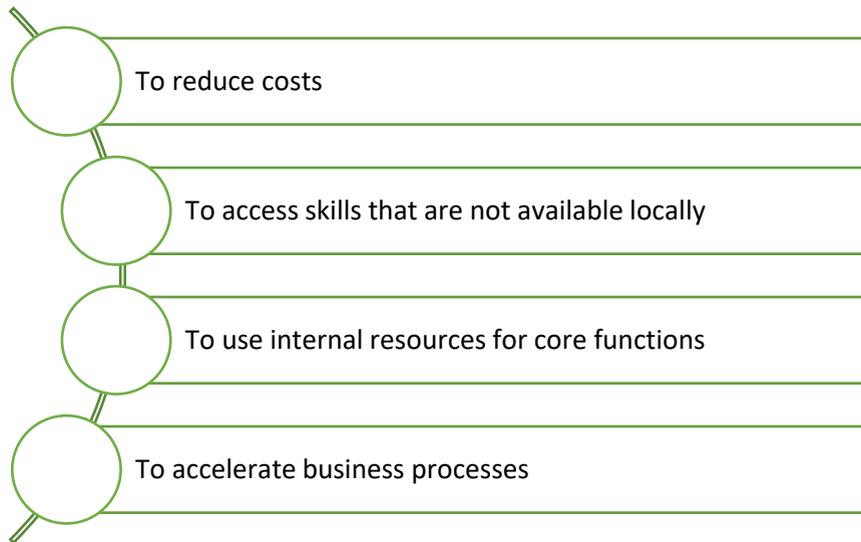
Fig. 1.1.1: Reasons for outsourcing

- Explain the advantages and disadvantages of the outsourcing with the help of the following figure:

Advantages	Disadvantages
•Reduced expenses •Access to a global talent pool •Significant time savings •Ability to upscale fast •Uninterrupted workflow	•Time difference •Language barriers •Different work habits •Long distances
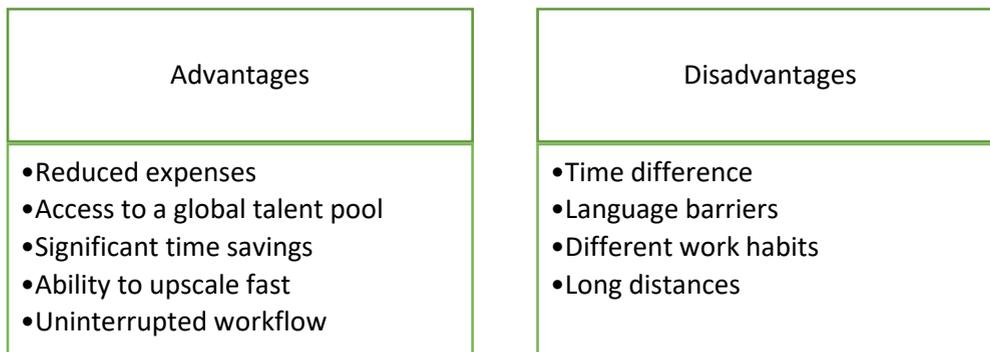
Fig. 1.1.2: Advantages and disadvantages of outsourcing

Ask

Ask the participants whether they know about the evolution of outsourcing in India.

Notes for Facilitation

- Explain to the participants that outsourcing in India started in the 1990s with the services sector.
- Tell them about the evolution of the IT outsourcing in India with the help of the following figure:

1970s to early 1990s	• Shortage of skills, driven by cost
1994 to 1998	• Medium and large application projectson legacy migration , problems related to Y2K syndrome
1999 to 2001	• Enterprise resource planning and customer relationship management, expanding services to IT consulting
2001 to present	• Application development and maintenance needs of corporates, IT strategies for large corporations, digital transformation, end-to-end solutions, R&D, architecture and business integration

Fig. 1.1.3: Evolution of outsourcing

- Tell them that the main strength of our country that makes it a favorable destination for outsourcing is due to the following reasons:
  - Low labor costs
  - Large pool of skilled, English speaking workforce
  - Government support
  - Conducive policy environment
- Introduce the topic of Business Process Management (BPM).
- Tell them that BPM is a top down management approach of analyzing the business process to streamline workflows by identifying inefficiencies and removing waste.
- Tell them that this is how a company looks and controls the processes in the organization to ensure that they are efficient and effective.
- Tell them that Indian BPM industry is largest in the world, having more than 37 percent share of the global market.

- Tell them that the main reasons behind the growth of IT-BPM sector in India are as follows:
  - o Revamped partnerships between IT centers and BPM services
  - o Using disruptive technologies such as robotics and artificial intelligence (AI)
  - o Enhancement of skillsets of the workforce
- Tell them that the top domestic BPM companies are as follows:
  - o Genpact Ltd.
  - o Tata Consultancy Services Ltd.
  - o Wipro BPO
  - o Infosys BPO
- Tell them that the top foreign BPM companies are as follows:
  - o Convergys
  - o Accenture
  - o Concentrix
- Tell them that NASSCOM is an Indian IT-BPM non-profit organization.
- Tell them that the structure of the IT-BPM industry consists of the following four types of companies:
  - o Large sized companies
  - o Mid-sized companies
  - o Emerging companies
  - o Small/start-up companies
- Tell them that the key trends in the BPM sector are:
  - o Verticalization
  - o Emergence of big data
  - o Continued local advantage
  - o Emergence of knowledge services specialization
  - o Increasing use of social media and Internet in CRM
- Activity Handling strategy for Check Your Understanding:
  1. The four main sectors in the IT-BPM industry:
     - Ask the participants to name the sectors.
     - Write the answers given by the students on the white board.
     - Supplement any remaining answer
     - The correct answer:
       - IT Services
       - Business Process Management (BPM)
       - Engineering and R&D
       - Software Products

2. The following is not a key trend in the BPM industry:
    - Ask a participant randomly to identify the incorrect option.
    - The correct answer:
        - Saturation is not a key trend in the BPM industry.
- Summarize the key points of the session.

UNIT 1.2: IT Services Subsector

Unit Objectives

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

1. Explain the evolution of the IT services sub sector
2. Identify the profile of the IT services sub sector
3. List the key trends in the IT services sub sector

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. Before we begin a new session on IT services subsector, let us revise the previous session.

Ask

Ask the participants whether they know about the IT services subsector.

Notes for Facilitation

- Explain to the participants that the IT sub sector is one of the fastest growing sectors of India. It is expanding at an annual rate of 35%.
- Tell them that the Indian IT sector originated in 1974 with TCS providing programmers to US client.
- Tell them that IT sub sector in India includes the software industry and information technology enabled services (ITES).
- Tell them that the reason behind this growth is:
  o The availability of skilled human resources
  o Business infrastructure
  o Cost advantage
  o Variety of service offerings

- Tell them that the IT sub sector offers the following services:
  - o Application development
  - o IT consulting
  - o Systems integration
  - o IT training and education
  - o Hardware support and Installation
  - o Network consulting and integration
- Tell them about the vertical, horizontal and customer profile of the IT sub sector.
- Tell them about the share of IT services export sector.
- Tell them about the key trends that have enabled the growth of the IT sub sector.

UNIT 1.3: Introduction to Information Technology

Unit Objectives

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

1. Explain the history of computers
2. List the basic terminologies of a computer
3. Explain the architecture of a computer
4. Identify the types of computers
5. List the advantages & disadvantages of a computer

Resources to be Used

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

Say

Good Morning and warm welcome to this training program. Before we begin a new session on Information Technology, let us revise the previous session.

Ask

Ask the participants whether they know about computers.

Notes for Facilitation

- Explain to the participants that computer is an electronic device that is programmed to work with a set of instructions to perform tasks and generate results.
- Tell them that the first computer was designed by Charles Babbage and was called Analytical Engine.

- Tell them about the generations of computers with the help of the following figure:

The Fifth Generation (Present & Beyond)
- ULSI microprocessor based

The Fourth Generation (1972-present)
- VLSI microprocessor based

The Third Generation (1964-71)
- Integrated Circuit based

Second Generation (1956-63)
- Transistor based

First Generation (1940-56)
- Vacuum tube based
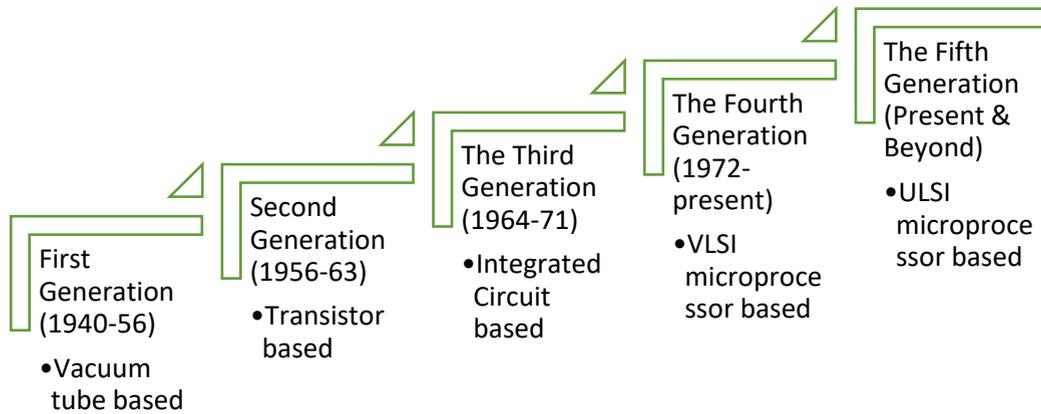
Fig. 1.3.1: Generations of computers

- Tell them few examples of First Generation computers are:
  o ENIAC
  o UNIVAC
  o IBM-701
- Tell them few examples of Second Generation computers are:
  o Honeywell 400
  o IBM 7094
  o CDC 3600
  o UNIVAC 1108
- Tell them few examples of Third Generation computers are:
  o PDP-8
  o ICL 2900
  o IBM 370
- Tell them few examples of Fourth Generation computers are:
  o IBM 4341
  o DEC 10
  o STAR 1000
  o PUP 11
- Tell them few examples of Fifth Generation computers are:
  o Desktop
  o Laptop
  o NoteBook
  o UltraBook

- Tell them that there are two types of computers:
  - Analog computers
    - Used to process analog data
  - Digital computers
    - Used to process digital data
- Explain that a computer consists of two major elements:
  - Hardware:
    - Is the collection of physical parts of a computer
  - Software:
    - Is a set of programs containing instructions that tell the hardware what to do and how to do it
- Illustrate by telling that the keyboard or the monitor is hardware and the operating systems such as Windows running on the computer is the software.
- Explain the components of hardware with the help of the following figure:
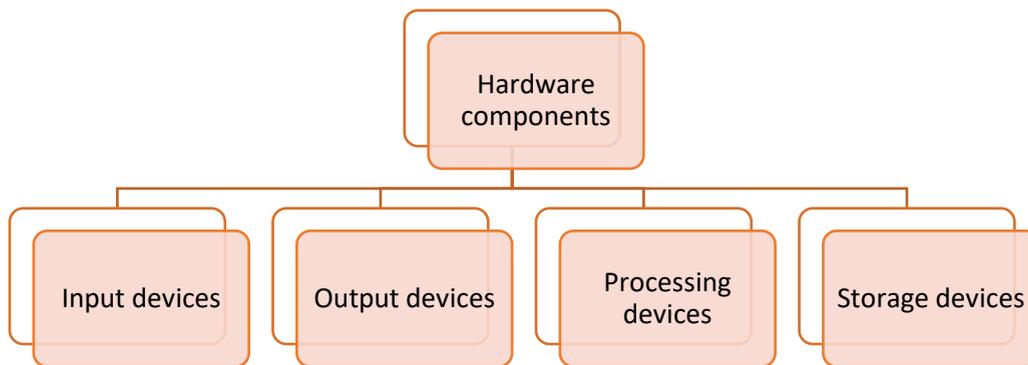
Fig. 1.3.2: Components of hardware

- Explain that:
  - Input devices enable users to enter information and commands:
    - Some input devices are keyboard, mouse, joystick, light pen and scanner.
  - Output devices send data from a computer to another user or device:
    - Some output devices are monitor, printer, speaker and plotter.
  - Processing devices receive data, process it and send the result to output devices:
    - Some processing devices are central processing unit (CPU), motherboard, network card and sound card.
  - Storage devices store the data in their memory:
    - Some storage devices are hard disk, compact disc (CD), magnetic strip and memory.
- Explain the functions of hardware components of a computer.

- Explain the architecture of computer with the help of the following figure:
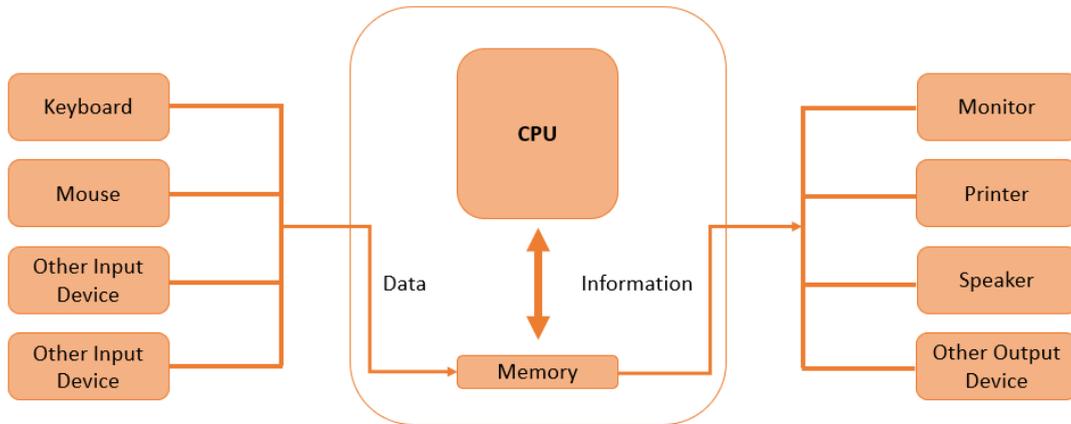
Fig. 1.3.3: Architecture of a computer

- Explain that software can be classified into three types:
  - System software is a set of programs designed to control and work with hardware:
    - Includes operating systems, device drivers and diagnostic tools
  - Programming software helps the programmer in developing other software or applications:
    - Includes compilers, assemblers, debuggers and interpreters
  - Application software enables users to complete one or more tasks:
    - Includes word processors, database programs, web browsers and spreadsheets
- Explain the classification of software with the help of the following figure:
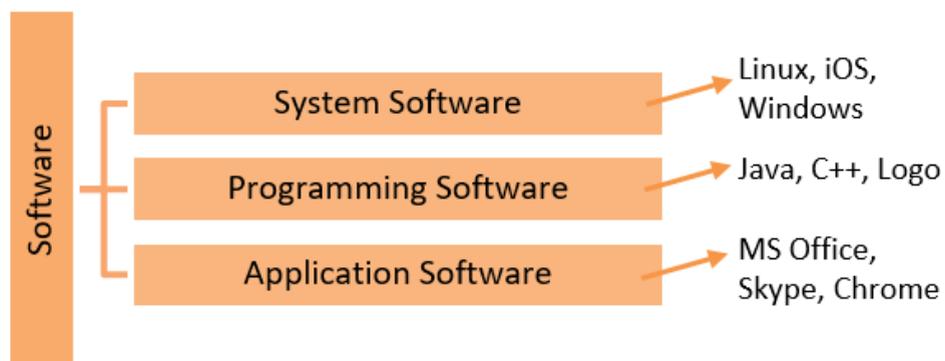
Fig. 1.3.4: Software components

- Explain to them the difference between hardware and software with the help of the following table:

Parameter	Hardware	Software
Definition	Any part of a computer that has a physical structure	Any set of instructions that tells the hardware what to do
Examples	CD-ROM, monitor, printer, video card, scanners, routers and so on.	Adobe Acrobat, Internet browsers, Microsoft Word, Microsoft Excel and so on
Function	It makes a computer work	It is the coding part through which functioning of hardware is implemented
Types	Input, storage, processing, control, and output devices	System software, Programming software, and Application software

- Tell them that the following characteristics have made computers universally useful:
  - **Speed:** can perform millions of instructions per second
  - **Accuracy:** do not make errors
  - **Diligence:** can work for long hours giving consistent performance
  - **Versatility:** can perform a wide range of tasks
  - **Storage capacity:** can store a large amount of data
- Tell them that the computers have certain disadvantages also, such as:
  - No I.Q.
  - Dependency on instructions
  - Cannot make judgement based on knowledge
- Tell them that computers are now widely used in a number of fields, such as:
  - Business
    - For Payroll calculations, Budgeting, Sales analysis, Inventory management and so on
  - Banking
    - For providing online accounting facility, ATM machines
  - Insurance
    - For maintaining client database
  - Education
    - For computer based education

- o Marketing
  - For advertising and e-commerce
- o Healthcare
  - In diagnostic, patient-monitoring, patient information systems
- o Engineering Design
  - In Structural, Industrial, Architectural engineering
- o Military
  - In missile control, communication, operation and planning and smart weapons
- o Communication:
  - Email, chatting, video conferencing and so on
- o Government
  - In budgets, sales tax department, income tax department, weather forecasting and so on
- Tell them that, based on speed and computing power, computers can be classified into following different types:
  - o Personal Computer (PC)
    - A single user system with moderate microprocessor
  - o Workstation
    - A single user system with powerful processor
  - o Mini computer
    - A multi-user system
  - o Main Frame
    - A multi-user system using different software technology
  - o Supercomputer
    - A very fast computer capable of executing millions of instructions per second
- Explain to them about each type of computer in detail.

Ask

Ask the participants whether they know about operating systems.

Notes for Facilitation

- Explain to the participants that an operating system (OS) is an interface between the computer software and hardware.
- Tell the participants that an operating system is the most important software that runs on a computer. It manages the computer's memory, processes, and all its software and hardware.
- Inform them that without an operating system, a computer holds no importance as OS manages all the software and hardware on the computer.

- Explain, with the help of the following figure, that an OS enables a user to interact with the computer:

User

↓

Application

↓

Operating system

↓

Hardware
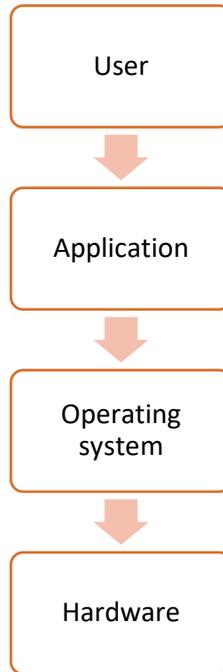
Fig. 1.3.5: Interaction of user with operating system

- Tell them that the objective of an OS is:
    o To act as a platform for application programs
    o To provide interface to user
    o To manage computer resources
    o To facilitate multi-tasking
- Tell about the four broad tasks performed by an operating system that are process management, memory management, file system management and device management.
- Tell them that the most common types of OS are:
    o Windows
    o Android
    o iOS
    o Mac OS
    o Linux

Demonstrate

Demonstrate the working of Windows Operating System.

Notes for Facilitation

- Explain to the participants that the Windows is a series of operating systems developed by Microsoft.
- Tell them that Windows OS consists of:
  - A graphical user interface (GUI)
  - Desktop
- Tell them that the main components of Windows OS are:
  - Desktop
    - The onscreen area where a user performs work and stores documents.
  - My computer
    - Contains computer's drives and control panel tools
  - Recycle bin
    - Folder for all deleted files.
  - Start button
    - The access point for all programs.
    - Used to start a program, find and open files, shut down and so on
  - Taskbar
    - The access point for currently running programs.
    - Situated at the bottom of the screen in between the start button and the notification area
  - Shortcuts to application
    - An icon on the desktop that allows a user to open a file or a program.

Activity

- Divide the participants in pairs.
- Ask them to open the components of the Windows operating system one by one and familiarize themselves with their contents.

Notes for Facilitation

- Tell them about some more operations that are used in Windows, such as:
  - Mouse clicks:
    - Left-click is more commonly used to point and select the mouse at the desired location
    - Right-click is used to display hidden menus and perform functions such as copy, paste a text, file or folder
  - Highlight:
    - Point the cursor at the desired location, click and drag the mouse to highlight the text

- o   Cut/Copy and Paste:
    - ▪   To copy a text, highlight the text and press CTRL+C or select Copy from Edit menu
    - ▪   To cut a text, highlight the text and press CTRL+X or select Cut from Edit menu
    - ▪   To paste the selected text, press CTRL+V or select Paste from Edit menu
- Tell them about toolbars.
- Tell them that the toolbar is a set of buttons or icons that are a part of the graphical user interface of a software.
- Tell them that these icons and buttons help a user to easily access the commands and perform various functions.
- Tell them that the toolbars are of two types:
  - o   Standard toolbar
  - o   Formatting toolbar

Demonstrate

- Demonstrate the working of Windows Explorer.

Notes for Facilitation

- Explain to the participants that the Windows Explorer is a file management interface that enables users to navigate and manage files, folders and network connections on the computer.
- Tell them it is also known as File Explorer.
- Tell them that the components of Windows Explorer are:
  - o   Address Bar
  - o   Search Box
  - o   Toolbar
  - o   Navigation Pane
  - o   Content Pane
  - o   Details Pane
- Explain each component in detail.
- Show them the working of the Windows Explorer.

Activity

- Divide the participants in pairs.
- Ask them to open the components of the Windows Explorer one by one and familiarize themselves with their options.

Notes for Facilitation

- Explain to the participants about the basic file and folder operations that can be performed using Microsoft Windows.
- Tell them that a file is a container in a computer system that stores data, information or settings.
- Tell them that, based on the type of information stored, files are of different types, such as:
  - Text files
  - Data files
  - Directory files
  - Binary files
  - Graphic files
- Tell them that the files are created using a software program such as:
  - Text editor for text files
  - Image editor for image files
  - Word processor for documents
- Tell them that every file is identified by a name and file extension following a period at the end of the name.
- Tell them that the file extension is of two to four characters and helps in identifying:
  - The type of file
  - The format of file
  - The attributes of the file
- For example:
  - Abc.txt
  - Abc.jpg
  - Anc.doc
  - Abc.exe
- Tell them that the files are stored on a drive (hard drive) or a disc (CD, DVD) or other type of storage devices.
- Tell them that a folder is a storage space used to organize files. It can contain other folders also.
- Tell them that folders are also called 'directories'.
- Tell them that the basic operations that can be performed on a file/folder are as follows:
  - Creating a new file/folder
  - Opening a file/folder
  - Copying a file/folder
  - Saving a file
  - Renaming a file/folder
  - Deleting a file/folder
  - Closing a file/folder

- Tell them that a file/folder can be created as follows:
  - o Go to the Menu bar
  - o Click on New option
  - o Select the Folder option/ Select the type of file you want to create
  - o Type in the name of file/folder
- Tell them that a file can be opened to read or write as follows:
  - o Go to the folder containing the file
  - o Double-click the filename/ Right-click the filename and select Open from the drop down menu
- Tell them that a file/folder can be opened as follows:
  - o Highlight the file/folder
  - o Right-click on the selected file/s
  - o Select Copy from the drop down menu/ Press Ctrl + C
  - o Open the destination folder
  - o Right-click and select Paste from the drop down menu/ Press Ctrl + V
- Tell them that to save a file for the first time, they need to:
  - o Go to File menu
  - o Select Save option or use keys Ctrl+S
  - o Name the file
  - o Select the desired folder
  - o Click the Save button
- Tell them that if they want to save the file with a different name or in different folder, they need to:
  - o Go to File menu
  - o Select Save As option or use keys Ctrl+Shift+S
  - o Name the file
  - o Select the desired folder
  - o Click the Save As button
- Tell them that to rename a file/folder, they need to:
  - o Right-click on the desired file
  - o Select Rename option from the drop down menu
  - o Type the new name
  - o Press Enter
- Tell them that to delete a file/folder, they need to:
  - o Right-click on the desired file
  - o Select Delete option from the drop down menu
  - o Press Enter

- Tell them that to close a file/folder, they need to:
    o Go to the File option in menu bar
    o Select Close option
- Solution to Exercise:
    o The components of Windows Operating System are:
        ▪ Desktop
        ▪ My computer
        ▪ Recycle bin
        ▪ Start button
        ▪ Taskbar
        ▪ Shortcuts to application

Activity

- Divide the participants in pairs.
- Ask them to perform the basic file operations.

UNIT 1.4: M.S. Office & Data Confidentiality

Unit Objectives

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

1. Explain MS Office and its components
2. List the basic features of the components
3. Add header, footer, and page number in MS Word
4. Define Data Confidentiality

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. Before we begin a new session on MS Office & Data Confidentiality, let us revise the previous session.

Ask

Ask the participants whether they know how to work in MS Office.

Notes for Facilitation

- Explain to the participants that MS Office is a set of software applications from Microsoft that is designed for office or business use.
- Tell them that it was first released in 1990 and is available in 35 languages.
- Tell them that each application offers a specific service to the user and work together seamlessly.
- Tell them that the various applications in MS Office are as follows:
  - Word – to create documents
  - PowerPoint – to create presentations
  - Excel – to create spreadsheets
  - OneDrive – to store data online
  - OneNote – to organize data/notes
  - Publisher – to create publications, posters, flyers, menus

- o Outlook - to manage email and calendars
- o Access – to maintain databases

Demonstrate

Show the participants how to work in MS Word

Notes for Facilitation

- Explain to the participants that MS Word is a graphical word processor that allows users to create, read and edit documents.
- Tell them that, to open MS Word, they can:
  - o Double-click on the MS Word icon on the desktop

  OR

  - o Go to Start Menu → Programs → MS Office → MS Word
- Tell them that this will open a blank page titled "Document1".
- Open MS Word and show the essential components of Word, such as:
  - o File tab
  - o Quick access Toolbar
  - o Ribbon
    - ▪ Tabs
    - ▪ Groups
    - ▪ Commands
  - o Title bar
  - o Rulers
    - ▪ The horizontal ruler
    - ▪ The vertical ruler
  - o Help
  - o Zoom Control
  - o View Buttons
    - ▪ Print Layout View
    - ▪ Full Screen Reading View
    - ▪ Web Layout View
    - ▪ Outline View
    - ▪ Draft View
  - o Document Area
  - o Status Bar
  - o Dialog Box Launcher
- Show the working of different commands in MS Word.

- Tell them that to save a document for the first time, they can:
  - o Click → File → Save
  - o This will open a pop-up window which will display the default filename given by Word. They can type in the new name and click → Save
- Tell them that to close a document, they can:
  - o Click → File→ Exit

  OR
  - o Click X on the top right corner of the screen.

Activity

- Divide the participants in pairs.
- Ask them to create and print a word document.

Demonstrate

Show the participants how to work in MS Excel.

Notes for Facilitation

- Explain to the participants that MS Excel is a spreadsheet program used for calculations, making charts and recording data.
- Tell them that MS Excel allows them to manipulate, manage and analyze data.
- Tell them that, to open MS Excel, they can:
  - o Double-click on the MS Excel icon on the desktop

  OR
  - o Go to Start Menu → Programs → MS Office → MS Excel
- Tell them that this will open a blank workbook titled "Book1".
- Tell them that:
  - o A worksheet is a grid of rows and columns.
  - o A collection of worksheets is called a workbook.
  - o The rows are assigned numbers and the columns are assigned alphabets.
  - o The meeting point of a row and a column is called a cell.
  - o A cell is used to store data.
  - o The cell address is denoted by column letter and row number, for example, A1, B3, D6 and so on.
- Open MS Excel and show them the following:
  - o Sheet area
  - o Movement using keyboard and scroll bars
  - o Shortcuts

- Tell them that the ribbon on the top of the sheet provides the shortcuts to commands in Excel.
- Tell them that the components of ribbon are as follows:
  - Ribbon start button
    - Used to access commands
  - Ribbon tabs
    - Used to group similar commands together
  - Ribbon bar
    - Used to group similar commands together
- Tell them that the MS excel allows the user a lot of scope for customizing the environment as per their preferences. These customizations include:
  - Customizing the ribbon
  - Setting the colour theme
  - Settings for formulas
  - Settings for proofing
  - Settings for saving
- Show the working of different commands in MS Excel.

Activity

- Divide the participants in pairs.
- Ask them to create a worksheet.

Demonstrate

Show the participants how to work in MS Access.

Notes for Facilitation

- Explain to the participants that MS Access is a Relational Database Management System (RDBMS) that is used to create and manage databases.
- Tell them that to use MS Access, the following steps are performed:
  - Creating a database
  - Inputting data
  - Generating a query
  - Printing a report
- Tell them that the major components of MS Access are:
  - Table
    - Used to define and store data

- o Relationships
  - Used to join tables
- o Queries
  - Used to search and compile data
- o Forms
  - Used to input or display data
- o Reports
  - Used to format and print data
- o Macros
  - Used to perform actions
- o Modules
  - Used to contain procedures
- Show the working of different commands in MS Access.

Activity

- Divide the participants in pairs.
- Ask them to create a database.

Demonstrate

Show the participants how to work in MS Outlook and One Note.

Notes for Facilitation

- Explain to the participants that Outlook is a versatile service provided by Microsoft that helps users manage personal information and communicate with others.
- Tell them that the major functions of Outlook are:
  - o Mail
    - A free email service provided by Microsoft
  - o Calendar
    - Enables a user to mark appointments and events
  - o Contacts
    - Enables a user to store detailed information about the contacts
  - o Tasks
    - Enables a user to maintain a "To-do list"
  - o Journal
    - Enables a user to keep track of activities such as emails sent and received

- o Notes
  - ▪ Enables a user to create sticky notes
- Tell them that the main components of Outlook are as follows:
  - o Title bar
    - ▪ Identifies the currently running application
  - o Menu bar
    - ▪ Lists the names of the menus available
  - o Standard toolbar
    - ▪ Displays buttons to quickly access commands
  - o Outlook bar
    - ▪ Displays shortcuts to the contents of folders
  - o Folder List
    - ▪ Displays shortcuts to the contents of folders
  - o Folder Banner
    - ▪ Displays the name of the open folder
  - o Status Bar
    - ▪ Displays the number of items in a specific folder
  - o Preview Pane
    - ▪ Displays the text of the selected message
- Tell the participants that OneNote is a digital note-taking app. It enables users to store all their notes, research, plans, and information at one place in the form of a digital notebook.
- Tell them that the steps to use OneNote are as follows:
  - o Create a Notebook
  - o Create sections
  - o Add notebook pages
  - o Write notes
  - o Prioritize notes
  - o Include images, documents and so on

Demonstrate

Show the participants how to work in MS PowerPoint.

Notes for Facilitation

- Explain to the participants that MS PowerPoint is a presentation graphics software program that allows users to create dynamic slide shows.
- Tell them that the MS PowerPoint Interface consists of:
  - The Title Bar
  - The System Buttons
  - The Main Menu
  - The Toolbars
  - The Status Bar
- Show them the steps to:
  - Create a new slide
  - Choose a theme
  - Insert a new slide
  - Save presentation
  - Format text
  - Add pictures
  - Add speaker notes
  - Give the presentation

Activity

- Divide the participants in pairs.
- Ask them to create a presentation.

Ask

Ask the participants whether they know about Data Confidentiality.

Notes for Facilitation

- Explain to the participants that data confidentiality is one of the fundamental principles in terms of security.
- Tell them it is about safeguarding data against unintentional, unlawful, or unauthorized access, disclosure, or theft.

- The following figure shows the steps to protect confidential data:

- Identify The Confidential Information

- Be Realistic In Identifying the Confidential Information

- Make Sure All Employees Understand What Information Is Confidential

- Include A Confidentiality Statement In Your Employee Handbook

- Use Confidentiality/Non-Disclosure Agreements With People Who Have Knowledge Of And Access To The Specifics Of The Confidential Information

- Protect Confidential Information

- Limit Access To The Confidential Information To Those With A Need To Know

- Protect Computerized Confidential Information With Advances In Technology

- Label The Information As Confidential

- Conduct Employee And Consultant Exit Interviews

Fig. 1.4.1: Steps to protect data

UNIT 1.5: Understanding Computer Networks

Unit Objectives

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

1. Define computer networks
2. Identify the various types of network devices
3. Use search engines such as Google
4. Configure emails – create, send and view email messages

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. Before we begin a new session on computer networks, let us revise the previous session.

Ask

Ask the participants whether they know about computer networks.

Notes for Facilitation

- Tell the participants that a computer network is an interconnection of a group of computers that can communicate and share resources such as hard disks and printers and are connected by some type of transmission media.

- Draw the following diagram on the white/black board to explain the basic layout of a network:

Fig. 1.5.1: Basic layout of a network

- Tell them some advantages of network such as:
  o Sharing of information across the network
  o Optimum utilization of hardware resources
  o Centralization of data management & peripherals
- Inform them that network architecture is a structural model that specifies the type, layout and components of a network along with data format, different protocols and services provided.
- Explain to them the two types of network architecture with the help of following points:
  o Peer-to-peer:
    ▪ In a peer-to-peer network, there is no specific distinction between a client and a server. Every computer can communicate directly with every other computer. By default, no computer has more authority than another.
  o Client-Server:
    ▪ In a client-server network, the requests are processed centrally by one or more servers. The server is a system with high processing power, which provides services for the other computers in a network. The client is a system that accesses resources available on a server. In a client / server network setup, the server is responsible for processing the requests sent by the clients.
- Inform them that the three types of network are:
  o Local Area Network (LAN)
  o Wide Area Network (WAN)
  o Metropolitan Area Network (MAN)

- Tell them about each type of network with the help of following figure:

LAN	• LAN is a small-scale network that extends over relatively small distances
MAN	• MAN interconnects users with computer resources in a region larger than large LAN but smaller than the area covered by WAN
WAN	•WAN provides network connectivity spanning across large geographical area, such as across states, countries, or across the globe
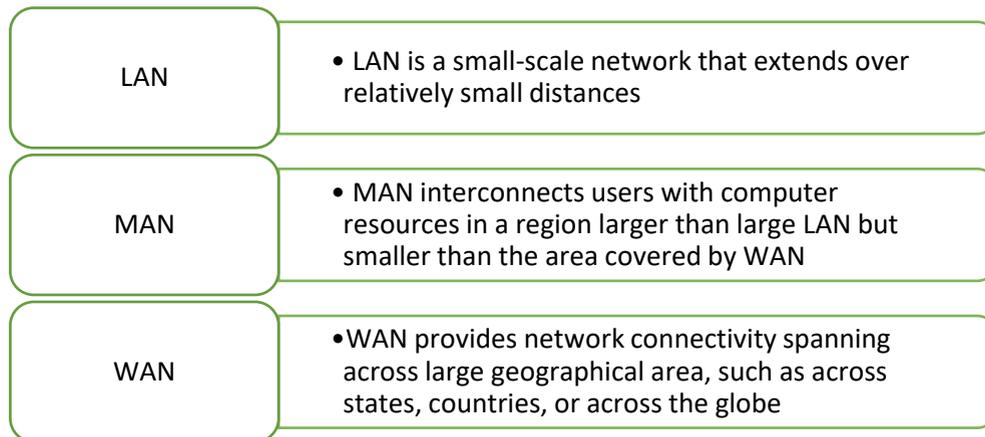
Fig. 1.5.2: Types of network

- Inform them about the various networking devices.
- Tell them that network devices are components which are used to connect computers and other electronic devices in order to share resources such as printers, fax machines, database and so on.
- Tell them that the functions of network devices, working together, are as follows:
  o Controlling traffic: Network devices filter and isolate the data traffic.
  o Connectivity: Using various network protocols, network devices connect different types of networks.
  o Hierarchical addressing: These devices segment the network and deliver data to right destination using destination address.
- Briefly explain to them about the various networking devices with the help of the following table:

Device	Description
Modem	Modem converts the digital signals into analog signals (modulates) for transmission and converts analog signals to digital signals (demodulates) for transmitted information over a network.
Router	A router reads the destination network address also called the IP address on a data packet and forwards it to the appropriate network.
Gateway	Gateway acts as an interface between dissimilar networks with different protocols, translating one data format to another.
Firewall	Firewalls enable network security as it monitors incoming and outgoing network traffic, facilitating controlled data access between the networks.

Device	Description
Hub	A hub is used to connect the devices on an Ethernet network using twisted pair cable to provide signal regeneration.
Bridge	A bridge joins two or more similar networks to make a bigger network for communication or transmission of data.
Repeater	A repeater regenerates the network signals so that they can travel longer distances on the network.
Transceiver	Transceiver can function both as a transmitter and a receiver of signals.
Switch	A switch connects the devices on a network with twisted-pair cable for forwarding data to its destination using physical address.

Ask

Ask the participants whether they know how to search information using a search engine.

Demonstrate

Show the participants how to search information using a search engine.

Notes for Facilitation

- Explain to the participants that a good search engine is a software system designed to allow users to search for information on the World Wide web or the Internet as it is called.
- Tell them that the most popular search engines are:
  o Google
  o Yahoo!
  o MSN Search
- Tell them that the following steps will help them to search information using a search engine, such as google:
  1. Select a search engine
  2. Type in the information you want to search
  3. Press Enter or click Search icon
  4. Go through the list of websites displayed
- Show the participants how to use Google to search some keywords.

- Tell them that they should know that:
  - The search results displayed are personalized based on the location, language and search history.
  - The search results change frequently
  - The search engines do not find all the information

Ask

Ask the participants whether they know how to use an email account.

Demonstrate

Show the participants:

1. How to create a Gmail account
2. How to sign into a Gmail account
3. How to create, Send, View an Email Message

Notes for Facilitation

- Explain to the participants that an email is a method of exchanging messages between people using computers or other electronic devices.
- Tell them that to do this, a user needs to have an email account.
- Tell them that an email account is a virtual address provided to a user by the email account provider.
- Tell them that every email account has a unique email address made of two parts:
  - Username
  - Domain name
- Tell them that the email address is in the following form:
  - username@domain name
- Tell them about the steps of creating a Gmail account and demonstrate it.
- Tell them that the next step is to sign in to the Gmail account.
- Tell them about the steps of signing in to Gmail account and demonstrate it.
- Tell them that an email message has the following components:
  - Headers
    - Subject
      - Describes the topic of the message
    - Sender (From)
      - Is the sender's email address
    - Date and Time received (On)

- Recipient (To)
  - Name of the recipient
- Email address of recipient
- Attachments
  - Files that are sent along with the message
  - o Body
    - Contains the actual text of the message.
- Tell them how to create and send an email.
- Tell them how to read an email that they have received.

Activity

- Divide the participants in pairs.
- Ask them to create an email account and sign in.
- Next, ask them to create and send an email from their account.

UNIT 1.6: Understand Wireless Computing

Unit Objectives

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

1. List the basics of wireless networking
2. List the advantages and disadvantages of wireless networking
3. Identify the hardware requirements to setup a wireless network
4. Identify different types of wireless networking and its security

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. Before we begin a new session on wireless computing, let us revise the previous session.

Ask

Ask the participants whether they know about wireless network.

Notes for Facilitation

- Explain to the participants that a wired network is one in which the devices are connected to each other through wires.
- On the other hand, when a network uses radio waves to exchange information between the devices, it is called a wireless network.
- Tell them that some examples of wireless networks are:
  - Cellphone network
  - Wireless local area network
  - Satellite communication network
  - Terrestrial microwave network
- Give an example that when they connect to the Wi-Fi hotspot of a café, they are connecting to the café's wireless network.
- Tell them about the advantages and disadvantages of the wireless networking.

- Tell them that a wireless network consists of a variety of hardware and software components.
- Tell them that the following hardware devices are needed to setup a wireless network:
  - Wireless access point
  - Wireless repeater
  - Wireless bridge
  - Wireless antenna
  - Wireless adapter
- Tell them that in addition to these devices, the following are also needed:
  - Network switch
    - Connects all devices together
  - Wi-Fi enabled device
    - To connect to the Wi-Fi
  - Cables and connectors
    - To link all the equipment together
  - Internet connection
  - Hardware firewall
    - To block security threats
- Tell them that an antenna is a device that sends and receives the electromagnetic waves. It consists of a transmitter and a receiver.
- Tell them that there are three types of wireless antennas:
  - Highly directional
    - Designed and used for point-to-point link
  - Semidirectional
    - Designed and used for specifically directed coverage
  - Omnidirectional
    - Designed and used to radiate signal in all directions
- Tell them that there are three types of wireless adapters:
  - Wi-Fi
  - Broadband
  - Bluetooth
- Tell them that there are three types of wireless technologies:
  - Bluetooth Technology
  - Infrared (IR) Technology
  - Radio Waves Technology
- Tell them that the Bluetooth is a wireless technology that is used to send data between different electronic devices over a short distance.
- Tell them that Bluetooth operates over radio waves and does not require any additional equipment such as routers or modems.
- Tell them that the process of connecting two Bluetooth devices is called 'pairing'.

- Tell them that there are some limitations of Bluetooth, such as:
  - The range is limited to maximum of 30 feet.
  - Pairing of device is dependent on the devices involved and is sometimes difficult.
- Tell them that the IR technology uses infrared radiation to transmit data between devices.
- Tell them that the remotes of electronic devices such as television, air-conditioners work on IR technology.
- Tell them that there are some limitations of IR technology, such as:
  - Short transmission range
  - Requires line of sight
  - Unable to penetrate walls
- Tell them that the radio waves are a type of electromagnetic radiation. They are the basic building blocks of communication technologies, such as television, mobile phones and radios.
- Introduce the topic of Wireless Networks.
- Tell them that the wireless networks are of the following types:
  - WLAN
  - Wireless Wide Area Network (WWAN)
  - Wireless Personal Area Network (WPAN)
  - Mobile computing
- Explain the difference between the features of the four types of networks with the help of the following table:

Type	Coverage	Application
WLAN	Within a building or campus	Mobile extension of wired networks
WWAN	Worldwide	Mobile access to the Internet from outdoor areas
WPAN	Within reach of a person	Replaces cables of peripheral devices
Mobile computing	Personal use	Replaces cables and wires

- Tell them that it is relatively easier to attack a wireless network because the attacker does not need physical access to the network. Even if the attacker is in close proximity to the network, he can threaten the security of the network.
- Tell them that wireless networks are vulnerable to a number of threats, such as:
  - Unauthorized access
  - Denial of service
  - Configuration problems
  - Passive capturing

- Tell them that wireless network security protects a network from unauthorized and malicious access attempts.
- Tell them that some of the common wireless security standards are:
  - The SSID Technology
  - The MAC Address Filtering Technology
  - The WEP Technology
  - The WPA Technology
  - The WPA 2 Technology

UNIT 1.7: Domestic IT Helpdesk Job Role and Career

Unit Objectives

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

1. Define the role of a Domestic IT Helpdesk
2. Identify the learning path of the job role
3. Identify the career and growth path for IT helpdesk

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. Before we begin a new session on job role and career of a Domestic IT helpdesk, let us revise the previous session.

Ask

Ask the participants whether they know about the job role and career of a domestic IT helpdesk.

Notes for Facilitation

- Tell the participants that a Domestic IT helpdesk is responsible for attending to the customers and communicating with them to be able to identify and resolve their queries.
- Tell them that the roles and responsibilities of a customer care executive are as follows:
  - Communicate with the customer:
    - The Domestic IT helpdesk needs to attend to the customers and communicate effectively to identify the issues and queries of the customer.
  - Resolve Customer Issue:
    - The Domestic IT helpdesk then provides the necessary solution to the customer's query.
  - Record and Report:
    - The Domestic IT helpdesk should properly maintain the report of the issues along with the solution provided and report the same to the supervisor in given time.

- Explain to the participants that a good Domestic IT helpdesk should possess the following attributes:
  - Patience
  - Integrity
  - Punctuality
  - Critical thinking
  - Amenable behavior
  - Good interpersonal relationship building
- Explain to them about the responsibilities of a Domestic IT helpdesk.
- Tell the participants about the full scope of work of a Domestic IT helpdesk.
- Explain the importance of having thorough knowledge of the IT-ITeS sector in their job role.
- Explain the various technical skills they must possess to do their job efficiently and effectively.
- Explain that in addition to these technical skills, they must also have certain practical skills such as shown in the following figure:

- Up-to-date knowledge of the IT-ITeS industry

- Good communication skills

- Good interpersonal skills

- Ability to follow instructions

- A methodical approach to work
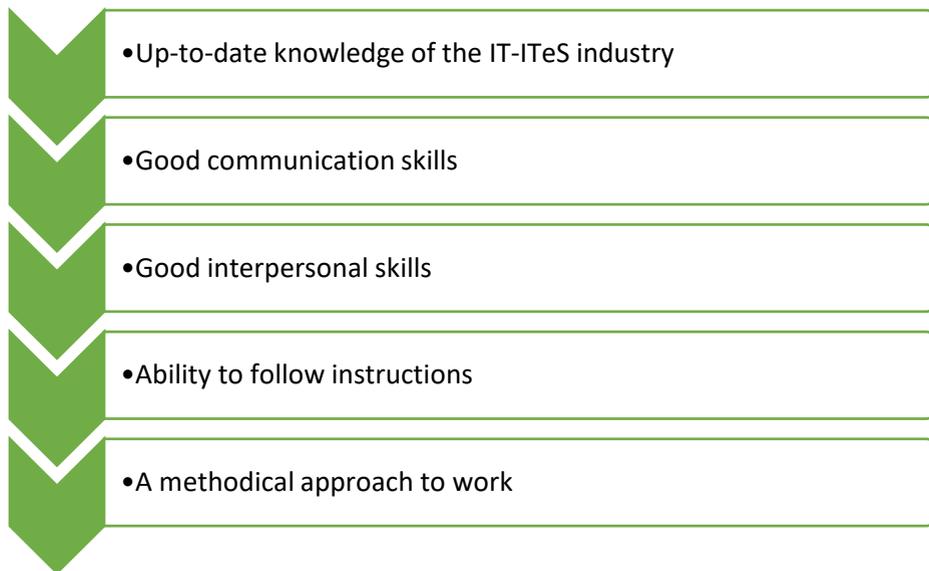
Fig. 1.7.1: Practical skills

- Explain the career map of a Domestic IT helpdesk.
- Inform that there are lot of opportunities for a domestic IT helpdesk as per the growth in career. Tell that they can progress from senior IT helpdesk to team lead and manager.

2. Deal Directly with IT Services Request/Incidents

Unit 2.1 – Understanding the organization, skills and competencies

Unit 2.2 – Understanding service requests and incidents

Unit 2.3 – Identifying and validating customer service requests

Unit 2.4 – Recording and acknowledging service requests and incidents

Unit 2.5 – Communicating with customers to obtain accurate information

Unit 2.6 – Incident Resolution, Escalation and reporting

SSC/N0220

Key Learning Outcomes 💡

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

1. Explain the concept of helpdesk, its functions and various types
2. Define the concept of a 'Service Request' and 'Incidents and its various types
3. List various helpdesk processes
4. List various activities in the incident management process
5. Identify, validate and record service requests
6. Understand request fulfilment process
7. Process incidents and service requests for resolution, escalation and closure
8. Identify workarounds and solutions to resolve incidents
9. List the tools used in helpdesk function

UNIT 2.1: Understanding Organization, Skills and Competencies

Unit Objectives ⊙

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

1. Explain the need and importance of helpdesks
2. Identify the functions and different models of helpdesks
3. List the routine activities of a helpdesk associate

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. Before we begin a new session on understanding organization, skills and competencies, let us revise the previous session.

Notes for Facilitation 📝

- Explain to the participants that a help desk is the first point of contact between the users and the IT organization for day-to-day activities.
- Tell them that the prime responsibility of a help desk is to:
  o Manage incidents
  o Manage service requests
  o Handle user communications
- Tell them that a helpdesk provides a centralized information and support management service to handle internal and external queries.
- Tell them that primary focus of a help desk is to resolve customer grievances faster and efficiently.
- Tell them that the as domestic IT helpdesk they provide both software and hardware support.
- Tell them that they are required to provide assistance through email support, telephone support and live web support.
- Tell them about the software resources that require maintenance and support.
- Tell them about the hardware resources that require maintenance and support.

- Tell them about the importance of the helpdesk function.
- Tell them about the evolution of the helpdesk function.
- Inform them that the term, helpdesk, was first coined by IBM in 1980s.
- Tell them about the evolution of the helpdesk with the help of the following figure:
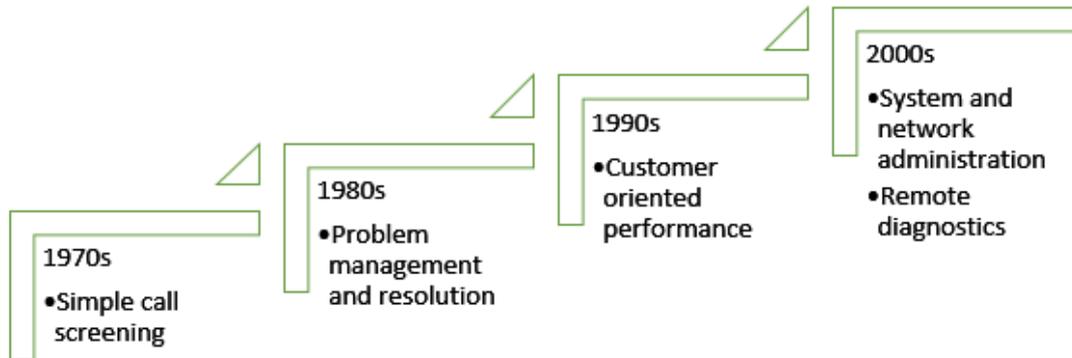
Fig. 2.1.1: Evolution of the helpdesk

- Tell them that an optimized helpdesk results in the following benefits:
  - Customer satisfaction
  - Improvement in product quality
  - Improvement in productivity
  - Cost saving
- Tell them that there are two types of IT helpdesk support:
  - Internal
    - Provides technical assistance to the employees of a company
  - Remote
    - Provides technical support to the customers
- Tell them that even though people use the terms helpdesk, call center and service desk interchangeably, there are some difference between them.
- Tell them about the main points of difference between the three.

Ask

Ask the participants whether they know about support levels in helpdesk.

Notes for Facilitation

- Tell the participants that support level refers to the specific extent of the technical assistance provided by the helpdesk to its customers.
- Tell them that the main benefits of structuring help desk support into levels are as follows:
  - Creates a positive customer experience
  - Leads to quick resolution of queries

- o Establishes a timeline for solving a problem
- o Provides an upward mobility path for help desk
- Explain the levels of support with the help of the following figure:

Level 1	•(Front line basic support)
Level 2	•(Advanced level support)
Level 3	•(Specialist support)
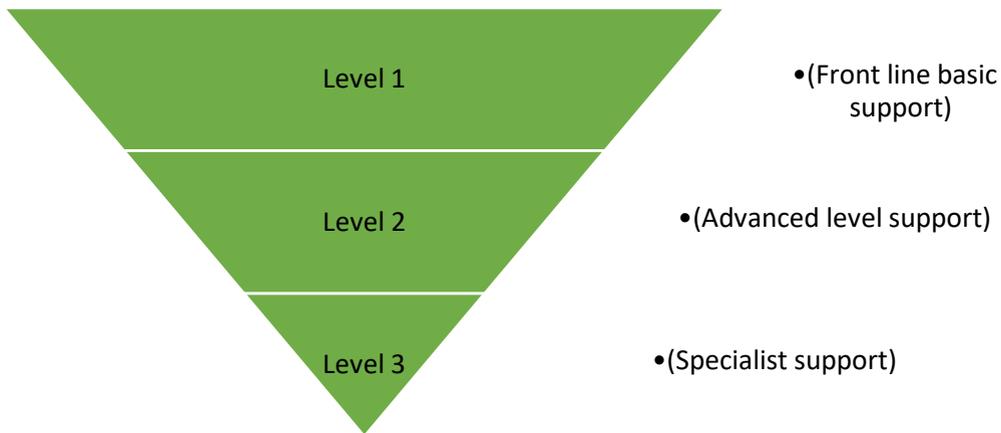
Fig. 2.1.2: Levels of the support

- Tell them that depending on location, helpdesk can be of the following types:
  - o Centralized
    - ▪ The support services are provided from a single central location.
  - o Decentralized
    - ▪ The support services are provided from multiple locations.
  - o Virtual
    - ▪ The support staff is at multiple locations but are a part of single centralized help desk.
- Tell them about the advantages and disadvantages of all the three types of helpdesk.
- Introduce the topic of helpdesk role, skills and competencies.
- Explain the hierarchy in helpdesk with the help of the following figure:

Incident Commander

Incident Manager

Analyst

Helpdesk attendant
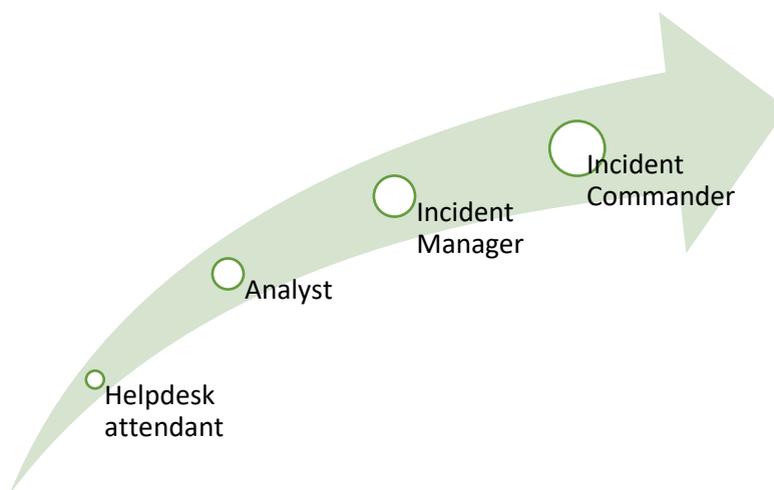
Fig. 2.1.3: Hierarchy in helpdesk

- Tell them about the responsibilities of each job role.

- Tell them that the primary responsibilities of a helpdesk are as follows:
  - User support
  - Application support
  - Operations support
  - End-user support
- Tell them about the tasks a domestic helpdesk is expected to perform on a daily basis.
- Tell them that to perform their role effectively and efficiently, they must possess the following skills:
  - Technical skills
  - Soft skills
  - Business skills
  - Self-management skills
- Tell them about the need for having clear-cut helpdesk policies and procedures.
- Explain to them that a policy is a business rule/company guidelines that gives direction to the employees.
- Tell them that a procedure is an overview of the step by step instructions of how to do the work.
- Tell them that for an efficient functioning of the helpdesk, both are required.
- Explain to them that as a domestic helpdesk, they should have a sound knowledge of the organizational policies and procedures.
- Tell them that knowing the company policies will help them in understanding the following:
  - Business goals of the organization
  - Appropriate standards of action and behavior
  - Best practices
  - Process descriptions
  - Correct process of performing work
- Tell them that organizational policies and procedures are generally benchmarked against best practices.
- Tell them that the three important frameworks for benchmarking best practices in IT service management are:
  - The ITIL (Information Technology Infrastructure Library) version 3
  - Microsoft's MOF (Microsoft Operations Framework)
  - ISO/IEC 20000—ISO's International Standard for IT Service Management
- Tell them that:
  - ITIL is a library of documents that describe the best practices for delivering IT service management (ITSM).
  - Explain that Information Technology Infrastructure Library (ITIL) has been adopted and implemented by hundreds of organization across the globe.
  - Tell that an organization implements ITIL principles in order to achieve International Service Management Standard for Organization Certification.

- o Tel that to achieve customer satisfaction is to manage these four areas:
  - People: In one line "right people for right roles"
  - Tasks, roles and responsibilities defined and assigned to specific personnel
  - Processes: It can be day-to-day activities of technician. It can be incident or request fulfilment.
  - Products: Technical tools that the technician's use.
  - Partner: Your organization relies on to run or staff the technicians or to handle incidents and to provision requests that are dispatched and managed by the technicians.
- o ITIL v3 is the third version of the best practices framework and it covers:
  - Incident management
  - Change management
  - Problem management
- o MOF is a series of documents that provide guidance on IT service management.
- o It is based on ITIL best practices combined with Microsoft's project management experience.
- o ISO/IEC 20000 is the international IT service management (ITSM) standard.

Ask

Ask the participants whether they know the meaning of service level agreement (SLA).

Notes for Facilitation

- Tell the participants that a service level agreement or SLA is a service contract document between a service provider and customer defines the level of service expected from the service provider.
- SLAs are output-based and are specifically defined on what the customer will receive and are not service by itself.
- The metrics that define levels of service for an ISP should aim to guarantee:
  1. A description of the service being provided
  2. Reliability
  3. Responsiveness
  4. Procedure for reporting problems
  5. Monitoring and reporting service level
  6. Consequences for not meeting service obligations
  7. Escape clauses or constraints

- Tell them that the SLA contains the following information:
  o Statement of objectives
  o Scope of the services covered
  o Responsibilities of the service provider and customer
  o Performance metrics
  o Penalties for breach of contract
- An SLA will commonly use technical definitions that quantify the level of service such as mean time between failures (MTBF) or mean time to recovery, response, or resolution (MTTR), which specify a "target" or "minimum" value for service level performance.
- Tell them about the purpose of entering into an SLA with a customer.
- Tell them about the performance metric that are included in SLAs.
- Tell them about the importance of following proper standards when making any coding changes to a software application.
- Solution to Exercise:
  o The primary responsibilities of a helpdesk attendant are:
    ▪ Providing user support
    ▪ Providing end user support
    ▪ Providing operations support
    ▪ Providing application support
  o The daily routine activities of a helpdesk attendant are:
    ▪ Receive customer through telephone, e-mail, web and other channels.
    ▪ Gather required information about the incident and validate the incident.
    ▪ Log each contact with description of the incident or service request.
    ▪ Raise the ticket in the service desk application with all adequate details like incident description, incident category, priority, etc.
    ▪ Perform an initial diagnosis of the incident.
    ▪ If required, perform root-cause analysis and identify the underlying causes of the problem. Identify any possible workarounds or a solution based on past incidents.
    ▪ Deliver a solution based on utilising technical knowledge/skills by following procedures and processes, and/or based on organisational knowledge base repository.
    ▪ Document the solution for re-use.
    ▪ Record all steps taken by the helpdesk and the customer in the process of resolving the incident.
    ▪ If the incident is not resolvable at his level, communicate with the customer about the likely resolution time for the incident.
    ▪ Escalate promptly the incidents that are not resolvable at his level to the next level analyst/ specialist pertaining to the area and retain ownership of incidents. Also, escalate incidents that have reached the target SLA time.
    ▪ Constantly update all stakeholders on the status through applicable channels as per the procedure.

- ▪ Follow up with the customer to ensure that the incidents are resolved to his satisfaction.
- ▪ Close the ticket on resolution and store the information for the future use.

Do ✓

- Check the understanding of participant by making them answer the Questionnaire
- Discuss the answers in the class with explanations

UNIT 2.2: Understanding Service Requests and Incidents

Unit Objectives

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

1. Define the concept of a service request
2. Define the concept of an incident
3. Illustrate with examples for incidents and service requests

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. Before we begin a new session on understanding service requests and incidents, let us revise the previous session.

Ask

Ask the participants whether they know about the service requests and incidents.

Notes for Facilitation

- Explain to the participants that a service request is a formal request by a user for any service they want done.
- Tell them that a service request can be for any of the following things:
  - Request for information
  - Request for advice
  - Request for standard change
  - Request for access to an IT service
  - Request for resetting a password
- Tell them that a service request is a request for a pre-approved service offered to the customers by an organization.
- Tell them about the different types of service requests.
- Illustrate with examples of service requests.
- Tell them that the once a service request has been generated, the next step is service request fulfillment.

- Tell them that service request fulfillment is the process of resolving a customer's request for service.
- Tell them that it is their responsibility to manage and fulfill the service request while providing highest level of service support quality to customer.
- Tell them that the service request fulfillment are generally for low-risk, low-cost changes and additions that occur frequently.
- Explain the service request process with the help of the following figure:
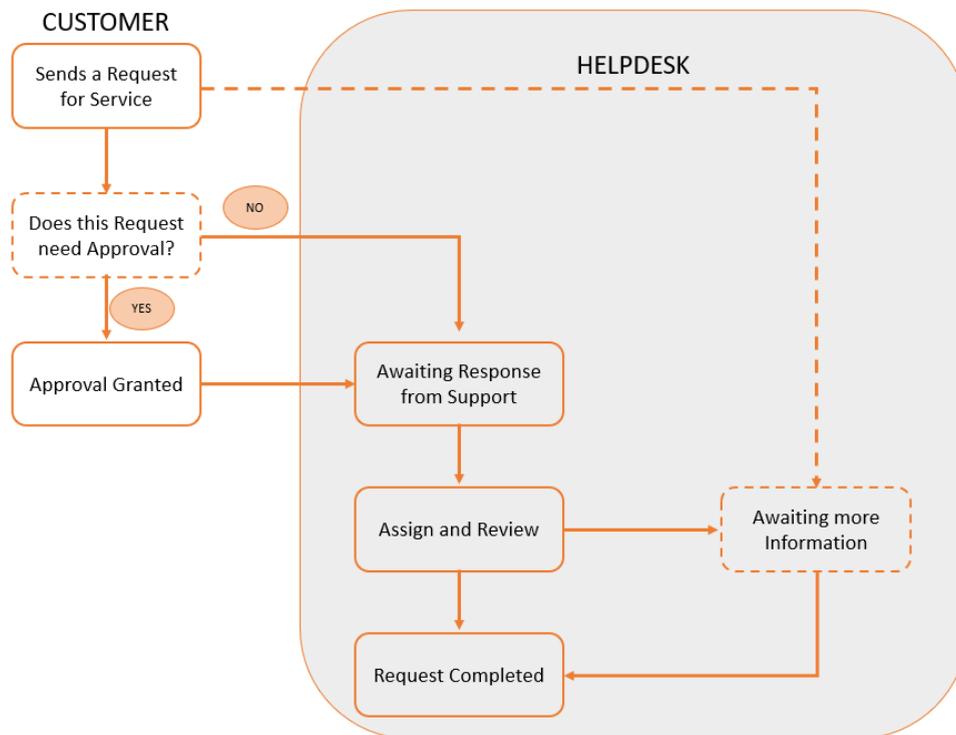
Fig. 2.2.1: Service request process

- Tell them that they should always keep track of the status of the request.
- Tell them that the typical request status are:
  - o Open
  - o Assigned
  - o In Progress
  - o Pending (approval, additional information, availability, etc.)
  - o Complete
  - o Closed
- Introduce the concept of incidents.
- Explain that an incident is an unplanned and unexpected disruption to an IT service. It disrupts the normal operation of the system and adversely affects the productivity of the user.
- Tell them that an incident can also be called a break/fix issue that needs to be resolved.

- Tell them that some examples of incidents are as follows:
  - o Printer issue
  - o Wi-fi connectivity issue
  - o Application lock issue
  - o Email service issue
  - o Laptop crash
  - o Ad authentication error
  - o File sharing issue
- Explain the flow of incident information.
- Explain the difference between a service request and an incident with the help of the following figure:

Service request	Incident
•Request for service •Pre-approved service •Raised when user wants something •Generally low-priority	•Unexpected disruption •Break/fix issue •Raised when work gets interrupted •can be low, medium or high priority
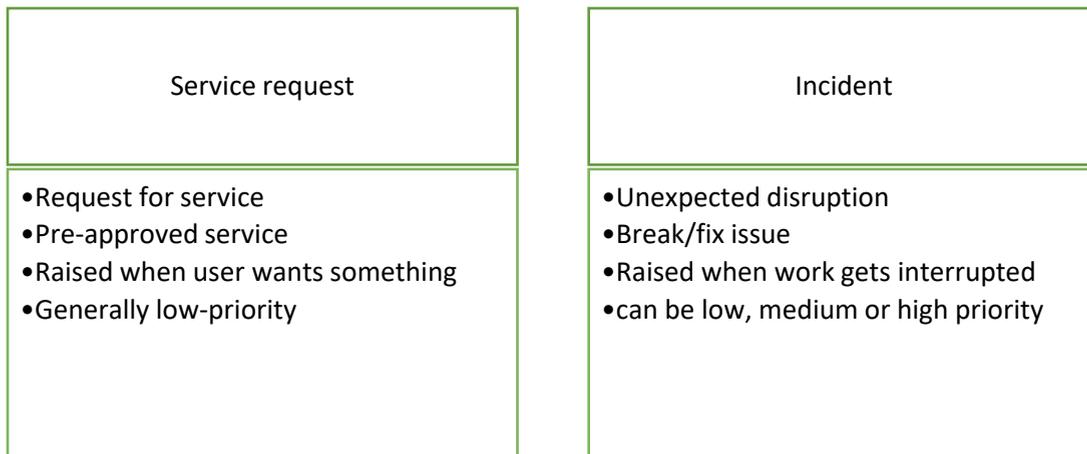
Fig. 2.2.2: Difference between a service request and an incident

- Solution to Exercise:
  - o Define and differentiate between a service request and an incident
    - ▪ A service request is a formal request by a user for any service they want done. It is a pre-approved service that is raised when user wants something and is generally low-priority.
    - ▪ An incident is an unplanned and unexpected disruption to an IT service. It is a break/fix issue that is raised when work gets interrupted. It can be low, medium or high priority.

Do ✓

- Discuss the answers in the class with explanations
- Check the understanding of participant by making them answer the Questionnaire

UNIT 2.3: Identifying and Validating Customer Service Requests

Unit Objectives 🎯

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

1. List the different modes of delivering helpdesk support
2. Perform identification and validation of incidents
3. Define the concept of automated alerts

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. Before we begin a new session on identifying and validating customer service requests, let us revise the previous session.

Ask 🔘

Ask the participants whether they know how to identify service requests.

Notes for Facilitation 📝

- Explain to the participants that there are three ways of providing helpdesk support to the customers:
  - o Assisted service
  - o Self-service
  - o Automated remediation techniques
- Tell them that some of the communication tools used to provide technical support are as follows:
  - o Phone support
  - o Email
  - o Social media
  - o Real time chat
  - o Ticketing systems
  - o 24 hour response time

- Tell them that incident management system also allows for automatic creation of tickets based on service requests.
- Tell them that a ticket is a document that contains the following information:
  - o User's name and contact information
  - o The incident description
  - o Date and time of the incident report
  - o Current status of problem
- Tell them that a ticket is raised by a user whenever he encounters an interruption in workflow.
- Explain the process of ticketing system with the help of the following figure:

Ticket raised by user	→	Routed to ticketing software	→	Categorized and prioritized

↓

Issue resolved	←	Analyzed and fixed	←	Assigned to agent
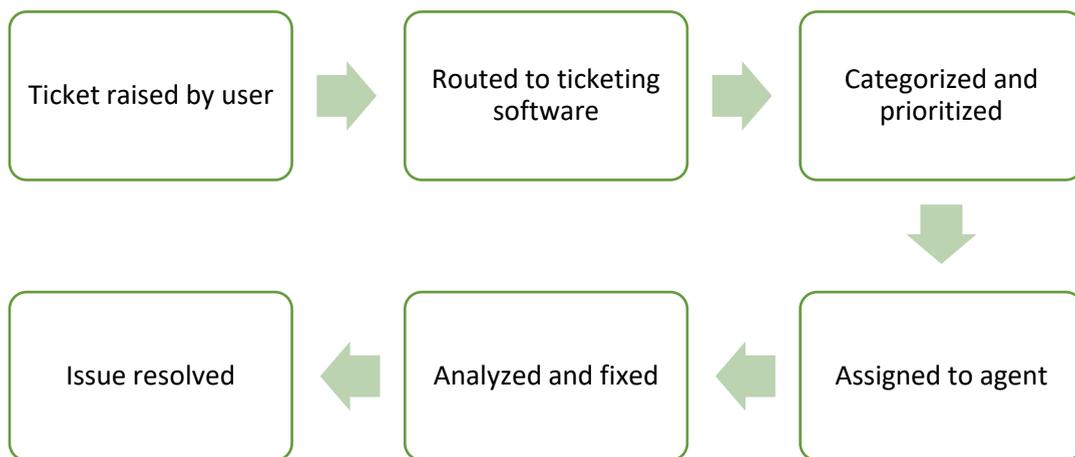
Fig. 2.3.1: Process of ticketing system

- Introduce the topic of identifying and validating incidents.
- Tell them that as soon as a user reports an incident to them, they should note down complete information about the incident.
- Tell them that the first step in the helpdesk support system is to identify whether the issue reported by a user is an incident or a request.
- If it's a service request, they should categorize and handle it as per the service request fulfillment process.
- After they have validated that the issue qualifies as an incident, they should log it as a ticket.
- Tell them that there may in cases when a user reports an issue but it is not validated as an incident.
- Give an example that the helpdesk of an organization cannot provide support for any software products that are not approved by the organization.
- Tell them that while validating an incident they should also verify that the user is entitled to receive assistance/support.
- Give an example that an ISP helpdesk cannot provide support to customers of another ISP.

Ask

Ask the participants whether they know about automated alerts and service requests.

Notes for Facilitation

- Explain to the participants that in addition to the customers contacting the helpdesk, incidents can also be reported using automatic alerts and tickets.
- Tell them that when an incident occurs, automatic alerts are sent to concerned person. This allows them to resolve the issues quickly and reduces delays and downtime.
- Tell them that there are different types of alerts that are generated automatically as a part of the incident resolution process. Some of the situations that generate automated alerts are:
  - SLA breach
  - Workflow events
  - Specific predefined events
  - Nature and severity of incident
- Tell them that it is very important to validate the authenticity of automated alerts as per the organizational policies and procedures.
- Solution to Exercise:
  - The various methods of delivering helpdesk support are:
    - Assisted service
    - Self-service
    - Automated remediation techniques

Do

- Check the understanding of participant by making them answer the Questionnaire
- Discuss the answers in the class with explanations

UNIT 2.4: Recording and Acknowledging Service Requests and Incidents

Unit Objectives 🎯

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

1. List the various helpdesk processes
2. Identify the activities in the incident management process
3. Explain the concept of incident categorization
4. Demonstrate the recording of an incident or service request
5. List the tools used in helpdesk function

Resources to be Used ⚙️

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

Ask 💬

Ask the participants whether they know about the important helpdesk processes.

Notes for Facilitation 📝

- Explain to the participants that the important helpdesk processes are as follows:
    o Incident Management
    o Problem Management
    o Knowledge Management
    o Change Management
    o Service Asset and Configuration Management
- Tell them that the incident management process of handling and managing incidents as they occur and restore services within the agreed SLAs.
- Tell them that the scope of incident management process is to manage the lifecycle of incident from reported stage to closed stage.
- Tell them that the steps of the incident management process are as follows:
    1. Incident identification → discovering an incident
    2. Incident logging → maintaining a record of the incident
    3. Incident categorization → classifying an incident as hardware, software or security related

4. Incident prioritization→ assigning a priority to the incident (low, medium, high)
5. Incident diagnosis→ finding out the issue causing the incident
6. Incident escalation → sending an incident for higher support
7. Incident investigation and diagnosis→ troubleshooting the issue
8. Incident resolution & recovery→ resolving the incident
9. Incident closure → closing the process after the user's services are restored

- Tell them that first step is incident identification followed by incident logging, as discussed in the preceding unit.

- Tell them that the next step is incident categorization.

- Tell them that based on the type of issue, incidents can be categorized as:
  o Hardware incidents
    ▪ Include network issues, system outages and so on
  o Software incidents
    ▪ Include application bugs, service non-availability and so on
  o Security incidents
    ▪ Include threats such as breach of data

- Tell them that assigning a category to an incident has following benefits:
  o It allows the helpdesk to assign it to appropriate resources.
  o It helps in prioritizing the incident.
  o It helps in tracking the incident.

- Tell them that the incidents are prioritized as low, medium and high on the basis of urgency and their impact on the users:
  o Low priority incidents do not result in interruptions to work.
  o Medium priority incidents cause slight disruption to work.
  o High priority incidents prevent proper functioning of a system.

- Tell them that in order to adhere to SLA response timeline, it is very important to prioritize incidents.

- Tell them that the initial diagnosis of the incident is done when the user describes the issue to the helpdesk.

- Tell them that sometimes the incident is beyond the scope or skillset of the level 1 support. In such cases the incident goes to the next level of escalation. An escalation matrix helps in quick resolution of the incident within the SLAs.

- Tell them that once the incident hypothesis is confirmed during troubleshooting and the cause is diagnosed, the probable solution is worked out.

- Tell them that after the issue has been resolved and the user's systems have been restored, the incident is considered closed and the incident process ends.

- Tell them that every incident is assigned a status which displays its position in the incident process, such as:
  o New
    ▪ Indicates that the incident has been received but not yet assigned

- o Assigned
  - Indicates that the incident has been assigned
- o In progress
  - Indicates that the incident has not been resolved
- o On hold or pending
  - Indicates that the incident requires some extra information or response
- o Resolved
  - Indicates that the incident has been resolved
- o Closed
  - Indicates that the incident process has been closed
- Tell them that, similar to the incident management process, the service request fulfillment process handles the service requests.
- Tell them that the steps of service request fulfillment process are as follows:
  1. Request entry
  2. Approval
  3. Fulfillment
  4. Request closure
  5. Management review
- Tell them that, in order to provide quality service to the customers, the helpdesk needs the following tools, technologies and process:
  - o Telephony tools
  - o Service management tools
  - o Collaboration tools
  - o Remote support tools
  - o Monitoring and alerting tools
  - o Self-service technologies
  - o Automated remediation technologies
  - o Cloud service technologies
- Tell them about the importance of recording information accurately.
- Tell them about the important information they should ensure that they have recorded.
- Tell them to ensure that they log the incidents/service requests with proper classifications.
- Tell them that the incidents and service requests logging and management are generally carried out through IT applications such as incident management systems.
- Tell them that the using the incident management system has the following benefits:
  - o Enhanced productivity
  - o Satisfied customers
  - o Consistent service levels
  - o Proactive identification and prevention of major incidents

Do ☑

- Discuss the answers in the class with explanations
- Check the understanding of participant by making them answer the Questionnaire
- Solution to Exercise:
  - The various helpdesk processes are:
    - Incident Management
    - Problem Management
    - Knowledge Management
    - Change Management
    - Service Asset and Configuration Management
  - The various phases of the incident management process are:
    - Incident identification → discovering an incident
    - Incident logging →maintaining a record of the incident
    - Incident categorization →classifying an incident as hardware, software or security related
    - Incident prioritization → assigning a priority to the incident (low, medium, high)
    - Incident diagnosis → finding out the issue causing the incident
    - Incident escalation → sending an incident for higher support
    - Incident investigation and diagnosis → troubleshooting the issue
    - Incident resolution & recovery →resolving the incident
    - Incident closure → closing the process after the user's services are restored
  - Incidents are categorized as:
    - Hardware incidents
      - Include network issues, system outages and so on
    - Software incidents
      - Include application bugs, service non-availability and so on
    - Security incidents
      - Include threats such as breach of data
  - The various important data that should be captured when logging incidents are:
    1. Customer identification in terms of name, department, company, etc.
    2. Customer contact information
    3. Customer description of the incident
    4. Date and time of occurrence of the incident and its reporting
    5. Environment of the incident
    6. Incident category
    7. Business impact and urgency of the issue
    8. Priority of the incident or service request
    9. Configuration items involved in the incident
    10. Additional information pertaining to the attempted resolutions

11. Details of interaction with the customer relating to the incident recorded
12. Steps taken during contact with the customer
13. Steps required to be taken later for resolution of the request or incident
14. Next contact date
15. Commitments made to the customer

UNIT 2.5: Communicating with Customers to Obtain Accurate Information

Unit Objectives

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

1. Attend customer calls
2. Communicate with customers and manage them effectively
3. Identify active listening skills

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. Before we begin a new session on communicating with customers to obtain accurate information, let us revise the previous session.

Ask

Ask the participants whether they know about the correct way of communicating with customers.

Role Play

- Ask the two participants to enact a role play.
- One of them is Domestic IT helpdesk and the second one is his customer.
- The situation is that the customer has called the helpdesk with a service request.
- 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

- Explain the importance of interacting with the customer in the right manner.
- Tell them about the tips to establish an effective relationship with a customer.
- Tell them that some common workplace etiquettes while interacting with customers are as follows:
  1. Never say "it's not my job".
  2. Politely ask the customers for their name and remember them.
  3. Know the customer problem. If a colleague's issue has to be resolved, ensure to get the history of this problem.
  4. Listen to the customer. Take notes if necessary.
  5. Refrain from asking the customer to repeat the information.
  6. Ensure not to interrupt the customer. Let them complete their story.
  7. Be patient and stay calm.
  8. Never make any promises that you cannot deliver.
- Tell them about the benefits of proper customer management.
- Explain to the participants about some basic Dos and Don'ts of communicating with the customers using the following points:

Dos	Don'ts
Communication should be very clear and precise. Confirm all the details required to take action. Also, mention clearly the action intended.	Don't use jargons that the customer may be unfamiliar with. Don't use complex words or sentences.
Communication should be concise or short. It should not have irrelevant details which are of no concern to the customer.	Never give incomplete or incorrect solution.
Communication should be concrete. Mention specific and actionable things.	Never communicate in an un-courteous way.

Fig. 2.5.1: Dos and Don'ts of communicating with customers

- Tell them about the steps to handle customer calls.
- Tell them about the points they should keep in mind when interacting with a customer.
- Explain that they have to communicate with customer and there might be chances of conflicts.
- Tell them that they have to resolve the conflicts to ensure customer satisfaction.
- Explain the steps involved in resolving conflicts with a customer.
- Tell them that resolving conflict is a three stage process consisting of following steps:
  o Acknowledge
  o Understand
  o Resolve

- Explain to the participants about the difference between hearing and listening.
- Tell them that active listening means to understand the meaning behind the sentences and words. It leads to understanding the facts and ideas. It also means to listen to non-verbal clues in the conversation.
- Explain to the participants that to be able to listen actively and to ensure that they can respond and understand efficiently, they need to:
  - o Stop talking to listen to what the customer has to say.
  - o Don't jump to a conclusion or respond the moment the customer begins to speak.
  - o Try to not be defensive, especially when you are receiving a feedback.
  - o Ask for details to get the complete information so that nothing is missed out.
- Tell them that there are several barriers to active listening. Some are listed as follows:
  - o Bias about the subject or person
  - o Listening with intention to reply
  - o Having a closed mind set
  - o Only hearing
  - o Talking without pause
  - o Talking in different accent
  - o Feeling anxious or self-conscious

UNIT 2.6: Identifying Solutions, Escalating and Resolving Incidents

Unit Objectives

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

1. Identify the incident resolution process.
2. Define escalation and types of escalation issues.
3. Explain rule based decision making process.

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. Before we begin a new session on identifying solutions, escalating and resolving incidents, let us revise the previous session.

Ask

Ask the participants whether they know about the incident resolution process.

Notes for Facilitation

- Explain to the participants that once an incident occurs, the incident management process is set into motion.
- Tell them about the objectives of incident resolution process.
- Explain the activities involved in the incident resolution process.
- Tell them that after the cause underlying the incident has been diagnosed, the next step is to identify the most appropriate solution.
- Tell the participants the concept of escalating issues in an organization.
- Tell them that sometimes an incident cannot be resolved at the first point of contact. At that time, it is passed on to the second level of support. This process is called escalation.
- Tell them that they should have a clear understanding of the escalation process and the escalation matrix.

- Tell them that there are two types of escalation:
  o Functional escalation
  o Hierarchical escalation
- Explain the functional escalation process with the help of the following figure:

Fig. 2.6.1: Functional escalation

- Explain the hierarchical escalation process with the help of the following figure:
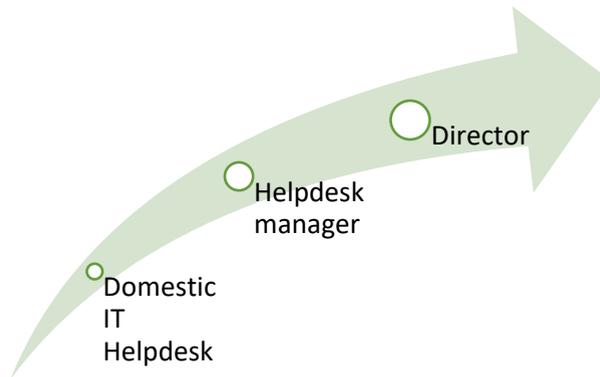
Fig. 2.6.2: Hierarchical escalation

- Tell them that even if the incident goes onto the next level, the ownership of the incident remains with the helpdesk.
- Tell them that they are responsible for the following actions:
  o Tracking progress of the incident
  o Keeping users informed
  o Incident Closure
- Tell them that sometimes they might require assistance from superior/colleagues for resolving an issue.
- Tell them that they should raise an escalation only after exhausting all avenues to solve the issue.
- Tell them about the reasons when they should escalate an incident.
- Tell them that after an incident is considered resolved, the status of incident should be set to Resolved and the caller reviews the solution. If the caller is satisfied with the solution, he closes the incident and the status of incident is set to Closed.
- Tell them about the importance of maintaining an incident record for every incident.

- Tell them that the incident record contains the details of an incident, such as:
  - o   Unique ID of the Incident
  - o   Date and time of recording
  - o   Method of notification
  - o   User contact information
  - o   Description of symptoms
  - o   Incident priority
  - o   Incident category
  - o   Incident status change history
  - o   Resolution history
  - o   Closure data

3. Manage Your Work to Meet Requirement

Unit 3.1 – Time Management

Unit 3.2 – Work Management and Prioritization

Unit 3.3 – Quality and Standard Adherence

SSC/N9001

Key Learning Outcomes 💡

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

1. Establish and agree to your work requirements with appropriate people
2. Keep your immediate work area clean and tidy
3. Utilize your time effectively
4. Use resources correctly and efficiently
5. Treat confidential information correctly
6. Work in line with your organization's policies and procedures
7. Work within the limits of your job role
8. Obtain guidance from appropriate people, where necessary
9. Ensure your work meets the agreed requirements

UNIT 3.1: Time Management

Unit Objectives

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

1. Explain the significance of Time Management
2. List the basic time management techniques
3. Summarize the appropriate discussion points from the breakout sessions

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. Before we begin a new session on time management, let us revise the previous session.

Do

- Begin with revising the things explained in previous session.
- Encourage the participants to give answers, if they have any doubt clarify it and tell them about what they are going to study in new session.

Say

Let us start a new session, time management.

Ask

Ask the participants whether they know about time management.

Notes for Facilitation

- Explain to the participants that the work that is assigned to them will also have certain timelines which they should follow. It is important to adhere to the targets and timelines so that there is no conflict between team members and delay.

- Tell the participants that:
  o Time management is the process of organizing your time, and deciding how to allocate your time between different activities.
  o Good time management is the difference between working smart (getting more done in less time) and working hard (working for more time to get more done).
  o Effective time management leads to an efficient work output, even when you are faced with tight deadlines and high pressure situations.
  o On the other hand, not managing your time effectively results in inefficient output and increases stress and anxiety.
- In addition, tell them some benefits of time management such as:
  o Greater productivity
  o Higher efficiency
  o Better professional reputation
  o Reduced stress
  o Higher chances for career advancement
  o Greater opportunities to achieve goals.
- Further tell them that time can be managed better by putting into practice certain time management techniques. Some helpful tips are:
  o Plan out your day as well as plan for interruptions.
    ▪ Give yourself at least 30 minutes to figure out your time plan. In your plan, schedule some time for interruptions.
  o Put up a "Do Not Disturb" sign when you absolutely have to complete a certain amount of work.
  o Close your mind to all distractions.
    ▪ Train yourself to ignore ringing phones, don't reply to chat messages and disconnect from social media sites.
  o Delegate your work.
    ▪ This will not only help your work get done faster but will also show you the unique skills and abilities of those around you.
  o Stop procrastinating.
    ▪ Remind yourself that procrastination typically arises due to the fear of failure or the belief that you cannot do things as perfectly as you wish to do them.
  o Prioritize.
    ▪ List each task to be completed in order of its urgency or importance level. Then focus on completing each task, one by one.
  o Maintain a log of your work activities.
    ▪ Analyze the log to help you understand how efficient you are, and how much time is wasted every day.
  o Create time management goals to reduce time wastage.

- Tell them that there are a lot of distractions which acts as time robbers. A domestic help desk 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 their job:

Poor time management	•Follow a time management plan to make sure everything is handled as planned.
Distracting people	•Do not waste time in gossiping and hanging out during work time.
Distracting elements	•Restrict the use of mobile phone or music player.
Customer handling	•Give correct advice to the customers.
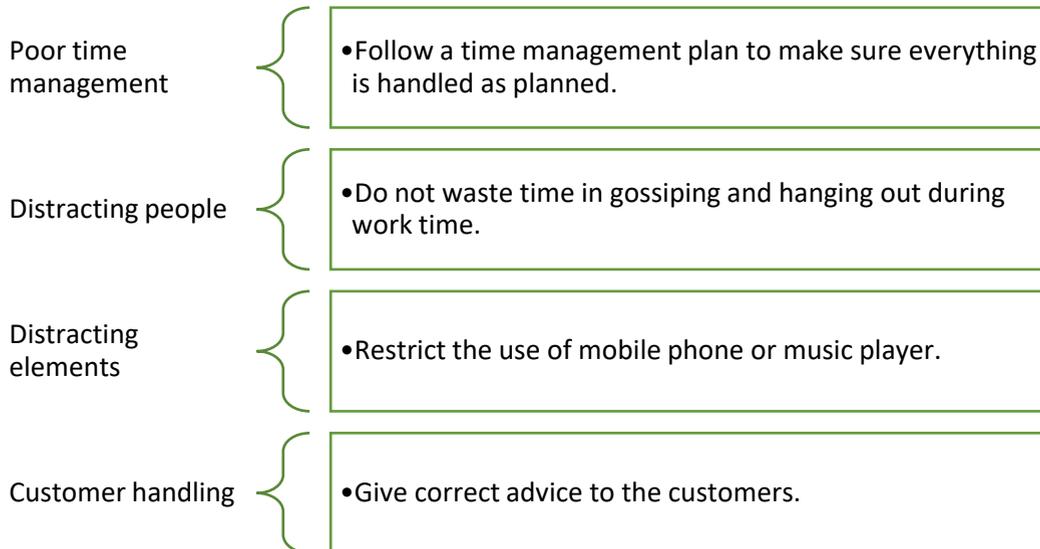
Fig. 3.1.1: Types of time robbers

- Inform that to manage time effectively, it can be divided into four areas as given in the following figure:

Urgent Important	Not Urgent Important
Not Important Urgent	Not Important Not Urgent
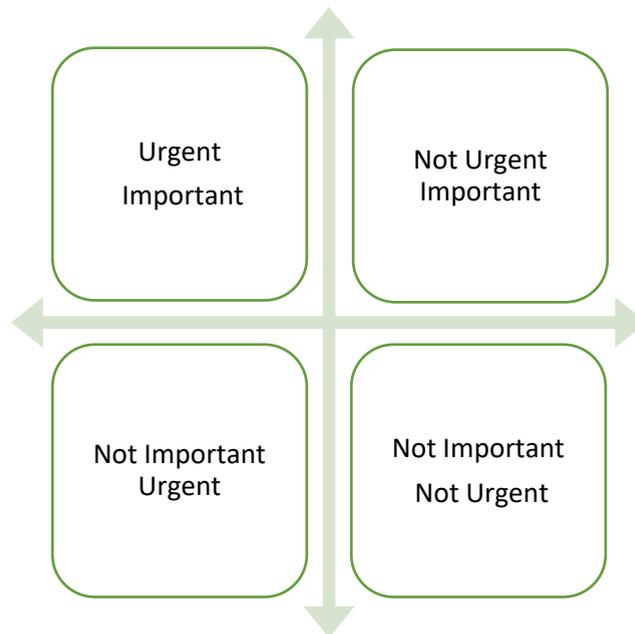
Fig. 3.1.2: Tasks' categories

- Explain in detail each category of tasks.

Do ☑

- Discuss the answers in the class with explanations
- Check the understanding of participant by making them answer T/F Questionnaire
- Solution to Check Your Understanding:
    1. Time can be stored.
       False
    2. Time is perishable.
       True
    3. Time management is required both at individual level and organizational level.
       True
    4. Activities should be judged on the basis of Urgency and Importance.
       True
- Suggestive solution to the team exercise:
    1. Urgent and Important
        a. Wildly important goal
        b. Last minute assignments from boss
        c. Busy work
        d. Crises
        e. Vital customer call
        f. Major Deadlines
    2. Not Urgent and Important
        a. Personal health
        b. Planning
        c. Win-win performance agreement
        d. Professional development
        e. Too many objectives
        f. Coaching and mentoring team
    3. Urgent and Not Important
        a. Low priority email
        b. Unimportant pre scheduled meetings
        c. Meaningless management reports
        d. Pressing problems
    4. Not Urgent Not Important
        a. Time wasters
        b. Other people's minor issues
        c. Workplace gossip
        d. Needless interruptions
        e. Aimless Internet surfing
        f. Irrelevant phone calls

UNIT 3.2: Work Management and Prioritizing

Unit Objectives

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

1. Explain importance of prioritization and planning
2. Operationalize the plan
3. Create awareness on how to monitor performance

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. Before we begin a new session on work management and prioritizing, let us revise the previous session.

Do

- Begin with revising the things explained in previous session.
- Encourage the participants to give answers, if they have any doubt clarify it and tell them about what they are going to study in new session.

Ask

Ask the participants whether they know about work management and prioritizing.

Notes for Facilitation

- Tell the participants that to be effective in their job role they should know how to manage their work.
- Tell them that as a part of their job they have to perform various functions. They must know how to prioritize their tasks.
- Tell them that not every task is of equal importance and prioritization is a way of determining what is important and what is not.
- Tell them that prioritization helps them to identify the most important tasks and devote more time and attention to those tasks.

- Tell them that to prioritize their work, they should take the following steps:
  - o   Make a list of all the work that needs to be done.
  - o   Identify the most important tasks and mark them as urgent.
  - o   Assign importance to each task.
  - o   In case two tasks have same priority, first complete the one that requires more time or effort.
  - o   Start finishing off the tasks based on their importance.
  - o   Be flexible in case a sudden high priority task come in.
- Tell them that the benefits of prioritizing their work are as follows:
  - o   Ensures that the deadlines are met
  - o   Minimizes stress
  - o   Helps in meeting the long term goals
- Tell them that after prioritizing their work, they should plan their day accordingly.
- They should determine how much time they can devote to each task such that the urgent tasks are done first.
- Tell them about the six steps of setting expectations with the stakeholders.

Do ✓

- Discuss the answers in the class with explanations
- Check the understanding of participant by making them answer T/F Questionnaire
- Solution to Check Your Understanding:
  1. Setting expectations is best done after the employee has worked for 6 months.
     False
  2. Do not provide too many details when setting expectations.
     False
  3. Always check to make sure there is a common understanding of expectations.
     True
  4. Try not to ask too many questions while setting expectations.
     False
  5. Employees need to know what tasks to do and how to communicate, appreciating work styles.
     True
  6. Employees do not need to know how their work contributes to organizational results.
     False
  7. Employees need to know what their team members performance problems are.
     True
  8. Employees who have work style different from the Boss/Peers need to change.
     False

UNIT 3.3: Quality and Standards Adherence

Unit Objectives

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

1. Identify the importance of expectation setting
2. Identify the activities to be performed, deliverables and yardsticks of measuring output
3. Define Service Level Agreement

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. Before we begin a new session on quality and standards adherence, let us revise the previous session.

Do

- Begin with revising the things explained in previous session.
- Encourage the participants to give answers, if they have any doubt clarify it and tell them about what they are going to study in new session.

Ask

Ask the participants whether they know about quality and standards adherence.

Notes for Facilitation

- Start the session by telling the participants about the need for achieving quality and productivity.
- Explain to the participants how small process improvements can be set up and executed in a short period of time.
- Explain how zero defect work can be achieved. Tell the participants that zero defects means that there should not be any wastage while working.

- Explain that Zero defects theory is based on four fundamentals for successful implementation of projects:
  o Quality means adhering to requirements.
    - Understanding and fulfilling requirements as per instructions and guidelines is an assurance that quality will be achieved.
  o Quality should be taken care of right at the beginning.
    - It is less cumbersome and expensive to prevent errors than to discover and correct them later.
  o Quality is measured in monetary terms.
    - Errors imply hidden costs such as rework, customer dissatisfaction and lost revenue.
  o Quality should be maintained according to the zero defects theory.
    - Mistakes are not inevitable. Perfection in work, and not just being good, should be the aim.
- Explain the importance of maintaining quality standards in work. Tell them that maintenance of quality and timely completion of work can be done in the following ways:

Ensure that work is done is as per the guidelines and standard of the company.

Plan and organize the allocated work for the day.

Follow the proposed plan of action.

Inform the supervisor in case of any deviation or emergency.

Fig. 3.3.1: Steps for timely completion of work

Say

- SMART is an effective tool that provides the clarity, focus and motivation you need to achieve your goals. It can also improve your ability to reach them by encouraging you to define your objectives and set a completion date
- Service Level Agreement (SLA) is a contract between a service provider and its internal or external customers that documents what services the provider will furnish

Explain

- SMART as a guide to setting objectives
- Each letter of SMART and its significance
- Difference between effectiveness and efficiency
- Each quadrant giving examples
- What does the term Service level Agreement mean?

Demonstrate

- Draw SMART on the board
- Elucidate response from participants of each letter
- Read out what each letter signifies
- Ask participants to read each word aloud

4. Maintain a Healthy, Safe and Secure Working Environment

Unit 4.1 – Workplace Safety

Unit 4.2 – Report Accidents and Emergencies

Unit 4.3 – Protect Health and Safety at Work
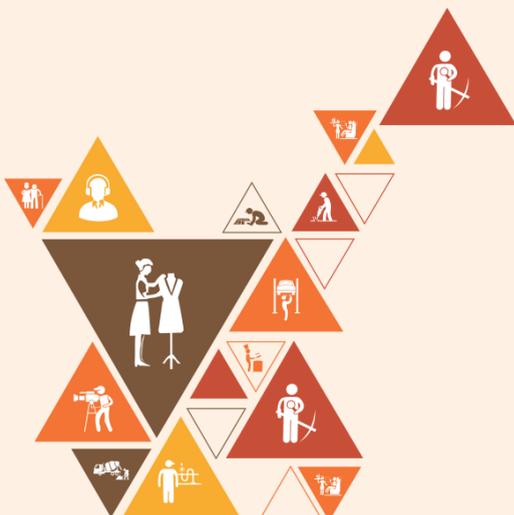
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Key Learning Outcomes

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

1. Comply with your organization's current health, safety and security policies and procedures

2. Report any identified breaches in health, safety, and security policies and procedures to the designated person

3. Identify and correct any hazards that you can deal with safely, competently and within the limits of your authority

4. Report any hazards that you are not competent to deal with to the relevant person in line with organizational procedures and warn other people who may be affected

5. Follow your organization's emergency procedures promptly, calmly, and efficiently

6. Identify and recommend opportunities for improving health, safety, and security to the designated person

7. Complete any health and safety records legibly and accurately

UNIT 4.1: Workplace Safety

Unit Objectives

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

1. Explain the significance of work place safety
2. Create awareness on basic safety guidelines

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. Before we begin a new session on workplace safety, let us revise the previous session.

Do

- Begin with revising the things explained in previous session. Ask the following questions:
- Encourage the participants to give answers, if they have any doubt clarify it and tell them about what they are going to study in new session.

Say

Let us start a new session on workplace safety.

Explain

- Explain that to ensure safety of products, processes and activities, they should always follow the safety related standards.
- Explain the safety procedures and practices that they must follow in their work.

Ask

- Ask the participants if they can tell some preventive measures that they should follow to avoid any mishap at their workplace.
- Ask the participants if they can tell some safety precautions that they should take while working.

Do

- Write the preventive measures told by them on the whiteboard.
- Discus each point one by one.
- Add any point missed by them.

Notes for Facilitation

- Tell the participants about the workplace related safety measures.
- Tell them that any non-conformance to safety precautions can result in:
  - Injury to them
  - Injury to someone else
  - Damage to product or property
- Tell them that they should perform work while adhering to the safety procedures and instructions.
- Tell them about the various possible causes of accidents, such as:
  - Unsafe acts
  - Unsafe conditions
- Tell them that slips and falls can result in head injuries, broken bones, cuts and sprains.
- Tell them that most falls are caused due to the following reasons:
  - Inadequate lighting
  - Trailing wires and cables
  - Uneven floor surfaces
  - Slippery surfaces
- Explain the importance of knowing the location of safety equipment such as:
  - Safety installations manuals
  - Fire extinguisher
  - First aid Equipment
  - Safety instruments and clothing
- Explain the basic methods of being safe and preventing accidents at workplace.
- Explain the meaning and importance of first aid.
- Explain that first aid bridges the gap between the time of accident and availability of medical treatment and ends when medical assistance begins.

- Tell them that learning basic first aid techniques can help them cope with an emergency.
- Discuss with them the steps to:
  - o Rescue person from electrocution
  - o Basic techniques of bandaging
  - o Providing first aid to victims of heart attack
- Explain the first aid in case of an electric shock:
  1. Turn off the source of electricity.
  2. If not, move the source away using a dry, non-conducting object.
  3. Try to prevent the injured person from becoming chilled.
  4. Apply a bandage. Cover any burned area with a sterile gauze bandage.
- Explain the first aid in case of cuts:
  1. Apply direct pressure until bleeding stops.
  2. Remove rings and bracelets that may prevent blood flow or compress nerves if swelling occurs later.
  3. Clean area with warm water and soap.
  4. Apply antibiotic ointment and a sterile bandage.
  5. Apply ice and elevate hand to reduce swelling.
  6. If a finger or part of a finger has been cut off, collect all parts and tissue and place in a plastic bag on ice for transport to the hospital with the person.
- Explain the first aid when some object falls in an eye:
  1. Wash your hands before touching your eyes.
  2. Look in a mirror and try to find the object in your eye.
  3. Try to blink to allow your tears to wash it out. Do not rub your eye.
  4. If the particle is behind your upper eyelid, pull the upper lid out and over the lower lid and roll your eye upward. This can help get the particle to come off the upper lid and flush out of the eye.
  5. If the object is in the corner of your eye or under your lower eyelid, remove it with a wet cotton swab or the corner of a clean cloth while holding the lower lid open.
  6. Fill an eyecup or small juice glass with lukewarm water. Put your eye over the cup of water and open your eye to rinse your eye and flush the object out.

Do ✓

- Discuss the answers in the class with explanations
- Check the understanding of participant by making them answer T/F Questionnaire
- Solution to Check Your Understanding:
  1. The employer and employees are responsible for workplace safety.
     True
  2. Any injury at work should be reported to the supervisor immediately.
     True

3. No matter how big or small the injury; the injured person should receive medical attention.

   True

4. While working with machines and equipment, employees must follow the safety guidelines set by the company.

   True

5. At any office, the first-aid kit should always be available for use in an emergency.

   True

6. It is optional to participate in the random fire drills conducted by the Offices from time-to-time.

   False

7. The "Wet Floor" sign is not needed and causes problems for people. Wet floor can be identified easily, without the signs.

   False

8. It is okay to place heavy and light items on the same shelf.

   False

9. There is no need to train employees on how to use the fire extinguisher. They can operate extinguishers following the instruction written on the extinguisher case, when needed.

   False

10. The cleaning supplies, especially chemical products, can be left in the bathrooms or in any of the cupboards in the office.

    False

UNIT 4.2: Prevent Accidents and Emergencies

Unit Objectives

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

1. Define the terms accident and emergency.
2. Identify and report accidents and emergencies.
3. Address security threats and risks.
4. Describe how to handle accidents.
5. List the types of emergencies.
6. Handle general emergencies.

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. Before we begin a new session on preventing accidents and emergencies, let us revise the previous session.

Do

- Begin with revising the things explained in previous session. Ask the following questions:
- Encourage the participants to give answers, if they have any doubt clarify it and tell them about what they are going to study in new session.

Say

Let us start a new session on preventing accidents and emergencies.

Ask

Ask the participants if they know what to do in case of an emergency, fire or accident.

Notes for Facilitation

- Make them aware that accidents are events that can cause high damage to men and material as well as the environment.
- Tell them that the following key points should be kept in mind to prevent accidents:

Safe workplace with adequate lighting and ventilation	Safe and usable tools and equipment	Continued emphasis on safe methods of work
Trained employees	Effective planned maintenance of equipment	Adequate supervision
Enforcement of safety guidelines, policies and rules	Regular reviews of all systems	
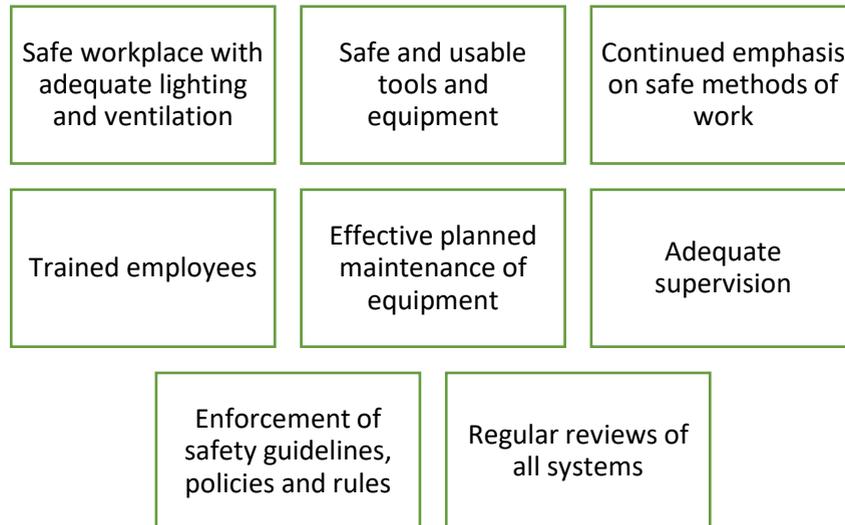
Fig. 4.2.1: Key points to be ensured for accident prevention

- Tell them that in case of any accident or emergency, they should:
  - o Notice and correctly identify accidents and emergencies
  - o Get help promptly and in the most suitable way
  - o Follow company policies and procedures for preventing further injury while waiting for help to arrive
  - o Act within the limits of your responsibility and authority when accidents and emergencies arise
  - o Promptly follow instructions given by senior staff and the emergency services
- Tell them that some of commonly occurring accidents in organizations are:
  - o Trip and fall
  - o Slip and fall
  - o Injuries caused due to escalators or elevators (or lifts)
  - o Accidents due to falling of goods
  - o Accidents due to moving objects
- Tell them about the various safety rules that they should follow.
- Tell them that in case of an injury to a colleague or a customer, they should:
  - o Attend to the injured person immediately
  - o Inform the supervisor
  - o Assist the supervisor
- Tell them that, in case of any emergency, they:
  - o Should be aware of the plans and procedures that are to be followed as defined by the organization.

- o   Must assemble at the correct assembly point.
- o   Attend the roll call.
- o   Return to work after everything comes to normal.
- Tell them that, in case of any emergency such as a fire breakout or an earthquake, the following should be done:
- o   Take necessary precautions
- o   Raise an alarm
- o   Prepare and implement an evacuation plan
- Explain how to operate a fire extinguisher with the help of the following diagram:
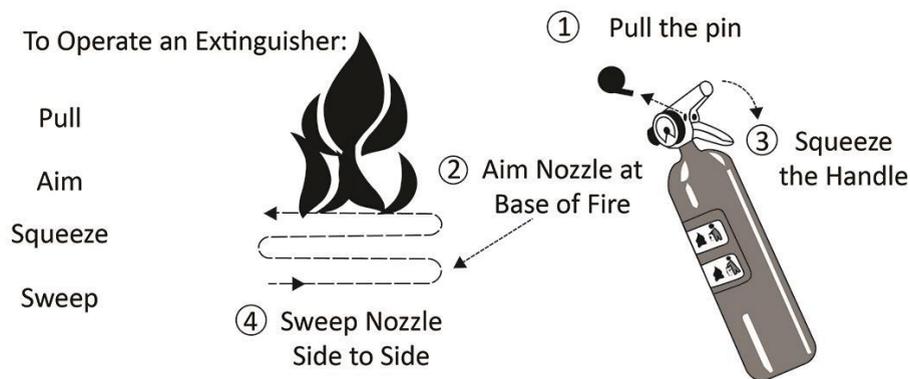
Fig. 4.2.2: Steps to operate a fire extinguisher

Demonstrate

- Demonstrate the procedure of using a fire extinguisher.

Activity

- Conduct a mock fire drill.

Time

- Set fifteen minutes as the time limit of the activity.
- Ensure that the activity finishes within time.

Explain

- Briefly explain the steps of a fire drill.
  - o Fire evacuation strategy: Make a clear and concise evacuation plan that meets the need of your building and its occupants.
  - o Action on hearing the fire alarm: Everyone should respond to the sound of the fire alarm and exit in an orderly manner.
  - o Calling the fire brigade: Call the fire department and give them your location.
  - o Identification of key escape routes: Plan at least two emergency exits so that if one is blocked, the other can be used.
  - o Appropriate use of the fire extinguisher: Demonstrate the correct way to use a fire extinguisher.
  - o Correct use of the emergency evacuation plan: Appoint someone to monitor the drill and measure the duration of a complete evacuation.
- Explain that after completing every fire drill they should:
  - o Record the total evacuation time.
  - o Silence the alarms.
  - o Ensure that the fire alarm system is back to normal operating condition.
  - o Re-evaluate any concern that arose during the fire drill and discuss it.
  - o Keep record of the fire drill and of any note on the evacuation checklist report.

Notes for Facilitation

- Explain that the most important safety equipment is the fire extinguisher.
- Explain its importance as a first level of protection against any fire hazard.
- Explain the purpose of conducting a fire drill.
- Tell them that after completion of every drill they should evaluate the effectiveness of the drill.
- Tell them that to be effective, the fire drill should be carried out periodically and should use different escape routes every time.
- Next, tell them that the fire drill is a part of employee workshop training.
- Solution to Check Your Understanding:
  1. An accident is a serious or crisis situation that needs immediate attention and action.
     True
  2. Which of the following are appropriate actions for handling accidents and emergencies? Select the two correct actions.
     a. You should give medical treatment or first aid to the injured even if you are not properly trained in such procedures because such treatments should be given promptly.
     False

b. Take decisions beyond the organization's policies and guidelines, if the situation requires.

False

c. Get help promptly and in the most suitable way.

True

d. Follow instructions given by senior staff and the emergency services.

True

3. Match each type of emergency with its corresponding example.

Type of Emergency	Example
A. Medical	i. An expectant mother in labor
B. Substance	ii. Chemical spills
C. Structural	iii. Power failure
D. Security	iv. Armed robbery
E. Natural Disaster	v. Earthquake

UNIT 4.3: Protect Health & Safety at Your Work

Unit Objectives

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

1. Define hazards
2. Identify different types of potential health and safety hazards that can be found in the workplace
3. Create a workplace safety checklist
4. Identify the common safety signs
5. Identify the problems related to safety in the given situations

Resources to be Used

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

Say

Good Morning and warm welcome to this training program. Before we begin a new session on protecting health & safety at your work, let us revise the previous session.

Do

- Begin with revising the things explained in previous session.
- Encourage the participants to give answers, if they have any doubt clarify it and tell them about what they are going to study in new session.

Say

Let us start a new session on protecting health & safety at your work.

Ask

Ask the participants if they know about safety hazards.

Notes for Facilitation

- Start the session by telling the participants about the sources of potential hazards and briefly explain each one of them.
- Draw the following diagram on the whiteboard and explain the various types of hazards
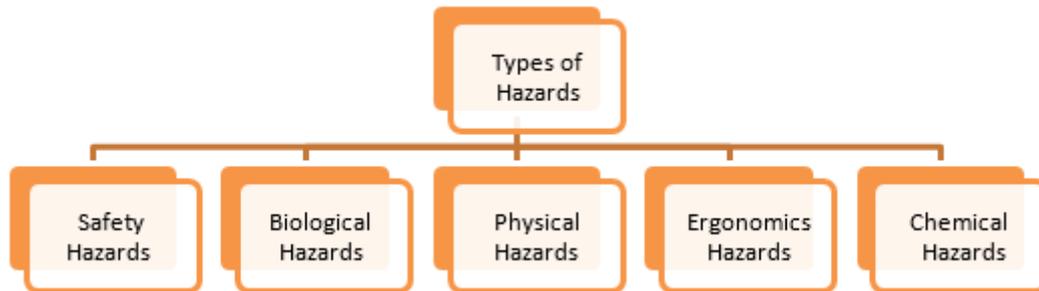
Fig. 4.3.1: Types of hazards

- In addition, tell them about psychological and technological hazards.
- Tell them that electrical hazards can lead to risk of electrocution.
- Inform them that electrocution refers to the passing of electric current through the body.
- Tell them that contact with a live conductor can cause involuntary physical movements. It may:
  o Prevent the person from releasing his/her grip on the live conductor
  o Cause the person to lose balance and fall
  o Cause severe internal and external burns
  o Cause death
- Tell them that the potential source of hazards in an organization include the following:
  o Using computers
  o Handling office equipment
  o Handling objects
  o Stress at work
  o Working environment
- Introduce the topic of manual handling of heavy and hazardous materials.

- Explain that the risks associated with handling of heavy and hazardous materials can be reduced by:

  - •Identifying the hazard

  - •Assessing the risk

  - •Selecting appropriate measures to control or reduce the risk
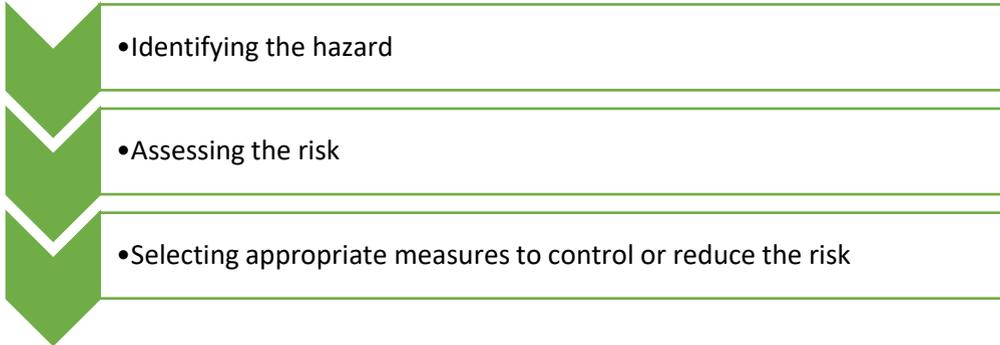
Fig. 4.3.2: Preventing physical hazards

- Explain that some injuries caused due to improper handling of heavy loads are:
  - o Back ache, neck strain, wrist sprains, back sprains, shoulder pain and so on.
  - o Skin dermatitis, respiratory problems & lung diseases and so on.
- Explain that to prevent these injuries, they should:
  - o Use proper lifting aids such as jacks, trolleys and so on.
  - o Use appropriate personal safety equipment such as safety boots, gloves, helmets, goggles and so on.
  - o Work with a team when handling heavy loads.

Ask

Ask the participants if they know what to do in case of an emergency, a fire or an accident.

Explain

- Explain that they should follow certain procedures:
  - o In case of a fire:
    - ▪ Try to remain calm.
    - ▪ Pull the fire alarm.
    - ▪ Move quickly to the nearest exit.
    - ▪ Use the staircase, do not use the lift.
    - ▪ Assist others in evacuating.
    - ▪ Call the fire station and give your location.
  - o In case of an accident:
    - ▪ Determine the extent of injury.
    - ▪ Provide first-aid for minor injuries.
    - ▪ Inform medical personnel and paramedics.
    - ▪ Avoid moving or shifting the injured.

- o In case of an emergency such as an earthquake:
  - ▪ Take shelter under tables, desks and so on.
  - ▪ Stay away from the windows.
  - ▪ Leave the building as soon as it is safe.
- o In case of a violent or a threatening person:
  - ▪ Try to remain calm.
  - ▪ Do not confront the person.
  - ▪ Do not try to subdue the person.
  - ▪ Inform the security as soon as it is possible.

Notes for Facilitation

- Explain that every organization has an emergency plan to manage any emergency or accident that might occur.
- Tell them that they should be aware of the procedures to be followed in case of any emergency.
- Tell them that they should be aware of various warning signs and the need to follow them to ensure safety. The signs and labels may be visible on the following places:
  - o On equipment and packages
  - o Inside buildings
  - o In open areas and public space
- Show them some safety signs and tell them the meaning of each sign.
- Go through the basic safety guidelines with the participants.
- Solutions to Find the Hazard Risk in pictures:
  - o Possible answers in Situation1:
    - ▪ Slippery floors
    - ▪ Leaks of steam, water, oil or other liquids
    - ▪ Falling hazard
    - ▪ Heavy objects hazard
  - o Possible answers in Situation2:
    - ▪ Electrocution hazard
    - ▪ Falling hazard
    - ▪ Tripping hazard
  - o Possible answers in Situation3:
    - ▪ Slippery floors
    - ▪ Dangerously piled supplies or equipment
    - ▪ Leaks of steam, water, oil or other liquids
    - ▪ Blocked aisles
    - ▪ Blocked fire doors

- Smoke in non-smoking areas
- Safety devices not operating properly

Ask

- Ask the participants what do they understand by the term 'Health'.
- Ask the participants if they can tell why it is important to maintain good health.
- Ask the participants how long do they generally sit or stand in one position at work.
- Ask the participants if they know the meaning of term 'Posture'.
- Ask the participants if they can tell the reasons that make manual handling of heavy and hazardous materials difficult.

Demonstrate

- Show the correct and incorrect postures while standing, sitting and lifting a load.

Notes for Facilitation

- Explain that health refers to the general well-being of an individual.
- Explain the importance of maintaining good health. Tell them that good health leads to:

- A safe and healthy work environment

- Increase in self-esteem and job satisfaction

- Improved ability to handle stress
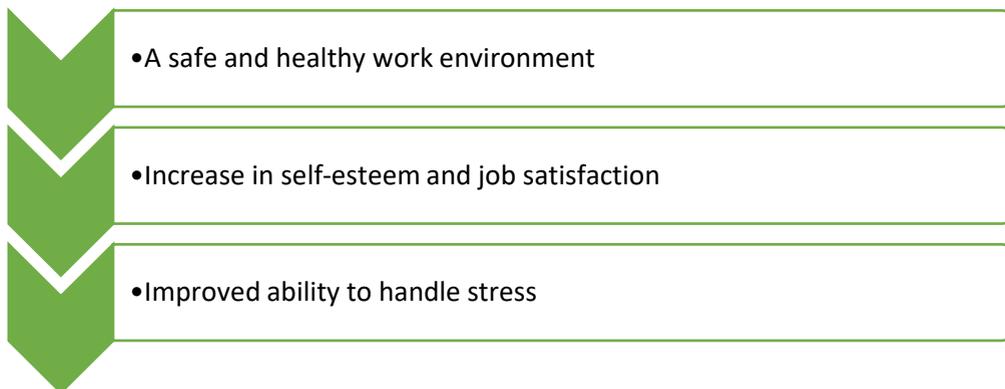
Fig. 4.3.3: Importance of maintaining good health

- Explain the importance of participating in health sessions such as yoga, physiotherapy and games conducted by the company.
- Tell the participants that for leading a healthy life, they must practice the following habits:
  - Eating a balanced diet.
  - Having proper sleep.
  - Exercising regularly.
  - Avoiding bad habits, such as smoking and drinking.
  - Maintaining correct posture while working.

5. Employability & Entrepreneurship Skills

Introduction: Employability and Entrepreneurship Skills

This Facilitator's guide includes various activities which will help you as a facilitator to make the sessions participative and interactive.

Ice breaker

- You can begin the module with the following ice breaker:

Five of Anything Ice Breaker Steps:

- Divide the participants into groups of four or five by having them number off. (You do this because people generally begin a meeting by sitting with the people they already know best.)

- Tell the newly formed groups that their assignment is to share their five favourite movies of all time, their five favorite novels or their five least liked films. The topic can be five of anything - most liked or disliked.

- This ice breaker helps the group explore shared interests more broadly and sparks lots of discussion about why each person likes or dislikes their selected five.

- Tell the groups that one person must take notes and be ready to share the highlights of their group discussion with the class upon completion of the assignment.

Expectation Mapping

During the first session and after ice breaker session, ask the participants to answer the following question: "What do I expect to learn from this training?"

1. Have one of the participants write their contributions on a flip chart sheet.

2. Write down your own list of covered material in the training on another flip chart sheet.

3. Compare the two sheets, commenting on what will and what will not be covered during the training.

4. Set some ground rules for the training sessions. Ask the participants to put these rules on a flipchart and display it in the class.

5. You may get back to those sheets once again at the end of the last session of the training.

6. Benefits of doing this activity:
   o Participants feel better as their opinions are heard.
   o Participants get to know what they should expect from the training.
   o The facilitator gets to know which points to emphasize, which to leave out, and which to add during the training.

7. Expectations from the participants:
   o Must sign the attendance sheet when they arrive for class.
   o Conduct themselves in a positive manner
   o Be punctual, attentive, and participative

8. Explain the contents that are going to get covered one by one and connect it with the expectation mapping done earlier.

9. By the end of this exercise, the participants should have a clear understanding of what to expect from the session and what are the areas that will not get covered.

Defining Objectives

1. Defining the objectives in the beginning of the units sets the mood for the unit.
2. To begin with the end in mind sets the expectations of the participants as what could be the important takeaways from the session.
3. It is also a way of making participants take responsibility of their own learning process.
4. For the facilitator, the objectives decide a designed path to progress on so that the learning stays aligned and on track.
5. Read the objectives slowly, one by one, and ask the participants to explain what they think it means.
6. At the end of the session, you could again revisit the objectives to find out from the participants about how many objectives have been achieved.

In order to effectively facilitate this workshop:

1. You must have thorough knowledge of the material in the Participant Handbook, and be prepared to answer questions about it.
2. You may also wish to read other material to enhance your knowledge of the subject.
3. There may be issues raised with which you are not able to deal, either because of lack of time or knowledge.

   You can either state that you will obtain answers and get back to the participants with the information. In case the query can be turned to an assignment to the class, do so. You can work with the participants on the assignment.
4. You must have a very clear understanding of what the participants want to accomplish by the end of the workshop and the means to guide the participants.
5. As the facilitator, it is your responsibility to make sure that all logistical arrangements are made for the workshop. This may involve doing it yourself or confirming that someone else has made all necessary arrangements associated with the workshop. Assume nothing and check everything before the workshop begins.
6. To break the monotony and boredom during sessions, introduce mini breaks in the form of stretching exercises, jokes, some group songs or games.
7. Invite discussion from the participants.
8. Probe the participants further and lead them to come to affirmative conclusions.
9. Let the participants answer. No answer is incorrect.
10. Ask one participant to write all the points on the whiteboard.
11. Build the sessions from the answers provided by the class.
12. Prepare for the sessions in advance so that the resources like flipcharts, handouts, blank sheets of paper, marker pens, etc. can be kept ready.
13. Ensure that resources like board, markers, duster etc. is available before your session starts.

General instructions for role playing:

1. You are not being asked to be an actor or to entertain. The purpose of the role play is to provide a situation in which you can practice certain skills.

2. When you read the brief, try to imagine yourself in the situation described and behave in a way you feel to be natural – but be conscious of the fact that your role may require a different approach from that which you might normally use.

3. You (and others) may benefit from the change in approach and behaviour. Therefore, try to use the approach you feel to be most appropriate for the circumstances described in your brief.

4. The brief is just the starting point. It simply sets the scene and the tone of session or activity. Try not to keep referring to the brief as this will affect the spontaneity of the meeting. Allow the role play to develop as you think it might in real life and change your reactions in line with the behaviour and responses of others involved.

5. If you find that you have too little information to answer questions or to describe what has happened in the situation, do feel free to add your own thoughts and ideas. Try to keep these within the framework of the role you are taking and try to make your improvisations as realistic as possible.

UNIT 5.1: Personal Strengths & Value Systems

Key Learning Outcomes

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

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

UNIT 5.1.1: Health, Habits, Hygiene: What is Health?

Unit Objectives

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

1. Explain the meaning of health
2. List common health issues
3. Discuss tips to prevent common health issues
4. Explain the meaning of hygiene
5. Discuss the purpose of Swachh Bharat Abhiyan
6. Explain the meaning of habit

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Ask

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

Say

- Discuss the common health issues like common cold, allergies etc. Refer to the Participant Handbook.
- Let us do a small activity. I will need some volunteers.

Role Play

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

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

Summarize

- Through this activity we got some tips on how can we prevent these common health issues.

Say

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

Activity

- Health Standard Checklist from the Participant Handbook.

Ask

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

Say

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

Do

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

Summarize

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

Ask

Discuss:

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

Say

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

Activity

- Health Standard Checklist: Hygiene

Say

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

Do

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

Ask

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

Summarize

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

Ask

- What is a habit?

Say

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

Summarize

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

UNIT 5.1.2: Safety

Unit Objectives

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

1. Discuss ways to set up a safe work environment
2. Discuss critical safety habits to be followed by employees

Resources to be Used

- Participant Handbook
- Safety signs and symbols
- Safety equipment
- Blank papers
- Pens

Say

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

Team Activity

Safety Hazards

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

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

Ask

- How could you or your employees get hurt at work?

Say

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

Do

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

Say

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

Do

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

Ask

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

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 tips to design a safe workplace and non-negotiable employee safety habits.

UNIT 5.1.3: Self-Analysis- Attitude, Achievement Motivation: What is Self-Analysis?

Unit Objectives

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

1. Explain the importance of self- analysis
2. Discuss motivation with the help of Maslow's Hierarchy of Needs
3. Discuss the meaning of achievement motivation
4. List the characteristics of entrepreneurs with achievement motivation
5. List the different factors that motivate you
6. Discuss the role of attitude in self- analysis
7. Discuss how to maintain a positive attitude
8. List your strengths and weaknesses

Resources to be Used

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

Activity

This is a paper pencil activity.

What are the three sentences that describe you the best?
What do you need to live happily?
What are your strengths and weaknesses?

Do

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

Say

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

Team Activity

Tower building

- Each group will create a tower using old newspapers.

Do

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

Ask

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

Say

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

Ask

- Is your attitude positive or negative?

Say

- Let me tell you a story:

It's Little Things that Make a Big Difference.

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

Ask

- What did you learn from this story?

Activity

What Motivates You?
- This is an individual activity.
- It is an exercise given in the Participant Handbook.

Do

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

Say

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

Summarize

- Close the discussion by summarizing how self-analysis, knowledge about what motivates you and your positive attitude can help in your business as well in life.

UNIT 5.1.4: Honesty & Work Ethics

Unit Objectives

At the end of this unit, participants will be able to:
1. Discuss the qualities of honest people
2. Describe the importance of honesty in entrepreneurs
3. Discuss the elements of a strong work ethic
4. Discuss how to foster a good work ethic

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Do

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.

- Put down the de-brief questions on the board and ask the groups to focus their discussion around these questions.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Give the class5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes the team should present their case solution to the class. The presentation can be a narration or a role play.
- Ask the group to select a group leader for their group. The group leader to discuss and assign roles to the group members for the presentation.

Team Activity

Case Study Analysis

Scenario 1

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

Scenario 2

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

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

Scenario 3

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

Scenario 4

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

Say

- Now, let's discuss the problem and solution with the larger group.
- The group will first briefly describe the case to the class.
- Then discuss the issue identified and the proposed solution.
- Once the presentation is over, the class can ask their questions.

Do

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

Summarize

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

UNIT 5.1.5: Creativity and Innovation

Unit Objectives 🎯

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

1. List the characteristics of highly creative people
2. List the characteristics of highly innovative people

Resources to be Used ⚙️

- Participant Handbook
- Chart papers
- Marker pens

Ask 💬

- You must be aware of the term 'Rags to riches' and heard stories related to the term.
- What do these stories tell us?
- What was so special about these people?

Say 💬

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

A.P.J. Abdul Kalam

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

Water filter/purifier at source

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

Inspiration behind the idea: Most people today prefer to use a water filter/purifier at their home. Both the children have submitted an idea to have a filter/purifier at the source of water so that everyone has access to clean water without having to make an investment in purchasing a filter/purifier.

Soring's idea is to have a centralized purification system at the point of distribution like a water tank while Subash's idea is to have such purifiers attached to public taps.
Source: https://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-young-indians/20151208.htm

Solar seeder

This is a story of a innovative solar seeder and developed by Subash Chandra Bose, a class 8, student from St Sebasthiyar Matriculation School, Pudukkottai, Tamil Nadu. Subash has developed a solar powered seed drill, which can undertake plantation for different size of seeds at variable depth and space between two seeds.
Source: http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-young- Indians/20151208.htm

Looms for physically challenged

Now this is really inspiring of two sisters, Elakkiya a Class 6 student and Pavithra a Class 9 student of SRC Memorial Matriculation, Erode, Tamil Nadu.
The two sisters have come up with a loom for lower limbed physically challenged. In their loom, they have replaced the pedal operated system with a motor and a gearbox attached to a pulley mechanism.
Source: http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-young- Indians/20151208.htm

Ask

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

Say

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

Team Activity

- This is a group activity.
- Think of any one famous entrepreneur and write a few lines about him or her.

Activity De-brief

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

Do

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

Summarize

- Summarize the unit by asking participants if they know of some people who are highly creative and innovative in their approach.
- Ask them to share some experiences about these people with the class.

Notes for Facilitation

- Source for stories on innovations:

http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-young-Indians/20151208.htm

UNIT 5.1.6: Time Management

Unit Objectives

At the end of this unit, participants will be able to:
1. Discuss the benefits of time management
2. List the traits of effective time managers
3. Describe effective time management techniques

Resources to be Used

*   Participant Handbook

Ask

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

Example

*   Let's look at these two examples:

Example 1:
Ankita works from home as a freelance writer. She says she can easily put in 8 hours of dedicated work in a day. Because she works from home, she saves money on travel and has a comfortable work routine. But there is a challenge and it is distraction. As she works from home, she can easily just get up and sit down on the sofa to watch TV, wasting valuable time. She may have chores to do, errands to run and bills to pay. She ends up working only two to three hours a day and the result is, her work gets piled up. She is unable to take on more work due to this. Even though her quality of work is appreciated her clients are not very happy about the delay in submission.

Example 2:
Javed has started a successful online selling company from home and makes a good living from his sales. He has set up a small office space in his living room. As both his parents are working full-time, he also has the role of taking care of his two younger siblings. He almost spends half of his day with the younger kids. He does not mind it but it means taking time away from the work. He is still able to manage his online business with these commitments. He wants to spend some more dedicated hours so as to increase his profits. He also wants to look into new business avenues. What should he be doing?

Ask

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

Activity

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

Say

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

Ask

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

Say

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

Activity

Effective Time Management

- This activity has two parts:

Part 1 To Do List

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

PART 2
URGENT-IMPORTANT GRID

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

To – Do List Format

1.	
2.	
3.	
4.	
5.	
6.	

7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

URGENT-IMPORTANT GRID

URGENT/ IMPORTANT

- Meetings
- Last minute demands
- Project deadlines
- Crisis

NOT URGENT/ IMPORTANT

- Planning
- Working towards goals
- Building relationship
- Personal commitments

1   **2**

3   **4**

- Interruptions
- Phone calls/ E-mails
- Other people's minor demands

URGENT/ NOT IMPORTANT

- Internet surfing
- Social media
- Watching TV

NOT URGENT/ NOT IMPORTANT
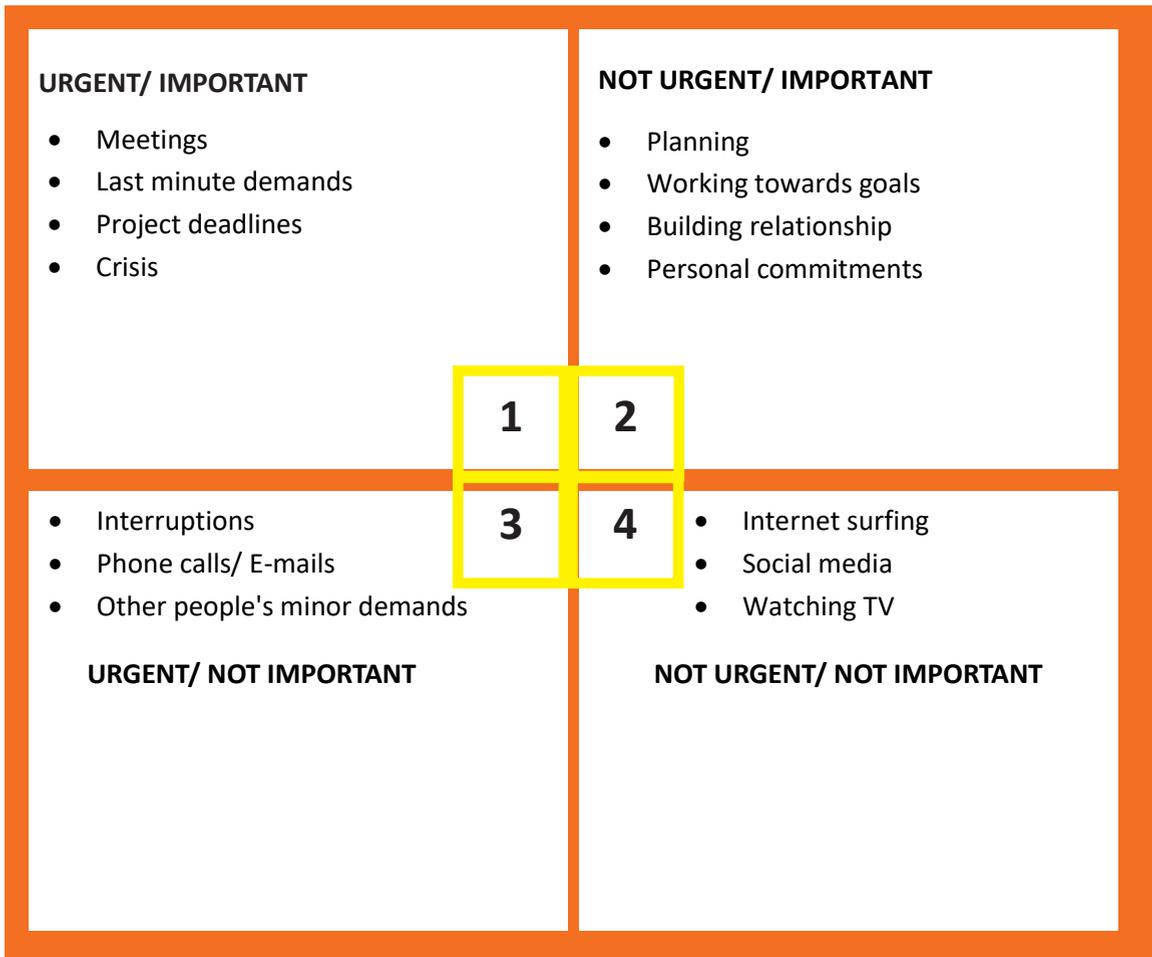
URGENT/ IMPORTANT GRID format

URGENT/ IMPORTANT	**NOT URGENT/ IMPORTANT**
1	**2**
3	**4**
URGENT/ NOT IMPORTANT	**NOT URGENT/ NOT IMPORTANT**
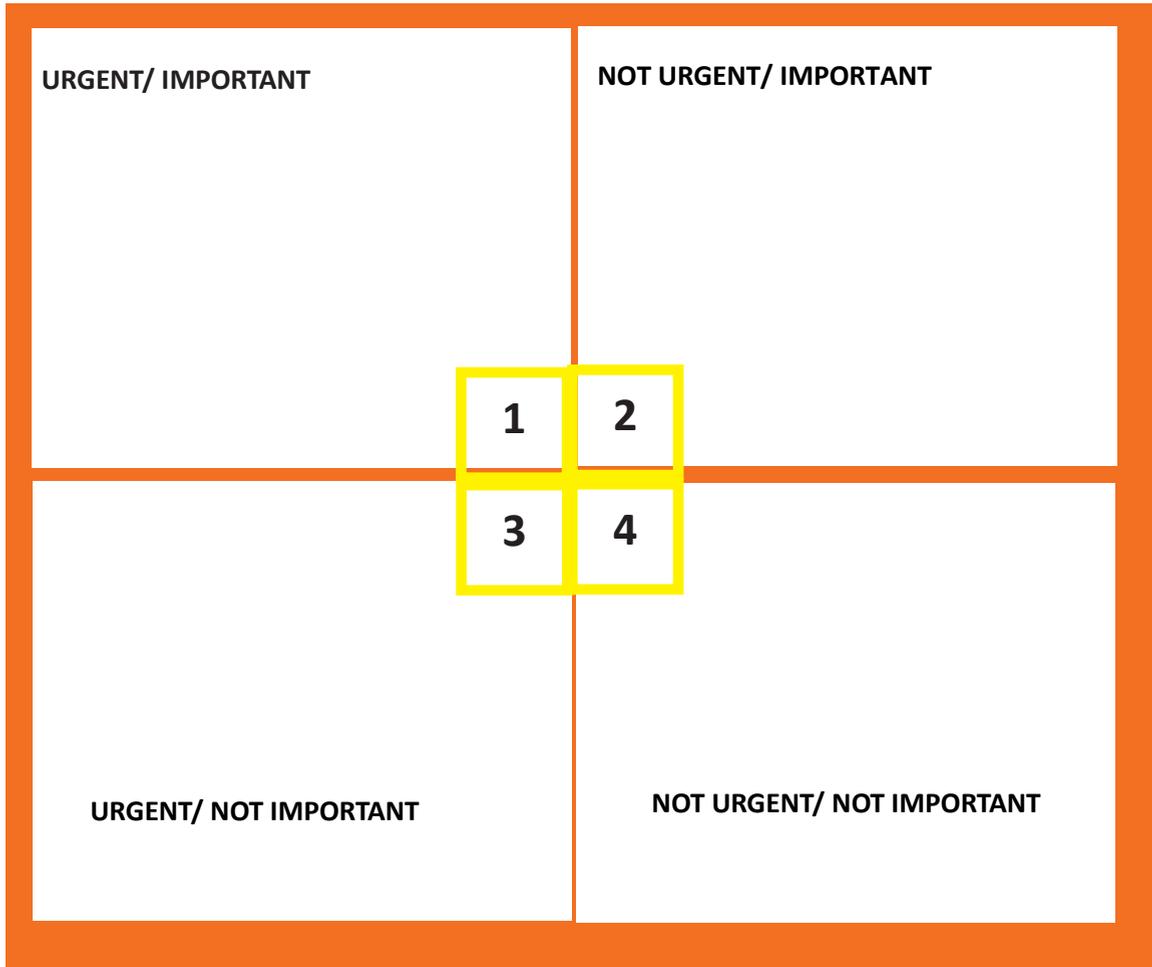
Do ☑

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

Say 💬

Activity De-brief:

How can we balance tasks between the four categories? How to manage time through this grid?

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

Summarize

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

Notes for Facilitation

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

UNIT 5.1.7: Anger Management

Unit Objectives 🎯

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

1. Discuss the importance of anger management
2. Describe anger management strategies
3. Discuss tips for anger management

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Do

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

Activity

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

Ask

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

Say

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

Do

- Give the class the anger triggers (the cause) as listed in the activity.
- Put down the activity format (Anger Triggers, Result of your Anger, Anger Management Techniques) on the board and instruct the class to write the answers under different categories.
- Give the class 3-5 minutes to think and note down their answers.
- At the end of 5 minutes, ask the participants who wish to volunteer and present their answers.

Activity

Trigger points and Anger Management Techniques Activity
Anger Triggers

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

Result of your anger:

Write the techniques that you use to manage your anger:
Anger Management Techniques

Say

- Now, let's discuss the problems and solution with all.
- The individual will first briefly describe trigger points to the class.
- Then discuss the result of the anger. Other participants are requested to remain quiet while one is making the presentation.
- Post presentation, other participants may ask questions.

Do

- Congratulate each individual for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions after the presentation to the class.
- Keep a check on the time. Ask the participants to wind up the activity quickly if they go beyond the given time limit.

Ask

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

Summarize

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

Notes for Facilitation

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

UNIT 5.1.8: Stress Management: What is stress?

Unit Objectives

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

1. Discuss the causes of stress
2. Discuss the symptoms of stress
3. Discuss tips for stress management

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Ask

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

Say

- When we feel overloaded or unsure of our ability to deal with certain challenges, we feel stressed.
- Discuss about stress, causes of stress, and symptoms of stress as discussed in the Participant Handbook.

- Let's understand the causes of stress and how to deal with them with the help of some case scenarios.
- You will be given some cases.
- You have to analyse the case scenario and then find an appropriate solution to the problem.
- This will be a group activity.

Do

- Divide the class into four groups of 5- 6 participants (depending on the batch size).
- Assign one case scenario to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Explain their discussion should result in getting answers for the following questions:
  - What was/ were the cause(s) of stress?
  - Was the stress avoidable or manageable under the given circumstances?
  - If yes, how do you think that the stress could be avoided (managed)?
  - If no, then why not?
- Give the class 10-12 minutes to discuss the case and note down their solutions.
- At the end of 12 minutes, the team should present their case solution to the larger group.
- Ask the group to select a group leader for their group.
- The group leader to discuss and assign roles to the group members for the presentation.

Team Activity

Case Study Analysis

Scenario 1

Akash's alarm doesn't go off and he gets late getting out of the house. He hits traffic and ends up 15 minutes late to work, which his boss notices. He gets to his desk and finds he has to complete 2 reports in next one hour. Just when he is about to begin work, a message pops up "Telecon with the client begins in 10 minutes. Please be in the conference room in 5 minutes." He is not prepared for the call. He is stressed. He does not want to speak to his boss about this. He is stressed, feeling uncomfortable and sick. Not in a position to attend the call or finish the reports on time.

Scenario 2

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

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

Scenario 3

Sheela calls the cable company as she has unknown charges on her bill. She has to go through the automated voice mail menu three times and still can't get through to a customer care executive. After 15 minutes of repeated efforts, her call is answered. She explains the entire issue to the customer care executive but before the person could suggest a way out, the call drops.
Now Sheela has to call back and repeat the whole process all over again with a new customer care executive. She is very angry and calls again but cannot connect this time.
She has to leave to office so she decides to call from office and check. When she connects this time, she is angry and argues with the executive on the call. All her co-workers around are looking at her as her volume has suddenly increased. She bangs the phone and ends the call.
Her co-worker Neelam enquires what has happened to her. She ignores her and just walks off. She has become irritable and her behaviour and tone with other co-workers is not acceptable.

Scenario 4

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

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

Ask

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

Say

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

Do

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

Say

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

De-brief:

Scenario 1

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

Scenario 2

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

Scenario 3

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

Scenario 4

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

Do ☑

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

Scenario 5

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

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

Say 💬

De-brief:

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

Summarize 🔍

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

Notes for Facilitation 📝

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

UNIT 5.2: Digital Literacy: A Recap

Key Learning Outcomes

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

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

UNIT 5.2.1: Computer and Internet Basics: Basic Parts of a Computer

Unit Objectives

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

1. Identify the basic parts of a computer
2. Identify the basic parts of a keyboard
3. Recall basic computer terminology
4. Recall the functions of basic computer keys

Resources to be Used

- Participant Handbook
- Computer Systems with the required applications

Say

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

Explain

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

Ask

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

Say

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

Summarize

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

Practical

- Conduct a practical session.
- Ask the participants to assemble in the computer lab.
- Give some hands-on practice exercises.

Do

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

UNIT 5.2.2: MS Office and Email: About MS Office

Unit Objectives

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

1. Discuss the main applications of MS Office
2. Discuss the benefits of Microsoft Outlook

Resources to be Used

- Participant Handbook
- Computer Systems with the required applications

Ask

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

Say

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

Explain

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

Ask

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

Say

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

Do

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

Demonstrate

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

Practical

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

Summarize

- Ask the participants what they have learnt from this exercise/ activity.

UNIT 5.2.3: E-Commerce

Unit Objectives 🎯

At the end of this unit, participants will be able to:
1. Identify different types of e-commerce
2. List the benefits of e-commerce for retailers and customers
3. Discuss how Digital India campaign will help boost e-commerce in India
4. Describe how you will sell a product or service on an e-commerce platform

Resources to be Used ⚙️

- Computer Systems with internet connection
- Participant Handbook

Ask 💬

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

Say 💬

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

Ask 💬

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

Say 💬

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

Team Activity

E-commerce examples
- Instruct the participants to list some of the payment gateways that they have used for e-commerce activities.
- Give them 5 minutes to make this list.
- Discuss payment gateways and transaction through payment gateways.
- Conclude the discussion by mentioning how important e-commerce has become in our day to day transactions.

Say

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

Do

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

Say

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

Explain

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

Say

- Now let us discuss how to sell a product using E-commerce.
- Every product has to be sold on a platform on the internet. Think of it as a shop that you have to sell your product. Now this shop can be your own or shared or rented. If the shop is your own or rented there will be only your products in that shop. If the shop is shared, there will be products of multiple sellers in that shop. A common example is a departmental store which has products from multiple brands in the shop.
- Similarly, in E-commerce the shop is the website where your products are displayed. If it is your own website it will exclusively showcase your products. In this case the cost that you will incur will be:
  o Developing the website
  o Hosting the website
  o Maintenance of the website
- If you rent a website it will also showcase your own products but the development, hosting and maintenance parts goes to the owner. This saves time and the cost to manage these activities.
- Smaller companies usually go for renting a website and the bigger ones develop their own website.
- The concept of shared platforms has become very popular in recent times. In this platform, the sellers have to register and then they can sell their goods on a common platform. Among the most popular of these are Amazon, Myntra, Flipkart, etc.

Role Play

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

Ask

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

Say

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

Do

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

Ask

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

Say

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

Summarize

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

UNIT 5.3: Money Matters

Key Learning Outcomes

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

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

UNIT 5.3.1: Personal Finance – Why to Save?

Unit Objectives 🎯

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

1. Discuss the importance of saving money
2. Discuss the benefits of saving money

Resources to be Used ⚙️

- Participant Handbook

Ask 💬

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

Example 📍

- Let's look at these two examples:

Example 1:

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

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

Example 2:

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

Ask 💬

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

Say

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

Ask

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

Say

- Discuss "Benefits of Saving" with the participants as given in the Participant Handbook.
- Now let us continue with Suhani's story. Suhani has told her family not to worry and that she has about 50,000, which she has saved over the months. The family is happy about Suhani's decision of saving money, which will be of great help for them now.
  Suhani is going to the hospital today to pay the first instalment for the treatment. Suddenly finds only 35,000 in her cash box when she counts and does not remember using it. She has not kept any record and now she is upset.

Ask

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

Say

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

Team Activity

Personal Finance- Why to save

- This activity has two parts:

PART 1

WAYS TO SAVE MONEY

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

PART 2

HOW WILL YOU USE THE MONEY?

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

Do

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

Activity De-brief

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

Say

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

Summarize

You can summarize the session by discussing:

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

UNIT 5.3.2: Types of Bank Accounts, Opening a Bank Account

Unit Objectives

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

1. Discuss the main types of bank accounts
2. Describe the process of opening a bank account

Resources to be Used

- Account opening sample forms
- Participant Handbook

Ask

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

Example

- Let's look at the given example:

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

To save time, she decides to buy a second hand scooter for herself. But she has to save money for it. Her class mate advises her to open a recurring deposit account in the bank. She goes to the bank, close to her home. The personal manager gives her some forms to fill. She is confused as she has never done this before. Her elder sister has an account in the same bank. She asks for help from her sister. She goes to the bank the next day with her sister. The personal banker gives her a list of documents that she will need to submit with the form for opening an account. The banker advises her to open a 6 months recurring deposit.

Ask

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

Say

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

Ask

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

Say

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

Team Activity

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

Activity De-brief
- Ask each group to present the key points of their account.

Say

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

Ask

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

Say

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

Team Activity

Opening a Bank Account

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

PART 1

FILLING A BANK ACCOUNT OPENING FORM

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

Activity De-brief

How did you design the form?

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

Do

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

Summarize

Note:

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

Sample Bank Account Opening form.

XXX Bank

Photograph

SAVING BANK ACCOUNT OPENING FORM

Account No.:_____   Date:_____

Name of the Branch	
Village/Town	
Sub District / Block	
District	
State	
SSA Code / Ward No.	
Village Code / Town	Name of Village /

Applicant Details:

Full Name Mr./Mrs./	First	Middle	Last Name	
Marital Status				
Name of				
Name of Mother				
Address				
Pin Code				
Tel No. Mobile		Date of Birth		
Aadhaar No.		Pan No.		
MNREGA Job Card No.				
Occupation/Profession				
Annual Income				
No. of Dependents				

Detail of Assets	Owning House : Y/N Owning Farm : Y/N No. of Animals : Any other :
Existing Bank A/c. of family members / household	Y / N If yes, No. of A/cs. _____
Kisan Credit Card	Whether Eligible Y / N

I request you to issue me a **Rupay Card**.

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

Declaration:

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

Place:

Date: **Signature / LTI of Applicant**

Nomination:

I want to nominate as under				
Name of Nominee	Relationship	Age	Date of Birth in case of minor	Person authorised in case to receive the amount of deposit on behalf of the nominee in the event of my /minor(s) death.

Place:

Date: **Signature / LTI of Applicant**

Witness(es)*

1. _____

2. _____

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

UNIT 5.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

Unit Objectives

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

1. Differentiate between fixed and variable costs

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

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

Say

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

Team Activity

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

Do ☑

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

Say 💬

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

Total Cost
₹
Variable Cost
Fixed Cost
Units
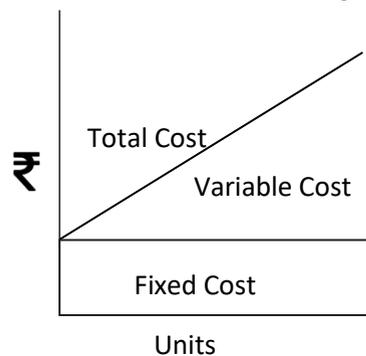
- Let's learn the difference between fixed and variable cost with the help of an activity.

Team Activity 👥

Fixed vs. Variable Costs

- This is a group activity.

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

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

Do ✓

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6.
- Give each group a sheet of paper.
- Tell the participants that they have to start their own entrepreneur business.
- Ask them the type of business they want to start.
- Instruct them to differentiate between the fixed and the variable costs of the business they want to start.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize

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

Notes for Facilitation

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

UNIT 5.3.4: Investments, Insurance and Taxes

Unit Objectives ◎

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

1. Describe the main types of investment options
2. Describe the different types of insurance products
3. Describe the different types of taxes

Resources to be Used ⚙

- Participant Handbook

Ask 💬

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

Example 📍

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

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

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

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

Say 💬

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

Ask

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

Say

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

Say

- We will have a quiz today.

Team Activity

- The activity is a quiz.

Do

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

Summarize

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

Notes for Facilitation

Questions for the quiz

1. Mr. Das gets monthly return on one of his insurance policies. Name the policy?
   Money Back Life Insurance
2. What are bonds?
   Bonds are instruments used by public and private companies to raise large sums of money.
3. Who issues the bonds?
   Private and public companies issue the bonds.

4. Why are bonds issued?

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

5. Who is the buyer of stocks and equities?

   The general public is the buyer.

6. What types of scheme is the Sukanya Samriddhi Scheme?

   Small Saving Scheme

7. What is the difference between mutual and hedge funds?

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

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

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

9. Name the two types of insurances?

   Life Insurance and Non-life or general insurance

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

    Term Insurance

11. What is the benefit of taking an endowment policy?

    It offers the dual benefit of investment and insurance.

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

    It offers the dual benefit of investment and insurance

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

    Marine Insurance

14. After what duration is the income tax levied?

    One financial year

15. What is long term capital gain tax?

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

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

    Securities Transaction Tax

17. What is the source of corporate tax?

    The revenue earned by a company.

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

    VAT or Value Added Tax

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

    Sales Tax

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

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

UNIT 5.3.5: Online Banking, NEFT, RTGS, etc.

Unit Objectives 🎯

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

1. Discuss the uses of online banking
2. Discuss the main types of electronic funds transfer

Resources to be Used ⚙

- Participant Handbook
- Computer System with internet connection
- Debit card

Ask 💬

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

Say 💬

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

Do ☑

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

Say 💬

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

Do ☑

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

Summarize 🔍

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

UNIT 5.4: Preparing for Employment & Self-Employment

Key Learning Outcomes

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

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

UNIT 5.4.1: Interview Preparation: How to Prepare for an Interview?

Unit Objectives

At the end of this unit, participants will be able to:
1. Discuss the steps to follow to prepare for an interview

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Activity 1

- Introducing Yourself

Do

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

Ask

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

Say

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

Do

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

Activity 2

- **Planning the right attire**

Do

- Describe 2 individuals to the participants. One is wearing a casual t-shirt, jeans, and slippers. He has not combed his hair and neither has he trimmed or shaved his beard. The other individual is dressed formally with a shirt and pant, and is well-groomed. He has also worn formal shoes and a belt. Ask the participants which person would they prefer to hire in their organization and why?

Summarize

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

UNIT 5.4.2: Preparing an Effective Resume: How to Create an Effective Resume?

Unit Objectives

At the end of this unit, participants will be able to:
1. Discuss the steps to create an effective Resume

Resources to be Used

- Participant Handbook
- Blank Papers
- Pens

Ask

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

Say

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

Do

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

Say

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

Activity

Case Study Analysis

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

Candidate Details

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

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

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

Job Posting

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

THE LOCATION:

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

Salary: Negotiable

Industry: Travel / Hotels / Restaurants / Airlines / Railways

Functional Area: Hotels, Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

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

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

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

UG: Any Graduate/ Diploma holder

PG: Post Graduation Not Required

Say

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

Do ☑

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

Summarize

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

Notes for Facilitation

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

Nipesh Singla

#1XX7, Sector XX-D

Chandigarh-160018

Mobile No: 91-988XXXXX01
E-mail: nxxxxxxxxxla@gmail.com

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

Professional strengths:

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

Educational background

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

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Professional internships:

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

Volunteer Work:

- Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

UNIT 5.4.3: Interview FAQs

Unit Objectives

At the end of this unit, participants will be able to:
1. Discuss the most frequently asked interview questions
2. Discuss how to answer the most frequently asked interview questions

Resources to be Used

- Participant Handbook

Say

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

Do

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

Role Play

Conduct a role play for the situation given.

Situation 1
- The interviewer will start by asking the interviewee a few generic questions such as:
  o What is your name?
  o Tell me something about yourself?
  o Can you tell me something about your family?

- Then, the interviewer will bluntly ask the following questions:
  - o How do you explain this huge time gap in your resume?
  - o What is the reason for this?
  - o Weren't you looking for a job or is it that no one selected you?

Say

De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 2

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

Say

De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 3

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

Say

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 4

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

Say

De-brief:
- Don't provide unreal and idealistic answers.
- Your answers should be honest yet diplomatic. In a situation like this, the interviewer does not expect you to provide a specific timeline.

- You can say something like, "I would like to stay with the company as long as I can contribute constructively and develop as an employee, within the organization, professionally and financially."

Role Play

Conduct a role play for the situation given.

Role Play – Situation 5
- The interviewer will start by asking the interviewee a few generic questions such as:
  o What is your name?
  o Tell me something about yourself?
  o Can you tell me something about your family?
- Ask him/her how important he/she thinks it is to be punctual in the corporate world.
- After he/she answers, look up sternly at the interviewee and in a crisp voice, say:
  o You were late for this interview by 10 minutes. That surely does not seem to be in line with what you just said?

Say

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

Role Play

Conduct a role play for the situation given.
Role Play – Situation 6
- The interviewer will start by asking the interviewee a few generic questions such as:
  o What is your name?
  o Tell me something about yourself?
  o Can you tell me something about your family?
- After asking a few academic or job-related questions, ask the interviewee:
  o If you get this job, what salary package do you expect us to give you?

Say 💬

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

Role Play 🎭

Conduct a role play for the situation given.

Role Play – Situation 7
- The interviewer will start by asking the interviewee a few generic questions such as:
  - What is your name?
  - Tell me something about yourself?
  - Can you tell me something about your family?
- Then, bringing the interview to a close, ask the interviewee:
  - Do you have any questions for me?

Say 💬

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

Explain

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

Do ✓

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

Activity

Mock Interview Questions

Mock Interview Questions
Tell me something about your family.
What qualities would you look for in a Manager or a Supervisor?
Why did you apply for this job?
What do you know about this company?
How do you deal with criticism?
How do you plan to strike a good work-life balance?
Where do you see yourself five years from now?
Have you applied for jobs in other companies?
What kind of salary do you expect from this job?
Do you have any questions for me?

Summarize

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

UNIT 5.4.4: Work Readiness – Terms and Terminology

Unit Objectives

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

1. Identify basic workplace terminology

Resources to be Used

- Participant Handbook
- Chart papers
- Blank sheets of paper
- Pens

Ask

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

Say

- Let's start this unit with an activity.

Team Activity

Workplace terminology

- This is a group activity conducted in three parts.

Part 1

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

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

---

Do

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

Say

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

Ask

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

Say

- Let's now continue the activity.

Team Activity

Terms and Terminology

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

Part 2
- With the help of the new terms you have learned, make a flow chart of the hiring process of MND Company.

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

Do ✓

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

Say 💬

- Let's go ahead with the activity.

Team Activity 👫

Terms and Terminology
- The activity continues with the same group members.

Part 3

Sheila now works for the MND Company. She is not aware of the company culture and policies. She goes to the HR Department to get her doubts clarified. Can you think of the terms for which she wants clarity? Make a list of those words.

Activity De-brief
- Ask the groups to share their list of words. Some of the words are benefits, comp. time, deduction, employee training, holidays, lay-off, leave, maternity leave, mentor, notice, paternity leave, and time sheet.

Do ✓

- Instruct the participants to identify the key terms an employee of a company should know. They can use the same chart paper for this activity.
- Give them 5 minutes for this activity.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize 📖

- Note: You can either summarize the key points of the unit or have a role play where an employee has just joined a company and the HR Manager explains the terms of employment.

UNIT 5.5: Understanding Entrepreneurship

Key Learning Outcomes

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

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

UNIT 5.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/ types of enterprises)

Unit Objectives

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

1. Discuss the concept of entrepreneurship
2. Discuss the importance of entrepreneurship
3. Discuss the characteristics of an entrepreneur
4. Describe the different types of enterprises

Resources to be Used

- Participant Handbook

Say

- Let's start this session with some interesting questions about Indian entrepreneurs.

Team Activity

Quiz Questions

1. Who is the founder of Reliance Industries?
   Dhirubhai Ambani

2. Who is the Chairman of Wipro Limited?
   Azim Premji

3. Who launched e-commerce website Flipkart?
   Sachin Bansal and Binny Bansal

4. Who is the founder of Paytm?
   Vijay Shekhar Sharma

5. Who is CEO of OLA Cabs?
   Bhavish Aggarwal

6. Who is the founder of Jugnoo?
   Samar Singla (autorickshaw aggregator)

7. Who is the founder of OYO Rooms?
   Bhavish Aggarwal

Do ☑

- Tell them that you will ask them few questions about a few entrepreneurs.
- Divide the class in to two groups.
- In turns ask the quiz questions to the groups.
- If the answer is incorrect pass the question to the other group.
- Share the answer if the groups are not able to answer.
- Congratulate the participants who answered correctly.

Ask 🗨

- What do you understand by entrepreneurs?
- What is the importance of entrepreneurship in today's scenario?
- What do you think are the characteristics of successful entrepreneurs?
- What are different types of enterprises that an entrepreneur in India can own and run?

Say 💬

- Talk about entrepreneurs, importance of entrepreneurship, characteristics of successful entrepreneurs, and different types of enterprises in India as discussed in the Participant Handbook.
- Tell the participants, stories of successful Indian entrepreneurs- their struggles, the moments of heartbreak, the perseverance and triumph.
- Ask them if they know of any such entrepreneur.

Summarize 🔍

- Close the discussion by summarizing about the opportunities for entrepreneurs in India.

Notes for Facilitation 📝

- Check out different Government schemes for small entrepreneurs. Share the information with the participants.
- You can tell them about the government websites like Start Up India, mudra.org.in etc.
- Discuss about various schemes and policies by the Government of India for entrepreneurs.

UNIT 5.5.2: Leadership and Teamwork

Unit Objectives

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

1. List the qualities of an effective leader
2. Discuss the benefits of effective leadership
3. List the traits of an effective team

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Do

- Show the picture given below to the class.
- Ask them to quickly write on a piece of paper what comes to their mind after seeing the picture.
- Now ask them, "What do you understand from this picture?"
- Encourage participants to share their thoughts.
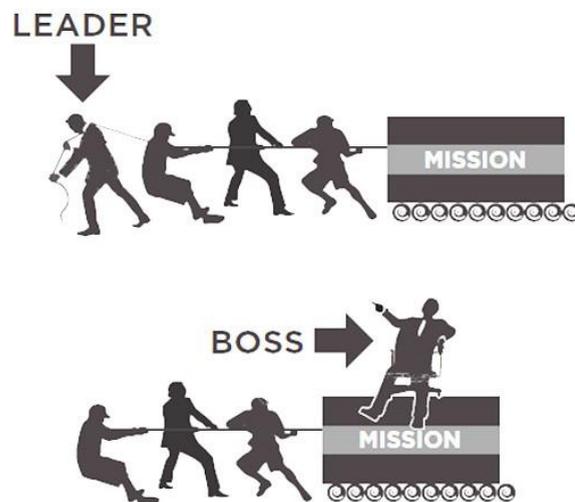
Say

- This picture depicts the qualities of a leader and the difference between a leader and a boss.
- A boss focuses on structure and inspires fear whereas a leader follows vision and generates enthusiasm.
- A boss blames employee for the breakdown whereas a leader fixes breakdowns.
- A boss depends on authority whereas a leader depends on goodwill.
- A boss says "I" and a leader says "We."
- A boss drives employee whereas a leader coaches them.
- A boss takes credit whereas a leader gives credit.

Say

- Talk about leadership and leadership qualities for an entrepreneur as discussed in the Participant Handbook.

Ask

- Why is it important for a leader to be effective? How does it help the organization?

Say

- Let us discuss benefits of effective leadership as discussed in the Participant Handbook.
- "Out-of-the-box thinking" is one of the new leadership styles. It means thinking differently and from a new perspective.

Ask

- Do you consider yourself a team player?

Team Activity

Long Chain

- This is a group activity.

Do

- Divide the class into 2 teams.
- Ask each team to create a chain using materials they have in class such as shoe laces, belts, paper, handkerchief, ribbons, etc.
- The team that creates the longest chain wins the game.
- Observe if the participants are interacting with their team or working in isolation.
- Share your observations with the class.

Say

De-brief:

- What did the winning team do differently?
- Who was responsible for the winning team's success?
- How does this activity explain the role of teamwork in entrepreneurial success?

Say

- Tell the class that both the teams performed well.
- Discuss that the objective of this activity was to open communication channels and how this has been achieved.
- The participants should aim to keep the communication channels open when interacting with their peers and team members.
- It will set the pace and enthusiasm required for all the ensuing teamwork activities.
- Talk about teamwork and importance of teamwork in entrepreneurial success as discussed in the Participant Handbook.

Summarize

- Close the discussion by summarizing about the importance of teamwork for employees.
  - Teamwork helps in reducing stress for the employees.
  - Teamwork helps employers in generating more number of solutions to a problem and developing improved communication amongst employees.
- Ask the participants what they have learned from these exercises.
- Ask if they have any questions related to what they have talked about so far.

UNIT 5.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

Unit Objectives 🎯

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

1. Discuss the importance of listening effectively
2. Discuss how to listen effectively
3. Discuss the importance of speaking effectively
4. Discuss how to speak effectively

Resources to be Used ⚙️

- Participant Handbook

Activity ⚙️

Activity – Chinese Whisper

Step 1: Form a circle.
Step 2: Start a whisper chain. Any one participant will whisper a message into his/her neighbour's ear. No one else must hear the message. The message can be serious or downright si.
Step 3: The next person who first heard the message should whisper the message very quickly to the person sitting next to them.
Step 4: The game goes on until the last person says whatever they heard out loud and the first person reveals the real message.
Compare them and have a great laugh!

Ask 💬

De-brief questions:
- Was the original message the same as the message that is communicated at the end of the game?
- Why do you think there was a difference in the messages?

Say 💬

- No, the original message was not same at the end of game.
- The barriers to communication like language, disturbance and noise, poor listening skills, boredom, poor speaking skills, etc. are the potential reasons this happens.

- There are various aspects to communication. Speaking skills and listening skills are two major components to any communication. There is always some room for improvement in the way we communicate.
- It is important to accept the reality of miscommunication and work to minimise its negative impacts.

Say

- Communication is a two-way process where people exchange information or express their thoughts and feelings
- It involves effective speaking and effective listening.
- If I go to the store to get bread, I exchange money for the bread. I give something and get something in return.
- Communication takes place in the same manner. You have to provide and receive information for communication to take place.

Ask

- How often do you hear these statements?
  - o "You're not listening to me!"
  - o "Why don't you let me finish what I'm saying?"
  - o "You just don't understand!"
- What do you think the other person is trying to convey to you through these sentences?
- We will not talk about the importance of listening effectively as discussed in the Participant Handbook.

Say

- Let's play a game to understand effective listening process better.

Do

- This is a class activity.
- The participants need to answer the questions they hear.
- Instruct them to listen carefully.
- You will read it at a stretch and if need be repeat it once more.
- Tell the participants to raise their hand if they know the answer to the question asked.
- Keep a check on time.

Activity

Riddles:

Is there any law against a man marrying his widow's sister?
If you went to bed at eight o'clock at night and set the clock's alarm to ring at nine o'clock, how many hours of sleep would you get?
Do they have a 26th of January in England?
If you had only one match and entered a dark room that had a kerosene lamp, oil heater, and a wood stove, what would you light first?
The Delhi Daredevils and the Chennai Super Kings play five IPL matches. Each wins three matches. No match was a tie or dispute. How is this possible?
There was an airplane crash. Every single person died, but two people survived. How is this possible?
If an airplane crashes on the border of two countries, would unidentified survivors be buried in the country they were travelling to or the country they were travelling from?
A man builds an ordinary house with four sides except that each side has a southern exposure. A bear comes to the door and rings the doorbell. What is the colour of the bear?

Answers:

There's no law against a man marrying his widow's sister, but it would be the neatest trick in the book since to have a widow, the man would have to be dead.
You'd get one hour's sleep since alarm clocks do not know the difference between morning and night.
Oh, yes. They have a 26th of January in England. They also have a 27th, a 28th, and so on.
First of all, you would light the match.
Who said the Delhi Daredevils and the Chennai Super Kings were playing against each other in those games?
Every SINGLE person died, but those two were married.
You can't bury survivors under any law especially if they still have enough strength to object.
The bear that rang the doorbell would have to be a white bear. The only place you could build a house with four southern exposures is at the North Pole where every direction is in South.

Ask

De-brief question:
- What were the barriers that came into your way of listening?
- How can you overcome barriers to listening?

Say

- There is a difference between hearing and listening.
- If you don't listen properly, the message may be misunderstood.
- Be open-minded while listening to someone.
- It is important to listen effectively and carefully without making assumptions.

Activity

Elevator Pitch:

You are in the lift of a hotel and you bumped into your former client who is a famous businessman. He has financed a lot of small business ventures and can finance your new start-up too. After exchanging pleasantries, he asks you what your new company does. You open your mouth, and then pause. Where do you even begin?

Then, as you try to organize your thoughts, his meeting is called, and he is on his way. If you would been better prepared, you're sure that he would have stayed long enough to schedule a meeting with you too.

If you were given another chance, what would you have said to this person?

Do

- Start off the task by providing a beginning sentence to get the story started, and then go around the classroom getting each one to add a new sentence to keep the story going.
- This task should be done spontaneously allowing only a little time to think (30 seconds).
- For example: There was once a student who was looking for a job after graduation.

Notes for Facilitation

- Tell the participants to follow these steps to create a great pitch, but bear in mind that you'll need to vary your approach depending on what your pitch is about.
    1. **Identify Your Goal:** Start by thinking about the objective of your pitch. For instance, do you want to tell the potential clients about your organization? Do you have a great new product idea that you want to pitch to an executive or do you want a simple and engaging speech to explain what you do for a living?
    2. **Explain What You Do:** Start your pitch by describing what your organization does. Focus on the problems that you solve and how you help people. Ask yourself this question as you start writing: what do you want your audience to remember most about you? Keep in mind that your pitch should excite you first. After all, if you don't get excited about what you're saying neither will your audience. People may not remember everything that you say, but they will likely remember your enthusiasm.
    3. **Communicate Your USP:** Your elevator pitch also needs to communicate your unique selling proposition or USP. Identify what makes you, your organization or your idea unique. You'll want to communicate your USP after you've talked about what you do.

4. **Engage with a Question:** After you communicate your USP, you need to engage your audience. To do this, prepare open-ended questions (questions that can't be answered with a "yes" or "no" answer) to involve them in the conversation. Make sure that you're able to answer any questions that he or she may have.

5. **Put it all Together:** When you've completed each section of your pitch, put it all together. Then, read it aloud and use a stopwatch to time how long it takes. It should be no longer than 20-30 seconds. Remember, the shorter it is, the better!
   Example:
   Here's how your pitch could come together:
   "My company deals with cloth retail online business and we use various e-commerce platforms to sell our products. This means that you can do shopping with ease and spend time on other important tasks. Unlike other similar companies, we have a strong feedback mechanism to find out exactly what people need. This means that, on average, 95 percent of our clients are happy with our products. So, how can you help us in creating our own web portal?

6. **Practice:** Like anything else, practice makes perfect. Remember, how you say it is just as important as what you say. If you don't practice, it's likely that you'll talk too fast, sound unnatural or forget important elements of your pitch. Set a goal to practice your pitch regularly. The more you practice, the more natural your pitch will become. Practice in front of a mirror or in front of colleagues until the pitch feels natural.

Summarize

- Close the discussion by summarizing how to speak effectively as discussed in the Participant Handbook.

UNIT 5.5.4: Problem Solving & Negotiation Skills

Unit Objectives

At the end of this unit, participants will be able to:
1. Discuss how to solve problems
2. List the important problem-solving traits
3. Discuss ways to assess problem solving skills
4. Discuss the importance of negotiation
5. Discuss how to negotiate

Resources to be Used

- Participant Handbook

Ask

- What is a 'problem'?
- What do you think are the problems you may face in the process of becoming a successful entrepreneur?

Say

- Discuss the definition of problem as given in the Participant Handbook.
- In a hurdle race the hurdles are the obstacles on the way to reach your goal.
- Similarly, obstacles are the hurdles you may face while reaching your goal i.e. to set-up your own business.
- Your goal will be to reach the finishing line after crossing these hurdles.

Ask

- What do you do when you face a problem?
- How do you resolve it? You can pick examples from the question asked previously 'the problems they are likely to face in the process of becoming a successful entrepreneur'.

Say

- Discuss how to solve problems as given in the Participant Handbook.

Team Activity

- This is a group activity.
- The groups will solve the problem and come up with the best solution in each case.

1. Unable to arrange for some extra finance for setting up a beauty parlour. The loan sanctioned and disbursed is not enough. You have tried all your contacts, friends and relatives. But unable to manage the extra amount. Bank will not sanction more amount as you have used up the complete sanction limit.
2. You have rented a space for your business and all arrangements are done. You will be operating from the office space rented in two days. Now the owner comes up to you and says he wants to sell the place and wants you to vacate in 15 days.
3. You have just set up your business and need extra human resource. You have tried interviewing a few also tied up with an agency for getting the right candidate. But you are unable to get the right candidate. If the candidate is good, you cannot offer the salary demanded. If the candidate agrees to the salary, he/she has other demands like working hours to be reduced, leaves, etc. which may not work for your set up.

Do ✓

- Divide the class into three groups. Give one scenario to each group.
- Explain the purpose and duration of the activity.
- Ask the groups to build on the scenario and present their solution as a role play.

Say 💬

De-brief questions:
1. What was the problem?
2. Is there any other alternative solution?
3. Is this the best solution presented?

Ask 🔵

- Try to think of some people around you who are able to solve problems very easily. Even you or your friends might be approaching them when there is a problem. What qualities do they have? What personality traits do such people possess?

Say 💬

- Discuss the important traits for problem- solving as given in the Participant Handbook.

Ask 🔵

- In order to build a successful organization, you need to hire people who possess good problem-solving skills.
- How would you assess the level of problem solving skills of potential candidates before hiring them?

Say

- Discuss how to assess for problem- solving skills as given in the Participant Handbook.

Summarize

- Ask the participants the things that they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Summarize the discussion on problem solving.

Activity

- The activity is to organise an election event. Select three volunteers from the group. They have to give a speech on their election manifesto to the class. They have to negotiate with the fellow participants and convince them to vote for them. The best negotiator will win the election.

Do

- Ask three participants to volunteer for the activity.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

Ask

- Out of the three contestants, whom would you support? Why? What did they say or do which convinced you to make your decision?
- Have you ever tried to negotiate in your personal or professional life?
- Ask the class to share some of their experiences where they have been able to strike a deal by negotiating.

Say

- Discuss "What is Negotiation?" as given in the Participant Handbook.

Ask

- Why is it important to negotiate? As an entrepreneur, where do you think that negotiation skills will be needed?

Say

- Discuss the importance of negotiation while starting a business as given in the Participant Handbook.

Say 💬

- Discuss the important steps to negotiate as given in the Participant Handbook.

Role Play 🎭

- Conduct a role play activity.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

Do ✓

- Divide them into groups of four (4) (depending on the batch size).
- Give them the hand-outs for role play scenarios.
- Two groups to be given scenarios on problem solving.
- Other two groups to be given scenarios on negotiation.
- The groups will build on the scenarios and prepare for the role play.
- Give the groups atleast 5 mins to discuss and be ready with the role play.
- Invite each group one by one to come and present their role play.

Problem solving Scenario 1

Avinash has a Mobile Repair Store in Allahabad. His outlet is one of the most popular one in the vicinity and he has great rapport with his customers. He is always well-dressed, jovial and full of energy.

It's around 11 AM, when a customer barges in to the shop and starts shouting at Avinash for giving her back the instrument which is still not working. The screen of her mobile is also cracked from one side. Avinash remembered thoroughly checking the handset before handing it over to the customer. The customer threatens to sue the company and to go to Consumer Court for cheating her.

Problem solving Scenario 2

You are running a successful small scale business, Shreeji Aggarbattis,. Your staff members do door to door selling and organise marketing campaigns in local markets. Your brand has established its name in last few years.

Recently, lot of customers have been coming to you and lodging complaints that your staff members indulge in malpractices. Few of them informed you that a staff member engaged them in a friendly conversation. In the meanwhile, the other gave them lesser packets of aggarbattis than they paid for.

Another set of customers lodged complaint about the misconduct and rude behaviour of a particular staff member. You often hear from your customers that the orders don't get delivered on time or wrong products get delivered. You have already been struggling with shortage of staff and such complaints are a serious concern as it is hampering your brand image. What strategies will you adopt to solve this problem?

Negotiation Scenario 1

You have interviewed a prospective new employee who could be a key member of your new entrepreneurial venture. The new person is demanding a salary that is 20% higher than you thought based on your business plan. Finances are tight, yet you believe this person could make a significant impact on future profits. If you paid the required salary for the new person, then you would have to restructure your entire business plan. You've been searching for an individual with this skill level for three months. to the candidate is waiting for your response. Now you have to call him in to make the final negotiations.

Negotiation Scenario 2

You are a young entrepreneur who has just registered his start up project and applied for a bank loan accordingly. You receive a letter saying that your loan application has been rejected as your start up idea did not appeal to the bank and they think that it is not a revenue generating model. You have taken an appointment to meet the manager and show your negotiation skills to get your loan approved.

Notes for Facilitation

Facilitating Role Plays

Preparing for the activity

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role-plays.
4. Anticipate and know how to address issues participants might raise during the activity.

Conducting the activity

1. Introduce the activity. Emphasize that role-playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. Give the pairs/ groups 10 to 15 minutes to conduct the role-play (depending on the duration of the session).
5. After all the groups have finished with the role-play, conduct a debriefing session on each role-play.
6. Ask the groups to take five minutes to talk about what happened during the role-play. The groups should discuss the questions given in the debriefing for each role-play.
7. Encourage participants to provide constructive criticism during their discussions.

Summarize

- Wrap the unit up after summarizing the key points and answering questions.

UNIT 5.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

Unit Objectives

At the end of this unit, the participants will be able to:
1. Discuss how to identify new business opportunities
2. Discuss how to identify business opportunities within their business

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

- How does an entrepreneur identify an opportunity?
- What do you think are the common queries or concerns faced by entrepreneurs?
- How can you identify new business opportunity?

Say

- Let's talk about opportunity, common queries or concerns faced by entrepreneurs, idea as an opportunity, factors to consider when looking for opportunities, ways to identify new business, and opportunity analysis as discussed in Participant Handbook.
- Let's do an activity to understand ways to identify business opportunities within your business.

Do

- Tell the class that this is an individual activity.
- Tell the participants to create a matrix on their notebooks.
- There will be four boxes in your matrix.
- Strength, Weakness, Opportunity and Threats will be the four headings of the matrix. This is called the SWOT matrix.
- Read out the questions to them and tell the participants they need to answer the questions asked in each matrix.
- Tell them they can also use their own understanding of themselves to fill the SWOT matrix.

Activity

Do your SWOT analysis

Strength What are your strengths? What unique capabilities do you possess? What do you do better than others? What do others perceive as your strengths?	**Weakness** What are your weaknesses? What do your competitors do better than you?
Opportunity What trends may positively impact you? What opportunities are available to you?	**Threat** Do you have solid financial support? What trends may negatively impact you?

Do

- Congratulate everyone for the class activity.
- Ask the audience to applaud for themselves.
- Allot the participants sufficient time to complete this activity, but do keep a check on time.
- Ask de-brief questions to cull out information from the participants.

Ask

De-brief questions:
- What are your weaknesses according to your SWOT analysis?
- Do you think you can change your weakness into strength? How?
- Do you think you can work on your threats? How?

Summarize

- Close the discussion by summarizing ways to identify business opportunities within your business.
- Ask the participants what they have learned from this exercise.
- Ask if they have any questions related to what they have talked about so far.

UNIT 5.5.6: Entrepreneurship Support Eco-System

Unit Objectives

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

1. Explain the meaning of entrepreneur
2. Describe the different types of entrepreneurs
3. List the characteristics of entrepreneurs
4. Recall entrepreneur success stories
5. Discuss the entrepreneurial process
6. Describe the entrepreneurship ecosystem
7. Discuss the purpose of the 'Make in India' campaign
8. Discuss the key schemes to promote entrepreneurs

Resources to be Used

- Participant Handbook
- Chart papers
- Marker pens
- Pencils
- Colour pencils
- Scale
- Eraser
- Other requisite stationery material

Ask

- Do you think that entrepreneurs need support?
- What do you think is an eco-system?
- What do you think 'entrepreneurship support eco-system' means?

Say

- Let's learn what entrepreneurship support eco-system means.
- Discuss 'Entrepreneurship Support Eco-System' as given in the Participant Handbook

Ask

- Can you define entrepreneurship support eco-system?
- What are the key domains of the support eco-system?

Say

- Let's learn more about these domains by conducting an activity.
- You have to make a poster showing the components of the six main domains of entrepreneurship support eco-system.

Team Activity

- Making a poster showing the entrepreneurship support eco-system.

Do

- Divide the class into groups of four or six.
- Hand out chart paper and coloured pens.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

Activity De-brief

Ask each group to display their poster and explain the key domains of entrepreneurship support eco-system.
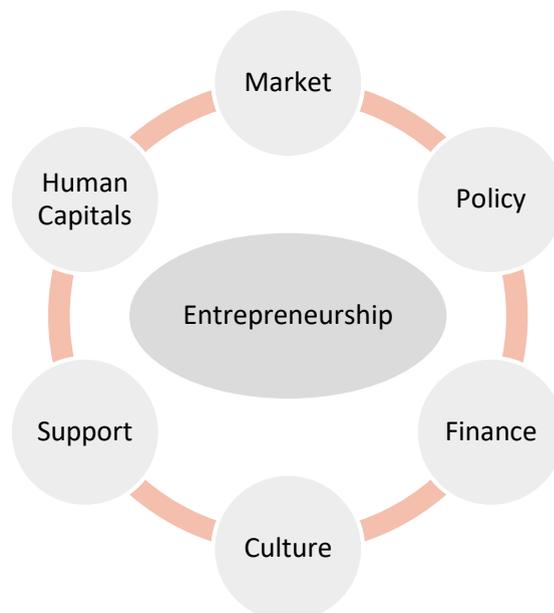
Ask

- What kind of government support eco-system is available for entrepreneurs in India?

Say

- Discuss 'Make in India' campaign as given in the Participant Handbook.

Team Activity

- Presentation on key schemes to promote entrepreneurs

Do

- Divide the class into pairs.
- Number each pair from 1-15.
- Assign a scheme, same as their group number, to each group.
- Ask them to read the scheme carefully and present it to the class.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

Activity De-brief

- Ask each group to explain the scheme offered by government to promote entrepreneurs.

Summarize

- Summarize the unit by discussing the key points and answering questions the participants may have.

UNIT 5.5.7: Risk Appetite & Resilience

Unit Objectives 🎯

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

1. Discuss the relationship between entrepreneurship and risk appetite
2. Discuss the relationship between entrepreneurship and resilience
3. Describe the characteristics of a resilient entrepreneur

Resources to be Used ⚙️

- Participant Handbook
- Chart papers
- Blank sheets of paper
- Pens
- Marker pens

Ask 💬

- Can you define risk or explain what constitutes a risk?
- What do you people mean when they say, "This may be a risky proposition"?
- What risks are they talking about?

Example 📍

- Let's have a look at these two examples:

Rohit and his family were travelling by car from Delhi to Nainital. It was their second trip there. Rohit was familiar with the road. His friends told him that the highway after Rampur was in a bad condition. They advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road. This road is in a better condition.
Since he was going with his family, and did want to take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

Suresh and his family too were travelling by car from Delhi to Nainital. It was their second trip there. His friends too advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road as this road was in a better condition.
Suresh too decided to take the Kaladhungi road but he left Delhi in the afternoon. It was dark by the time he reached Kaladhungi, and he was sure that he was taking the correct turn. As it was late, he could not find anyone to give him directions. He ended up being in an unknown place that was scarcely inhabited.

Say 💬

- Let's see what type of risks Rohit and Suresh took.
- Discuss 'Risk Appetite and Resilience' with the participants as given in the Participant Handbook.

Say 💬

- Let's learn more about risk appetite and resilience with the help of an activity.

Team Activity 👥

Risk Appetite

- This is a group activity.

- In the previous unit, you read success stories of Mr Dhirubhai Ambani and Dr Karsanbhai Patel.
- Mr Ambani left his job and started his company Reliance with just Rs. 50,000/-.
- Dr Patel kept his job, went door-to-door to sell Nirma, and only when the brand started gaining popularity did he start his own company.
- What types of risk did both of them take?
- What risk factors, do you think, did they keep in mind before launching their company?
- Write the Risk Appetite Statement of both the companies.

Activity De-brief

- Who took a greater risk?
- What are the differences between the Risk Appetite Statement of both the companies?

Do ✓

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to evaluate the risks taken by Mr Dhirubhai Ambani and Dr Karsanbhai Patel.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Ask

- Do you think all entrepreneurial ventures are successful?
- What happens if the first venture is not successful?
- Should the entrepreneur stop when faced with challenges or face them?

Example

- Let's have a look at the following example:

Vijay Shekhar Sharma is the founder of Paytm, which is a giant Indian e-commerce. He was born in a middle-class family in Uttar Pradesh. He started his first job at an MNC. He quit after six months and built a company One97 with his friends. As One97 grew bigger, it needed more money because it was running more servers, bigger teams, and had to pay royalty. At that time, the tech bubble popped and technology companies were running in losses. Finally, money ran out. So One97 took loans and then more loans at higher rates of interest, as high as 24 per cent, and became caught in a vicious cycle.

In 2014, Paytm was launched with online wallet services after which, the company enabled online payment transactions. The company got licenses from RBI in 2016 to launch India's first ever payment bank. Moreover, the main motive of Paytm was to transform India into a cashless economy.

After demonetization came into effect, Vijay Shekhar Sharma started promoting online and digital transactions to deal with the cash crunch. In fact, the service of the company's mobile wallet is accepted across India. The logo of Paytm is now popular almost everywhere from tea stalls to major companies.

Say

- Let's see what qualities made Vijay Shekhar Sharma a resilient entrepreneur.
- Discuss Entrepreneurship and Resilience with the participants as given in the Participant Handbook.

Say

- Let's learn more about entrepreneurship and resilience with the help of an activity.

Team Activity

Entrepreneurship and Resilience

This is a group activity.

- Think of some entrepreneurship ventures that faced challenging times, but later resulted in success stories.
- Who is the founder of that company?
- What challenging times did it face?
- How did it overcome those challenges?
- List the resilient characteristics of the entrepreneur.

Activity De-brief

- Each group to give their presentation.
- Why did you choose this company?
- What is the success story of the company?

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to think of an entrepreneur who faced challenging times, but eventually succeeded.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize

- You can summarize the key points of the unit.
- Ask the participants what they learned from the activities.
- Clarify any questions or doubts they might have.

UNIT 5.5.8: Success and Failures

Unit Objectives

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

1. Discuss how to deal with failure

Resources to be Used

- Participant Handbook

Ask

- Have you heard the quote 'nothing is impossible'?
- What do you think it means?
- Do you think that all successful entrepreneurs became famous overnight or did they have to struggle or face failure before succeeding?

Example

- Let's have a look at this example.

Shah Rukh Khan, also known as, SRK or King Khan is a force to reckon with. Did he achieve stardom overnight?

Shah Rukh Khan, who has seen many struggles in his life – he has slept on streets, struggled to support himself and his sister at a very young age, and lost his parents very early in life, which led to his sister seeking mental health support. Amidst all the chaos and challenges, he kept pushing himself, and today he stands tall as the 'Badshah of Bollywood'. Certainly, those years were not easy for him.

When he was young, he stood at Marine Drive and said, "I will rule this city one day". Failure was not just his companion during or before his stardom, it is still a substantial part of his life. Success does not come easy. What made him a star was his acceptance of failure and the urge to improve.

Say

- How do you define success and failure?
- What is fear?
- Discuss "success and failure" with the participants as given in the Participant Handbook.

Ask

- Have you felt or experienced fear?
- What led you to feel that emotion?
- How did you handle it?

Say

- Let's learn the about success and failure with the help of an activity.

Team Activity

- Divide the class into groups of four.
- Instruct them to think of one scenario where they have to interview a successful entrepreneur.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- They have to choose one person from the group as the interviewee and one as the interviewer.
- Go around and make sure they have understood what is to be done and are discussing the roles properly.
- Check that everyone understands their role. Give clarifications if needed. Give the participants about 5 minutes to discuss and decide their roles.
- Ask the groups to stop the discussion as soon as the time is over.
- Invite each group one by one to come and present their interview as a role play.

Notes for Facilitation

Facilitating Role Plays

Preparing for the activity
1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role plays.
4. Anticipate potential questions that might be raised by the participants and be ready to address them.

Conducting the activity
1. Introduce the activity. Emphasize that role playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.

2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. To maintain spontaneity of the interactions during the role play, ask the participants not to discuss the details of their roles prior to the role play.
5. Give the pairs 15-20 minutes to conduct the role play.
6. Circulate among the groups to answer any questions that may arise and provide guidance as needed.
7. After all the pairs have finished with the role play, conduct a de-briefing session on each role play.
8. Ask the groups to take five minutes to talk about what happened during the role play. The groups should discuss the questions given in the de-briefing for each role play. Encourage participants to provide constructive criticism during their discussions.
9. Conclude the activity by asking participants to think about whether and how they might use scripted role plays in their real life.

Summarize

- Wrap the unit up after summarizing the key points and answering questions.

UNIT 5.6: Preparing to be an Entrepreneur

Key Learning Outcomes

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

1. Discuss how market research is carried out
2. Describe the 4 Ps of marketing
3. Discuss the importance of idea generation
4. Recall basic business terminology
5. Discuss the need for CRM
6. Discuss the benefits of CRM
7. Discuss the need for networking
8. Discuss the benefits of networking
9. Discuss the importance of setting goals
10. Differentiate between short-term, medium-term and long-term goals
11. Discuss how to write a business plan
12. Explain the financial planning process
13. Discuss ways to manage your risk
14. Describe the procedure and formalities for applying for bank finance
15. Discuss how to manage their own enterprise
16. List the important questions that every entrepreneur should ask before starting an enterprise

UNIT 5.6.1: Market Study/ The 4Ps of Marketing/ Importance of an IDEA: Understanding Market Research

Unit Objectives 🎯

At the end of this unit, participants will be able to:
1. Discuss how market research is carried out
2. Describe the 4 Ps of marketing
3. Discuss the importance of idea generation

Resources to be Used ⚙️

- Participant Handbook
- Chart papers
- Markers pens
- Blank sheets of paper

Ask 💬

- Suppose, you want to open a restaurant, what are the factors you will consider?
- How will you promote your restaurant?

Example 📍

- Let's have a look at this example.

Arjun was an MBA working in a company. But he wanted to start a low cost budget hostel for foreign tourists coming to India. He did a lot or market research before starting the project. Based on the information he gathered, he made his business plan. His hostel is now flourishing and he is thinking of expanding to other tourist destinations.

Say 💬

- Discuss "Market Study" with the participants. Refer to the Participant Handbook.
- Let's learn about market study and research with the help of an activity.

Team Activity 👥

Market Study
- This is a group activity.
- You want to start your own tuition centre.
- What type of research will you do?

Activity De-brief
- Ask each group to come forward and give a brief presentation.
- Encourage other groups to be interactive and ask questions.
- What factors did you keep in mind while doing your research?
- Based on our research would you go ahead and open a tuition centre?

Do ☑

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6.
- Give each group a chart paper.
- Tell the participants that they have to start their own tuition centre.
- Give the participants 10 minutes to discuss and write the research work they need to do.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Say 💬

- By opening a tuition centre you are offering a service.

Ask 🔘

- What factors will you keep in mind before opening it?

Say 💬

- Discuss "The 4Ps of Marketing" with the participants as given in the Participant Handbook.

Say 💬

- Let's learn about the 4Ps of Marketing with the help of an activity.

Team Activity 👥

4 Ps of Marketing
- This is a group activity.
- You have to sell a pen to four different segments:
1. Rural villagers
2. Rural middle class
3. Urban middle class
4. Upper end rich people (Niche market)

Keeping the 4Ps of Marketing in mind, what marketing strategy will you design to sell the pen?

Activity De-brief
- Ask each group to present their strategy.
- Encourage other groups to be interactive and ask questions.

Do ✓

- Instruct the participants that this is group work.
- Divide the class into four groups.
- Give each group a chart paper.
- Assign each group a target audience for selling the pens:
1. Rural villagers
2. Rural middle class
3. Urban middle class
4. Upper end rich people
- Tell the participants that they have to design a marketing strategy keeping the 4Ps of Marketing in mind.
- Give the participants 20 minutes to discuss and come up with their strategy.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit

Activity De-brief
- Ask each group to come forward and give a brief presentation.
- Ask each group what they kept in mind while designing their marketing strategy.
- Encourage other groups to be interactive and ask questions.

Say 💬

- Each entrepreneur has an idea of wants he wants to sell. It may be a service or a product.
- Discuss "Importance of an IDEA" as given in the Participant Handbook.

Summarize 🔍

- Summarize the key points of the unit.
- Ask the participants what they learnt from the activities.
- Encourage them to ask if they have any doubts.

UNIT 5.6.2: Business Entity Concepts

Unit Objectives

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

1. Recall basic business terminology

Resources to be Used

- Participant Handbook

Say

- Let's recall some basic business terminology.
- Discuss the Business Entity Concepts as given in the Participant Handbook.
- Let's learn some basic business terminology by having an activity.
- We will have a quiz today.

Activity

- The activity is a quiz.

Do

- Divide the class in two groups and give a name to each group.
- Explain the rules of the quiz. For each correct answer the group gets 1 mark.
- If the group is unable to answer the question is passed to the next group.
- Explain the purpose and duration of the activity.
- Ask the questions of the quiz.
- Keep a score of the groups.
- Set guidelines pertaining to discipline and expected tasks.

Summarize

- Summarize the unit by discussing the key points.

Notes for Facilitation

QUESTIONS FOR THE QUIZ

1. What does B2B mean?
   Business to business

2. What is a financial report?
   A comprehensive account of a business' transactions and expenses

3. Who is a sales prospect?
   A potential customer

4. How is working capital calculated?
   Current assets minus current liabilities

5. What is an estimation of the overall worth of a business called?
   Valuation

6. You are buying a house. What type of transaction is it?
   Complex transaction

7. How will you calculate the net income?
   Revenue minus expenses

8. How is Return on Investment expressed?
   As percentage

9. How will you calculate the cost of goods sold?
   Cost of materials minus cost of outputs

10. 10. What is revenue?
    Total amount of income before expenses are subtracted.

11. What is a Break-Even Point?
    This is the point at which the company will not make a profit or a loss. The total cost and total revenues are equal.

12. What is the formula used to calculate simple interest?
    $A = P(1 + rt); R = r * 100$

13. What are the three types of business transactions?
    Simple, Complex and Ongoing Transactions

14. The degrading value of an asset over time is known as
    Depreciation

15. What are the two main types of capital?
    Debt and Equity

UNIT 5.6.3: CRM & Networking

Unit Objectives

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

1. Discuss the need for CRM
2. Discuss the benefits of CRM
3. Discuss the need for networking
4. Discuss the benefits of networking

Resources to be Used

- Participant Handbook

Ask

- Can your business run without customers/buyers?
- Who is the most important entity in any business?

Say

- The key to every success business lies on understanding the customer's expectations and providing excellent customer service.
- Discuss about CRM and its benefits. Refer to the Participant Handbook.
- Providing excellent customer service entails:
- o Treating your customers with respect.
- o Be available as per their need/ schedule.
- o Handling complaints effectively.
- o Building long lasting relationships.
- o Collecting regular feedback.
- Handle customer complaints proactively. Ask "what happened", "why it happened", "how can it be avoided next time", etc.
- Collecting feedback from the customers regularly will enable you to improve your good/service.
- "Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem."

Do ☑

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Put down the discussion points (de-brief questions) on the board. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes, the team should present their case solution to the class.

Team Activity

Case Study Analysis

Raju runs a business of wooden furniture. He has a huge list of customers on Facebook and WhatsApp who give him orders regularly. Ankita is one of his old and regular customers. She placed an order for a new chester and TV cabinet via WhatsApp and requested Raju to send them as soon as possible. When the parcel reached Ankita through courier she found that chester was broken and the TV unit was chipped from the bottom. Ankita was heartbroken. It was a complete waste of money. She sent a message to Raju on WhatsApp, expressing her anger and disappointment. Raju might lose an old customer forever if he doesn't satisfy the customer. What should Raju do to retain his customer?

Scenario 2

Rajni runs a boutique shop. She sells suits and sarees. She is one of the most successful designer in her city. Rajni swears that all the clothes in her boutique have unique designs. Smita has to attend her cousin's wedding; she goes to Rajni's boutique to buy a saree. Smita wanted a unique designer saree. Rajni customized a saree for her and sent it over the courier. When Smita had a look at the saree she realised her two friends had the same design sarees. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment. Did Rajni make a false promise? Were her designs copied? What could happen to Rajni's image after this incident? What would you do if you were in Rajni's place?

Scenario 3

Shama is a beautician who offers parlour services to ladies by making home visits. Recently, Shama got her name registered on an e- commerce website. Two days earlier, she got a message from Mrs Sushma. The appointment was fixed for next day, 11:00 am and the remuneration for the services was decided beforehand. When Shama reached there at 10:50 am, Mrs Sushma was not at home. When Shama called her, she asked her to wait for a while. Mrs Sushma reached home at 11:45 am. Meanwhile, Shama had to reschedule her next appointment. After availing Shama's services, Mrs Sushma refused to pay the requisite amount and started finding faults in the services provided by her. Who was at fault in this scenario? What should you do in case the customer behaves unreasonably? What would you do if you were in Shama's place?

Scenario 4

Shailender is the manager of a car showroom. He proactively takes part in all the transactions that happen in his showroom. Vinita wants to buy a new car. She has chosen a car from Shailender's showroom. The salesperson has given her a very good discount and has also promised free service for one year. Vinita goes to the showroom and asks to complete all the formalities to purchase the car. When she sees the final bill she realizes that she has not received the promised discount neither was there any mention of the free services. She immediately demands to see the Shailender. When Shailender's head asks how much discount Vinita was promised, he realised the discount will make the sale in loss. The car showroom owner might lose a customer and deal due to false commitments made by his manager. Besides, the customer might tell this to other people, creating a bad name and image for the showroom. If you owned that showroom, how would you have convinced your customer?

Say 💬

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

Do ✓

- Congratulate each group for the presentation/ role play.
- Ask the audience to applaud for them.
- Keep a check on time. Tell the group to wind up the discussion quickly if they go beyond the given time limit.

Say 💬

- If your customers are happy with you they will give referrals which will help to grow your business.
- One more way of growing business is 'Networking'.
- Discuss Networking and its benefits. Refer to the Participant Handbook.

Activity

Group Discussion
- Conduct a group discussion in the class on how they can do networking for their business.

Summarize

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

UNIT 5.6.4: Business Plan: Why Set Goals?

Unit Objectives

At the end of this unit, participants will be able to:
1. Discuss the importance of setting goals
2. Differentiate between short-term, medium-term and long-term goals
3. Discuss how to write a business plan
4. Explain the financial planning process
5. Discuss ways to manage your risk

Resources to be Used

- Participant Handbook
- Chart papers
- Blank papers
- Marker pens
- Ruler

Ask

- Remember we had written SMART Goals in a previous session? Let's try and recall why it is important to set goals?
- While framing SMART goals, we talked about 'T' in SMART, which was 'Time Bound'? What do we mean by time bound goals?
- What time limit did you set for your goal- 3 weeks, 3 years, 10 years?

Say

- Talk about short term, long term and medium-term goals, as discussed in the Participant Handbook.

Ask

- As you are planning to become an entrepreneur, you must have thought of an idea for a start-up. What is your business idea?

Do

- Ask few participants to share their business ideas.

Ask

- Have you created a business plan for your business idea?
- Do you think it is important to have a business plan in place? Why/ why not?

Say

- Talk about 'Why Create a Business Plan' as discussed in the Participant Handbook.
- Let's understand it better with the help of an activity.

Team Activity

Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.
- This activity is divided into two parts:
1. Create a business idea
2. Develop a business plan
- The group will discuss and come up with a new business idea and present their idea to the class.
- In the second part of the activity the group will develop a business plan for the business idea.
- The business plan prepared will be presented by the groups to the class.

MY BUSINESS PLAN
Executive Summary: What is your Mission Statement?
Business Description: What is the nature of your business?
Market Analysis: What is your target market?
Organization and Management: What is your company's organizational structure?
Service or Product Line: What is the lifecycle of your product/ service?
Marketing and Sales: How will you advertise and sell your products?
Funding Request: How much fund is required and from where?

Say

- Teams will need to brainstorm for this part of the activity.
- Use the blank papers for the second part of this activity
- Make your business plan on a chart paper based on the following parameters:
1. Executive Summary
2. Business Description
3. Market Analysis
4. Organization and Management
5. Service or Product Line
6. Marketing and Sales
- Explain each parameter in detail as done in the Participant Handbook.
- Discuss each parameter with the business idea examples of the groups.
- Groups will discuss and develop the business plan for their business idea.

Say

- Now, let's share our plan with the class.
- Each group will briefly describe the plan to the class.
- Post presentation, the other groups may ask questions to the group who have presented their plan.

Do

- Congratulate each group for sharing their points.
- Ask the audience to applaud for them.
- Keep a check on time. Tell group to wind up the discussion quickly if they go beyond the given time limit.

Say

- Along with a business plan, you need to create a financial plan and evaluate the risk involved with your start up.
- Discuss 'Financial Planning' and 'Risk Management' in detail as given in the Participant Handbook.

Summarize

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

Notes for Facilitation 📝

- Keep the business plan format ready in a flipchart to display it during the activity.

UNIT 5.6.5: Procedures and Formalities for Bank Finance

Unit Objectives

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

1. Discuss the importance of setting goals
2. Differentiate between short-term, medium-term and long-term goals
3. Discuss how to write a business plan
4. Explain the financial planning process
5. Discuss ways to manage your risk

Resources to be Used

- Participant Handbook
- Bank loan/finance form sample

Ask

- While preparing a business plan in the last session, we discussed financial planning to arrange financial resources for your start-up. Therefore, how will you collect funds to start your business?

Say

- While most entrepreneurs think 'product' is the most difficult thing to decide for a business, start-up capital poses an even a bigger obstacle. Though there are various ways of funding the business, to convince investors to invest money is the most challenging.
- Some of the funding options available in India are:
  o **Bootstrapping**: Also called self-financing is the easiest way of financing
  o **Crowd funding**: Funds are collected by consumers pre-ordering or donating for starting the business.
  o **Angel investors**: Individual or group of investors investing in the company
  o **Venture capitalists**: Venture capitals are professionally managed funds who invest in companies that have huge potential. They usually invest in a business against equity.
  o **Bank loans**: The most popular method in India.
  o Microfinance Providers or NBFCs
  o **Government programmes**
- Let us know discuss the most popular method i.e. bank finance in detail here.

Do ☑

- Discuss the list of documents that are required to apply for a loan like letter of introduction, business brochure, references of other banks, and financial statements.
- Explain the details to be filled in a loan application form.
- Divide the class into groups. Give each group a loan application form.
- Ask the groups to discuss and fill the form.

Summarize 🔍

- Close the discussion by summarizing the important documents needed for bank loan.
- Ask the participants if they have any questions related to what they have talked about so far.

Notes for Facilitation 📝

- Checklist of documents is provided as resources for the session.
- You can make some copies and distribute it during the group activity.
- Download sample loan application forms from any nationalised bank's website. Print sufficient copies to circulate it amongst the groups.

CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN APPLICATION (Common for all banks)
1. Audited financial statements of the business concern for the last three years
2. Provisional financial statements for the half – year ended on _____
3. Audited financial statements of associate concern/s for the last three years
4. Copy of QIS II for the previous quarter ended on _____
5. Operational details in Annexure I
6. CMA data for the last three years, estimates for current year and projection for the next year
7. Term loan/DPG requirements in Annexure II
8. List of machinery in respect of machinery offered as security in Annexure III
9. Additional details for export advances furnished in Annexure IV
10. Property statements of all directors/partners/proprietor/guarantors
11. Copies of ITAO of the company for the last three years
12. Copies of ITAOs/WTAOs of the directors/partners/proprietor and guarantors
13. Copies of certificate from banks and financial institutions certifying the latest liability with them
14. Copy of board resolution authorizing the company to apply to your bank for the credit facilities mentioned in application

| 15. Copy of memorandum and article of association (in case of limited company)/partnership deed (in case of partnership firm) |
| 16. Cash budget for the current year and next year in case of contractors and seasonal industries. |

UNIT 5.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

Unit Objectives

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

1. Discuss how to manage their own enterprise

Resources to be Used

*   Participant Handbook

Ask

*   Having set up a business, do you think it is possible to do everything on your own?
*   Does one require trained persons for help?
*   What does management mean?

Say

*   Let's have a look at this example:
    Kapil had a small business that was beginning to pick up pace. He wanted to expand his business, and therefore employed few more people. One day, as he was walking past Ramesh, one of his new employees, he overheard Ramesh talking rudely to a customer on the phone. This set him thinking. Kapil realised that he should have regular team meetings to motivate his employees and speak with them about any problems they might be facing during work. He should also conduct training sessions on new practices, soft skills, and technology, and develop work ethics manual for managing his enterprise.

Say

*   Was Kapil correct in his approach or he should have scolded Ramesh instantly in front of his other employees?
*   Discuss "Enterprise Management – An Overview" with the participants as given in the Participant Handbook.

Say

*   Let's learn how to effectively manage an enterprise or business through an activity.

Team Activity

Enterprise Management
- This is a group activity.
- Design a matrix listing the topics and key words that are needed to run an enterprise effectively and smoothly.

Activity De-brief
- Have each group present their matrix.
- Encourage participants of the other groups to ask question about each other's presentation.

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper and coloured pen.
- Tell the participants that they have make a matrix they need to fill.
- They have to write the main topics and key words that will them effectively manage their enterprise.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize

- Ask the participants what they have learned from this exercise/activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of effective management to run an enterprise as given in the Participant Handbook.

UNIT 5.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

Unit Objectives

At the end of this unit, participants will be able to:
1. List the important questions that every entrepreneur should ask before starting an enterprise

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

- Why do you want to become an entrepreneur?

Say

- It is very important to know why you want to become an entrepreneur. Your personal goals for becoming an entrepreneur play a key role in the success of your business. Your goals should be clear well before you start your business.
- Apart from the goals, the other aspects of business that you need to bear in mind are the potential problems that you may face to set-up, your areas of interest, and all the other dimensions of the business.
- Let's understand it better with the help of some questions that every entrepreneur should ask before starting their own business.
- Open the Participant Handbook section named '20 Questions to Ask Yourself Before Considering Entrepreneurship'. You have to answer the questions individually.
- Then, we will have a class discussion on all the questions.

Do

- Read out the questions one by one in front of all the participants.
- Participants have to answer all the one by one questions.
- Give the class 10-15 minutes to note down their answers.
- At the end of 15 minutes, open the discussion for all the questions.
- Moderate the discussion by focusing on the relevant points.

- Keep a check on time and don't let the discussion get sabotaged or lose track of time. Ensure all the questions are covered and discussed.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize

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

6. Annexures

Annexure 1 – Training Delivery Plan

Annexure 1

Training Delivery Plan

Training Delivery Plan			
Program Name:	Domestic IT Helpdesk Attendant		
Qualification Pack Name & Ref. ID	Domestic IT Helpdesk Attendant, SSC/Q0110		
Version No.	V1.0	**Version Update Date**	07-12-2018
Pre-requisites for training (if any)	12th standard		
Training Outcomes	By the end of this program, the participants will be able to: 1. Illustrate how to deal directly with IT service requests/incidents. 2. Demonstrate to manage their work to meet requirements. 3. Explain how to maintain a healthy, safe and secure working environment.		

Sl. No	Module Name	Session Name	Session Objectives	NOS Ref	Methodology	Training Tools/Ads	Duration (hours)
1	Explain the introduction of IT enabled services	Session 1 Define and IT-ITeS Industry	• Describe the evolution of the IT-BPM Industry • Explain the Structure of the IT-BPM Industry	Bridge Module	Facilitator-led – Discussion	Screen, projector, White board, chalk duster	T: 4 hrs. P: 14 hrs.
		Session 2 Explain the sub sectors of IT services	• Check the profile of the IT services sub sector • Analyse the key trends in the IT services sub sector				T: 5 hrs. P: 14 hrs.
		Session 3 Define the basics of Information Technology	• Define the basic terminologies of computer • Explain the architecture of a computer				T: 4 hrs. P: 14 hrs.

				• Describe the types of computer • Explain the advantages and disadvantages of a computer				
			Session 4 Use MS Office and data confidentiality	• Demonstrate MS office and its components • List the basic features of the components • Process of adding header, footer and page number in MS Word • Define data confidentiality				T: 5 hrs. P: 13 hrs.
			Session 5 Understand computer networks	• Define computer networks • Identify the types of network devices • Demonstrate the use of search engines such as Google • Process of configuring emails – create, send and view email messages				T: 4 hrs. P: 14 hrs.
			Session 6 Understand wireless computing	• Define the basics of wireless networking • List the advantages and disadvantages of wiring • Identify the hardware				T: 4 hrs. P: 13 hrs.

			• requirements to set up a wireless network • List the different types of wireless networking and its security				
		Session 7 Define domestic IT-Helpdesk	• Describe the job role and career of domestic IT helpdesk • Explain the learning path of the job role • Describe the career and growth path for IT helpdesk				T: 4 hrs. P: 14 hrs.
Total Duration: T: 30 hrs. P: 96 hrs.							
2	Demonstrate to deal directly with IT services requests/incidents	Session 1 Understand organization skills and competencies	• Explain the need and importance of helpdesks • Identify the functions and different models of helpdesks • List the routine activities of a helpdesk associate	SSC/N0202 KA3, KA4, KA5	Facilitator-led – Discussion Demonstration	Screen, projector, White board, chalk duster	T: 5 hrs. P: 16 hrs.
		Session 2 Understand service request and incidents	• Describe a service request • Define the concept of an accident • Illustrate the examples for incidents and service requests	SSC/N0202 KB1, KB2, KB3, KB4			T: 5 hrs. P: 16 hrs.

|		Session 3 Identify and validate customer service requests	• List the different modes of delivering helpdesk support • Perform identification and validation process of incidents • Define the concept of automated alerts	SSC/N0 202 PC1, PC2			T: 5 hrs. P: 16 hrs.
		Session 4 Record and acknowledge service requests and incidents	• Explain the various helpdesk processes • List the activities in the incident management process • Define the concept of incident categorization • Demonstrate the recording of an incident or service request • List the tools used in helpdesk function	SSC/N0 202 PC3, PC5, PC12, PC13, KA7, KB5			T: 5 hrs. P: 16 hrs.
		Session 5 Communicate with customers to obtain account information	• Demonstrate to attend customer calls • Illustrate to communicate with customers and manage them effectively • Describe active listening skills	SSC/N0 202 SA1, SA4, SB8,			T: 5 hrs. P: 16 hrs.
		Session 6 Identify solutions, escalate and	• Describe the incident resolution process	SSC/N0 202			T: 5 hrs. P: 16 hrs.

		resolve incidents	• Describe escalation and types of escalation issues • Explain rule-based decision making process	PC7, PC8, PC11			
Total Duration: T: 30 hrs. P: 96 hrs.							
3	Explain to manage your work to meet requirement	Session 1 Manage the time properly	• Explain the significance of time management • List the basic time management techniques • Make a summary of the appropriate discussion points after the breakout sessions	SSC/N9 001 PC1, PC9, PC7	Facilitator-led – Discussion Demonstration	Screen, projector, White board, chalk duster	T: 10 hrs. P: 20 hrs.
		Session 2 Prioritize your work	• Explain the importance of prioritization and planning • Execute the plan • Create awareness to monitor performance	SSC/N9 001 KA5, KB2, PC5			T: 10 hrs. P: 30 hrs.
		Session 3 Follow the quality and standards guidelines	• Describe the importance of expectation setting • Identify the activities to be performed, deliverables and yardsticks of measuring output • Explain Service Level Agreement	SSC/N9 001 PC3, KA6, KA5, KB2			T: 10 hrs. P: 20 hrs.
Total Duration: T: 30 hrs. P: 70 hrs.							

4	Explain to maintain a healthy, safe and secure working environment	Session 1 Describe workplace safety	• Explain the significance of workplace safety • Create awareness on basic safety guidelines	SSC/N9 003 PC, PC2, KA1, KB1	Facilitator-led – Discussion Demonstration	Screen, projector, White board, chalk duster	T: 3 hrs. P: 13 hrs.
		Session 2 Describe measures to prevent accidents and emergencies	• Define the terms accident and emergency • Identify and report accidents and emergencies • Address security threats and risks • Describe the process of handling accidents • List the types of emergencies • Explain the process to handle general emergencies	SSC/N9 003 PC3, PC4, PC5, KA5, KB2			T: 4 hrs. P: 12 hrs.
		Session 3 Explain to protect health and safety at your work	• Define hazards • List different types of potential health and safety hazards that can be found in the workplace • Create a checklist of workplace safety checklist • Illustrate the common safety signs • Identify the problems related to safety in the	SSC/N9 003 PC6, PC7, KA7, KB5			T: 3 hrs. P: 13 hrs.

			given situations				
Total Duration: T: 10 hrs. P: 38 hrs.							

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NASSCOM

Address: Plot No - 7,8.9 & 10, Sector 126 , Noida, UP.
Pin Code : 201303

Email: ssc@nasscom.in

Website: www.sscnasscom.com

Phone: +91 1204990143

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