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# Facilitator Guide



Sector  
Telecom

Sub-Sector  
Service Provider

Occupation  
Customer Service – Service Segment

Reference ID: TEL/Q0100, Version 4.0  
NSQF level: 3

## Telecom Customer Care Executive – Call Center/ Relationship Center



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to access eBook





**Shri Narendra Modi**  
Prime Minister of India

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



## Acknowledgements

The Telecom Sector Skill Council (TSSC) would like to thank all the individuals and institutions who contributed in various ways towards the preparation of this facilitator guide. The guide could not have been completed without their active contribution. Special gratitude is extended to those who collaborated during the development of the different modules in the facilitator guide. Wholehearted appreciation is also extended to all who provided peer review for these modules.

The preparation of this guide would not have been possible without the telecom industry's support. Industry feedback has been extremely beneficial since inception to conclusion, and it is with the industry's guidance that we have tried to bridge the existing skill gaps in the industry. This facilitator guide is dedicated to the aspiring youth, who desire to achieve special skills that will be a lifelong asset for their future endeavours.

## About this Guide

The facilitator guide (FG) for In-Store Promoter is primarily designed to facilitate skill development and training of people, who want to become professional In-Store Promoters in various stores. The facilitator guide is aligned to the Qualification Pack (QP) and the National Occupational Standards (NOS) as drafted by the Sector Skill Council (TSSC) and ratified by National Skill Development Corporation (NSDC).

It includes the following National Occupational Standards (NOSs)-

1. TEL/N0101– Resolve customer queries, requests and complaints
2. TEL/N0102 – Develop customer relationship
3. TEL/N0115 – Monitor and analyse performance
4. TEL/N0116 – Attend and make calls for service and sales
5. TEL/N0117 - Manage Self, Showroom upkeep and Sale of Products and Services
6. TEL/N2215 – Manage work area and maintain personal appearance
7. TEL/N9102 – Interact effectively with team members and customers
8. TEL/N9101 – Organize work and resources as per health and safety standards
9. TEL/N0117 – Manage self and sale of products and services
10. DGT/VSQ/N0101: Employability Skills (30 Hours)

Post this training, the participants will be able to perform tasks as professional In-Store Promoter. We hope that this Facilitator Guide provides a sound learning support to our young friends to build a lucrative career in the Telecom Skill Sector of our country.

## Symbols Used



Ask



Explain



Elaborate



Notes



Objectives



Do



Demonstrate



Activity



Team Activity



Facilitation Notes



Practical



Say



Resources



Example



Summary



Role Play



Learning Outcomes

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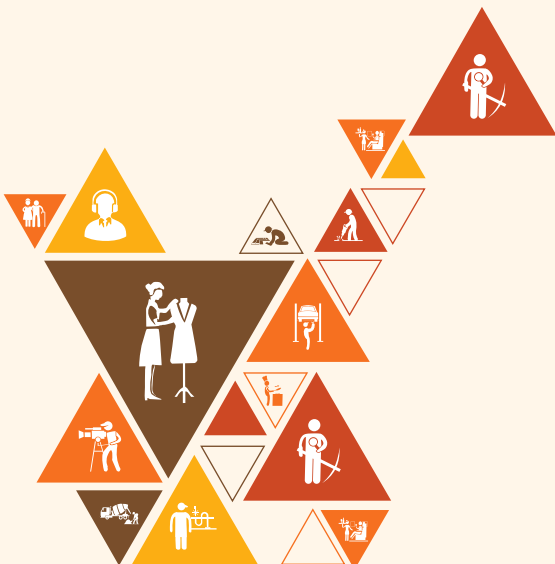


# 1. Introduction to the Role and Responsibilities of a Customer Care Executive

Unit 1.1 - Introduction to the Program

Unit 1.2 - Telecom Sector in India

Unit 1.3 - Role of a Customer Care Executive



## Key Learning Outcomes



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

1. Outline the growth of the telecom industry in India and its various sub-sectors
2. Explain the role and responsibilities of a customer care executive
3. Illustrate the opportunities and career growth path of a customer care executive
4. Discuss organisational policies on incentives, delivery standards, personnel management and public relations (PR) pertinent to the job role
5. Illustrate the process workflow in the organisation and the role of the customer care executive in the process.

## Unit 1.1: Introduction to the Program

### Unit Objectives

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

1. Discuss the agenda and importance of the program
2. List down the necessary skills on which the participants will be trained
3. Explain the ground rules to make the program effective

### Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, computer/laptop, overhead projector, laser pointer.

### Note

This is the first session of the training program. Introduce yourself, the objective of the program and its purpose in detail. Welcome the trainees cordially to the session. Explain the background, the duration of the assessment and how the program will help them get a job to ensure the participants understand how their entire month will be structured and how they will benefit from the course.

Explain that you are going to ease the situation by playing a game. This game is meant to break the ice between everyone and get the trainees interested in the class.

### Say

Good morning everyone, and a very warm welcome to this training program on “Telecom Customer Care Executive”.

### Do

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

## Note



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

## Say



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

Each of us will tell the class their name, hometown, hobbies and special quality about themselves, starting with the 1st letter of their name. I will start with mine.

## Activity



- Arrange all the trainees in a semi-circle/circle.
- Say your name aloud and start playing the game with your name.
- Say, “Now, each of one you shall continue with the game with your names till the last person in the circle/ semi-circle participates”.
- Listen to and watch the trainees while they play the game.
- Ask questions and clarify if you are unable to understand or hear a trainee.

### Remember to:

- Discourage any queries related to one’s financial status, gender orientation or religious bias during the game
- Try recognising each trainee by their name because it is not recommended for a trainer to ask the name of a trainee during every interaction

| Activity    | Duration   | Resources used |
|-------------|------------|----------------|
| Ice Breaker | 60 minutes | NA             |

## Say



Did you all enjoy this activity? I hope you all had a good time during this icebreaker session. Now that we are all well acquainted with each other let us start by discussing the details of this program.

## Elaborate

In this session, we will discuss the following points:

- Program Overview
  - The telecom industry
  - Roles and responsibilities of a customer care executive (call centre/relationship centre)
  - Customer care-specific key concepts
  - Behavioural, professional, technical, and language skills required to perform the job effectively
  - Techniques of shop/showroom/outlet and self-management
  - Methods for selling, up-selling and cross-selling
  - Managing service desk and customer management
  - Ways to monitor and evaluate self-performance
  - Techniques of data expertise
  - Interview skills
- What this program will cover?
- Main activities performed by a customer care executive
- Ground rules

## Do

- Ensure all the trainees participate in the icebreaker session
- Jot down the crucial points on the whiteboard as the trainees speak

## Notes for Facilitation

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

## Unit 1.2: Telecom Sector in India

### Unit Objectives

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

1. Outline the growth of the telecom sector in India
2. List the major players and their market share
3. Discuss about regulatory authorities in the Telecom industry

### Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, computer, overhead projector, laser pointer

### Note

In this unit, we will discuss the telecom sector in India.

### Say

Good morning and welcome back to this training program, “Telecom Customer Care Executive”. Today we shall discuss about the telecom sector in India.

### Ask

Ask the participants the following questions:

- What do you understand by telecom?
- Who are the major telecom service providers in India?

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

### Elaborate

In this session, we will discuss the following points:

- Overview of the Telecom Sector in India
  - Telecom Industry at a Glance
- Major Service Players in Telecom Industry
  - Wireless Operators

- Wireline operators
- Internet service providers (ISPs)
- Regulatory Authorities in the Telecom Industry
  - TRAI - Telephone Regulatory Authority of India
  - COAI - Cellular Operators Association of India
  - TDSAT - Telecom Disputes Settlement and Appellate Tribunal
  - DoT - Department of Telecommunications
- Challenges Faced by Telecom Industry
  - Churning of Customers

## Say

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

## Activity

- Conduct a group discussion on the possible reasons for customer churn
- Also, ask the trainees to suggest ways to reduce churn and win back customers
- Each group will note the curtail points in the notebook
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the impact of customer churn on the business

| Activity         | Duration (in mins) | Resources used  |
|------------------|--------------------|---|
| Group Discussion | 60 minutes         | Pen, Notebook, Participant Handbook, laptop, microphone, etc. |

## Do

- Ensure that all trainees participate in the activity.
- Maintain a cordial environment in the class during the group discussion

## Notes for Facilitation

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

## Unit 1.3: Role of a Customer Care Executive

### Unit Objectives

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

1. Analyse and obtain knowledge about the job of a Customer Care Executive
2. Identify the departments in a Call Center / Relationship Center
3. List the personal attributes of a Customer Care Executive
4. Illustrate the hierarchy & career path of a CCE in the organisation

### Resources to be Used

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

### Note

In this unit, we will discuss about the roles and responsibilities of a Telecom Customer Care Executive.

### Say

Good morning and welcome back to this training program, “ Telecom Customer Care Executive “. Today we shall learn about the roles and responsibilities of a Telecom Customer Care Executive.

### Ask

Ask the participants the following questions:

- What is a Relationship Center?
- What do you need to become a Customer Care Executive?

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

### Elaborate

In this session, we will discuss the following points:

- Key Concepts
  - Call Centre
  - Help Desk
  - Relationship Centre



- Service Centre
- Service Desk
- Who is a Customer Care Executive?
- Roles and responsibilities of Customer Care Executive
- Departments in Telecom Call Centre/Relationship Centre
  - Department wise hierarchy
- Personal attributes of a Customer Care Executive
- The career growth path of a Customer Care Executive

## Say



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

## Activity



- Divide the class into two groups
- Provide each group with chart paper and other required resources
- Ask each group to prepare a chart paper presentation on the hierarchy in a Telecom Call Centre/Relationship Centre
- The students can use both texts as well as hand-drawn diagrams to represent their answers
- After the groups complete their work, collect all the charts and evaluate them

| Activity             | Duration (in mins) | Resources used   |
|----------------------|--------------------|--|
| Chart paper activity | 60 minutes         | Participant Handbook, Pen, Notebook, Chart paper, Sketch pens, pencil, ruler, scissors, eraser, etc. |

## Do



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

## Notes for Facilitation



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





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## 2. Analyse and Resolve Customer Requirements

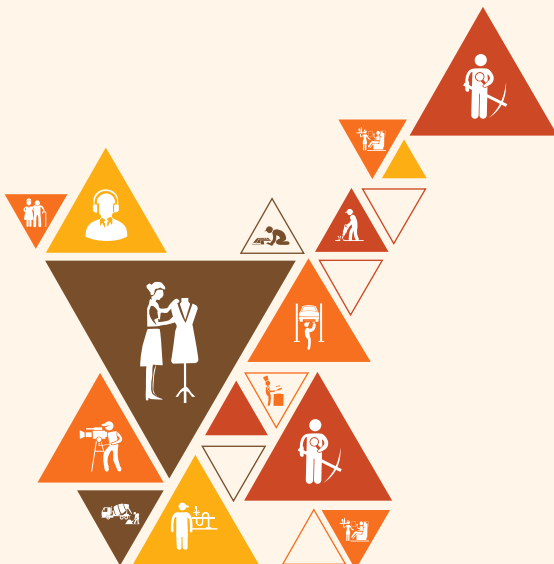
Unit 2.1 - Logging Customer Enquiries

Unit 2.2 - Standards and Procedures followed by the Organization to  
Execute Customer Service

Unit 2.3 - Resolving Customer Queries/Requests/Complaints (QRC) and  
Handling Escalations

Unit 2.4 - Customer Relationship Management (CRM)

Unit 2.4 - Making and Receiving Calls



TEL/N0101

## Key Learning Outcomes



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

1. Identify open and closed, and end question
2. Explain the standards, processes and procedures followed by the organisation to execute the job role
3. Describe the process of resolving customer Query/Requests/Complaints (QRC) and escalating
4. unresolved queries to the higher authorities.
5. Demonstrate the use of the Customer Relation Management (CRM) tool
6. Explain the basic concepts of Turn Around time (TAT)/Service Level Agreements (SLA)

## Unit 2.1: Logging Customer Enquiries

### Unit Objectives

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

1. Identify open-ended and close-ended questions
2. Explain the importance of logging customer inquiries
3. List various ways to manage customer inquiries

### Resources to be Used

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

### Note

In this unit, we will discuss the process of logging customer enquiries.

### Say

Good morning and welcome back to this training program, “Telecom Customer Care Executive”. In this session, we will learn about logging customer enquiries.

### Ask

Ask the participants the following questions:

- What do you understand by open-ended and closed-ended questions?

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

### Elaborate

In this session, we will discuss the following point:

- Open-Ended Questions and Close-Ended Questions
- Importance of logging customer enquiries
- Ways to handle customer enquiries effectively
  - Creating a proper organisational diagram
  - Advanced assistance for customer service questions

- Cataloguing enquiries
- Promoting self-service
- Examining the data

## Say

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

## Activity

- Make small groups of 2 trainees each
- Now ask them to change the following questions from close-ended to open-ended questions, then practice asking and answering them with their partner
  - Nice weather we're having, isn't it?
  - Did you like your last job?
  - Are you tired?
  - Do you like chicken?
- Close the activity by summarising the key takeaway

| Activity    | Duration (in mins) | Resources used   |
|-------------|--------------------|--|
| Questioning | 60 minutes         | Pen, notebook, participant handbook, laptop, paper, pencil, overhead projector, etc. |

## Do

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

## Notes for Facilitation

- Ensure that all the trainees participate in the activity
- Encourage participants to ask relevant questions
- Ensure that all the trainees answer every question listed in the participant handbook

## Unit 2.2: Standards and Procedures followed by the Organization to Execute Customer Service

### Unit Objectives

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

1. Elaborate on the procedures followed by the organisation to execute the customer service
2. Discuss the significance of customer service
3. Explain the key concepts that are specifically related to the Customer Center Executive job
4. Explain concepts like first call resolution, service level agreement and TAT

### Note

In this unit, we will discuss about the standards and procedures followed by the organisation to execute customer service.

### Say

Good morning and welcome back to this training program on “Telecom Customer Care Executive”. In this session, we will discuss about the standards and procedures followed by the organisation to execute customer service.

### Ask

Ask the participants the following questions:

- What do you understand by customer service?

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

### Elaborate

In this session, we will discuss the following point:

- Standards, processes and procedures used by the organisation
- The procedures that can be incorporated to enhance the services are:
  - Clarify the objective
  - Obtain input
  - Clear writing
  - Ease of access
  - Reinstating the methods

- Concept of customer service
- Importance of customer service
  - Characteristics of excellent customer service
- Building rapport with customers
- Attendance and time in the office
  - Office timings
  - Call login hours
  - Timing for call (Time Zone)
- First Call Resolution (FCR)
- Service Level Agreement
- Turnaround Time (TAT) / Response Time
- Processes
  - Sales target
  - Monthly target
  - Sales Process
  - Sales reporting
  - Customer service

## Say

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

## Activity

- Ask two trainees to volunteer for this activity
- One of them will act as a Customer Care Executive and the other as a customer
- Ask the Customer Care Executive to understand the customer grievance/query and build rapport with the customer and help them with the correct resolution
- Now, repeat the activity with all other trainees in the class with an emphasis on developing the rapport building skills

| Activity  | Duration (in mins) | Resources used  |
|-----------|--------------------|---|
| Role-play | 60 minutes         | Participant Handbook, Laptop, Overhead projector, pen, notebook, etc. |



## Do



- Ensure that all the trainees participate in the rapport building
- Ensure a friendly atmosphere during the activity
- Guide the trainees in identifying key points

## Notes for Facilitation



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

## Unit 2.3: Resolving Customer Queries/Requests/Complaints (QRC) and Handling Escalations

### Unit Objectives

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

1. Identify different types of calls made by customers in a call centre
2. Describe the type of query calls at a call centre
3. Explain the concept of Resolutions and Complaints
4. Understand how to address customer QRC
5. Illustrate the escalation process.
6. Explain the concept of Resolutions and Complaints
7. Understand how to address customer QRC
8. Illustrate the escalation process.

### Resources to be Used

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

### Note

In this unit, we will discuss about resolving customer queries/requests/complaints (QRC) and handling escalations

### Say

Good morning and welcome back to this training program on “Telecom Customer Care Executive”. In this session, we will learn how to resolve customer queries/requests/complaints (QRC) and handle escalations.

### Ask

Ask the trainees the following questions:

- What is the Voice of Customer?
- What is PUK?

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

## Elaborate

In this session, we will discuss the following points:

- Responding to customer questions
  - Addressing customer QRC
- SIM/PIN/PUK-related information
- Complaint-self closed
- Handling customer complaints
- Escalation process

## Say

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

## Activity

- Conduct a group discussion in the class on the escalation process followed in a Call Center/Relationship Center
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the importance of proper training for a Customer Care Executive to comply with the organisational guidelines.

| Activity         | Duration (in mins) | Resources used   |
|------------------|--------------------|--|
| Group discussion | 30 minutes         | Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc. |

## Do

- Answer all the doubts raised by the trainees in the class
- Provide each trainee with constructive feedback

## Notes for Facilitation

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

## Unit 2.4: Customer Relationship Management (CRM)

### Unit Objectives

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

1. Demonstrate the use of CRM effectively with complete and correct tagging
2. Use different IT applications to search customer details in the database
3. Show how to draw information about products, processes and services for the customer.

### Resources to be Used

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

### Note

In this unit, we will discuss about Customer Relationship Management (CRM)

### Say

Good morning and welcome back to this training program on “Telecom Customer Care Executive”. In this session, we will discuss about Customer Relationship Management (CRM)

### Ask

Ask the trainees the following questions:

- What do you know about CRM?

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

### Elaborate

In this session, we will discuss the following points:

- Introduction to CRM
  - Benefits of CRM
  - Identification & verification process
- IT Applications – Basic functionalities
  - Call taking application

- Customer information system
- Account information
- Call log and billing system
- Fetching information - products, processes and services

## Say

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

## Activity

- Take the trainees to the practical lab/computer lab
- Show them the IT applications used at a Call Center/Relationship Center, namely
  - CRM
  - Call taking application
  - Billing system
- Ask them to identify each of them and state their characteristics and usages
- Also, allow them to have hands-on experience with each of these applications

| Activity          | Duration (in mins) | Resources used   |
|-------------------|--------------------|--|
| Practical session | 60 minutes         | Participant Handbook, Laptop/computer, Overhead Projector, Internet Connection, Pens, Notebook, etc. |

## Do

- Answer all the doubts raised by the trainees during the session
- Guide the students in identifying the applications

## Notes for Facilitation

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

## Unit 2.4: Making and Receiving Calls

### Unit Objectives

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

1. Understand the concept of Making and Receiving Calls
2. Demonstrate how to make and receive calls
3. Demonstrate how to do call transfers, call hold and call forward.

### Resources to be Used

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

### Note

In this unit, we will discuss how to make and receive calls.

### Say

Good morning and welcome back to this training program on “Telecom Customer Care Executive”. In this session, we will learn how to make and receive calls.

### Ask

Ask the trainees the following questions:

- What is a call transfer?

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

### Elaborate

In this session, we will discuss the following points:

- How to Make and Receive Calls
- Concept of Call Transfer, Call Hold and Call Forward
  - Warm Transfer and Cold Transfer

**Say** 

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

**Activity** 

- Conduct a mock call (telephonic conversation) in the class
- You act as a caller and let the trainees act as CCEs
- Ask your queries and observe how the CCEs handle the call
- Ask them to open and close the call with proper verbiage and maintain proper communication throughout the call

| Activity          | Duration (in mins) | Resources used   |
|-------------------|--------------------|--|
| Mock call session | 60 minutes         | Participant Handbook, Laptop, Overhead Projector, Pens, Notebook, etc. |

**Do** 

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

**Notes for Facilitation** 

- Ask the trainees if they have any questions
- Answer all the questions/doubts raised by the trainees in the class

## Answers to Exercises for PHB

### Multiple-choice Question

1. a) Open-ended
2. d) All of the above
3. a) TAT
4. a) Customer Relationship Management
5. a) Intranet

### Answer the following:

1. Refer UNIT 2.1: Logging Customer Enquiries  
Topic - 2.1.2 Importance of Logging Customer Enquiries
2. Refer UNIT 2.1: Logging Customer Enquiries  
Topic - 2.1.3 Ways to Handle Customer Enquiries Effectively
3. Refer UNIT 2.2: Standards and Procedures followed by the Organization to Execute Customer Service  
Topic - 2.2.3 Importance of Customer Service
4. Refer UNIT 2.3: Resolving Customer Queries/Requests/Complaints (QRC) and Handling Escalations  
Topic - 2.3.1 Responding to Customer Questions
5. Refer UNIT 2.3: Resolving Customer Queries/Requests/Complaints (QRC) and Handling Escalations  
Topic - Complaint-Self Closed





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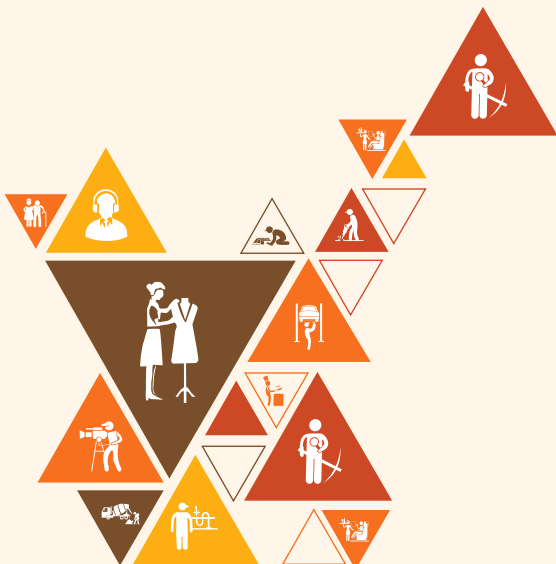


## 3. Interact with Customer

Unit 3.1 - Customer Relationship and Customer Categorisation

Unit 3.2 - Customer Feedback and Customer Satisfaction

Unit 3.3 - Introducing Customers to New Services



TEL/N0102

## Key Learning Outcomes



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

1. State the importance of the helpdesk in supporting business operations
2. Explain the importance of developing rapport with the customer
3. Evaluate ways to provide customised solutions to customers
4. Define the concepts of average call handling time (ACHT), average hold time (AHT), turnaround time (TAT) and Service Level Agreement (SLA)
5. Describe the process of troubleshooting and resolving customer complaints at least TAT
6. Perform multiple techniques to sell own product/services by using the feature advantage benefits (FAB) approach
7. State the importance of maintaining customer feedback reports

## Unit 3.1: Customer Relationship and Customer Categorisation

### Unit Objectives

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

1. Explain the concept of customer relationship
2. Illustrate the concept of customer categorisation

### Resources to be Used

Participant Handbook, Pen, Pencil, Note pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser pointer, etc.

### Note

In this unit, we will discuss about Customer Relationships and Customer Categorisation.

### Say

Good morning and welcome back to this training program on “Telecom Customer Care Executive”. In this session, we will discuss about customer relationships and customer categorisation.

### Ask

Ask the trainees the following questions:

- How are customers categorised?
- What is a hotline?

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

### Elaborate

In this session, we will discuss the following points:

- Customer relationship
  - Advantages of CRM
- Customer categorisation
- Common call centre metrics
  - Average Call Handle Time (AHT)
  - Average Hold Time (AHLDT)

- Auxiliary time (or AUX)
- Turn Around Time (TAT)
- CSAT Surveys
- Service Level Agreement (SLA)

## Say

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

## Activity

- This is an individual activity
- Ask the trainees to analyse the case carefully
- Ankita works in a call center. Today, she answered 155 calls, and her total talk time was 350 minutes. She had to keep the calls on hold for a total of 65 minutes to provide appropriate resolution to the customers. She utilised another 90 minutes to wrap up the calls and complete the tagging and other documentation.
- Now, ask them to calculate the **Average Call Handle Time (ACHT)** and **Average Hold Time (AHLDT)** of Ankita for the day

| Activity   | Duration (in mins) | Resources used  |
|------------|--------------------|---|
| Case Study | 30 minutes         | Paper, Pen, Notebook, Chart paper, Sketch pens.<br>Participant Handbook, etc. |

## Do

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

## Notes for Facilitation

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

## Unit 3.2: Customer Feedback and Customer Satisfaction

### Unit Objectives

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

1. Elaborate the concept of customer feedback
2. Explain the importance and advantages of customer feedback
3. Discuss how to achieve customer satisfaction
4. Illustrate the escalation process

### Resources to be Used

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

### Note

In this unit, we will discuss about Customer Feedback and Customer Satisfaction.

### Say

Good morning and welcome back to this training program on “Telecom Customer Care Executive”. In this session, we will discuss about Customer Feedback and Customer Satisfaction.

### Ask

Ask the trainees the following questions:

- Why is customer feedback important?
- Have you heard of CSat?

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

### Elaborate

In this session, we will discuss the following points:

- Customer feedback
  - Importance of customer feedback
- Advantages of customer feedback
- Feedback recording process

- Customer feedback loop
- Customer satisfaction (CSAT)
  - What do customers expect from us?
  - Complete resolution
- First Call Resolution (FCR)
  - Advantages of providing FCR
- Escalation
  - How to deal with angry or difficult customers?
  - The escalation process

## Say

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

## Activity

- Conduct a mock call session in the class
- You can act as an angry caller, and the trainees will act as CCEs
- Lodge your complaint and ask for a quick resolution
- Observe how the CCE handles the situation
- Now, repeat this activity with all other trainees. You can change the topic of the complaint, if you want, to create a diversity

| Activity           | Duration (in mins) | Resources used  |
|--------------------|--------------------|---|
| Mock call activity | 60 minutes         | Participant Handbook, Laptop, Overhead Projector, Internet Connection, Pens, Notebook, etc. |

## Do

- Encourage the trainees to follow proper call-handling procedures throughout the mock call
- Ensure that all the trainees participate in the activity
- Provide constructive feedback to the trainees at the end

## Notes for Facilitation

- Ensure that all the trainees answer every question listed in the participant handbook
- Highlight the importance of proper communication while handling irate customers

## Unit 3.3: Introducing Customers to New Services

### Unit Objectives

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

1. Explain the importance of introducing new products and services

### Resources to be Used

Participant Handbook, Pen, pencil, notepad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser pointer, etc.

### Note

In this unit, we will discuss the importance of introducing customers to new services

### Say

Good morning and welcome back to this training program on Telecom Customer care executive. In this session, we will discuss the importance of introducing customers to new services.

### Ask

Ask the trainees the following questions:

- Have you heard of the FAB approach?

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

### Elaborate

In this session, we will discuss the following points:

- Introducing new products and services to the customer
  - Introducing a service
- The FAB Approach

## Say

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

## Activity

- Conduct a role-play on the FAB approach
- Select two volunteers from the class
- One of the trainees will act as a customer and another one as CCE
- The CCE will try to convince the customer to purchase a handset using the FAB approach
- The customer may ask clarification questions in return
- Now, repeat this activity with all the other trainees in the class

| Activity  | Duration (in mins) | Resources used   |
|-----------|--------------------|--|
| Role-play | 60 minutes         | Participant Handbook, Pen, Notebook, Laptop, overhead projector, whiteboard, markers, microphone (if needed), etc. |

## Do

- Ensure that all the trainees participate in the role-play
- Help the students to understand the need of the activity

## Notes for Facilitation

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



## Answers to Exercises for PHB

### Multiple-choice Question

1. a) Landline
2. a) Average Call Handle Time
3. a) feedback
4. a) First Call Resolution
5. a) advantage

### Answer the following:

1. Refer UNIT 3.1: Customer Relationship and Customer Categorisation  
Topic - 3.1.1 Customer Relationship
2. Refer UNIT 3.2: Customer Feedback and Customer Satisfaction  
Topic - 3.2.2 Advantages of Customer Feedback
3. Refer UNIT 3.2: Customer Feedback and Customer Satisfaction  
Topic - 3.2.3 Feedback Recording Process
4. Refer UNIT 3.2: Customer Feedback and Customer Satisfaction  
Topic - 3.2.4 Customer Satisfaction
5. Refer UNIT 3.2: Customer Feedback and Customer Satisfaction  
Topic - 3.2.6 Escalation





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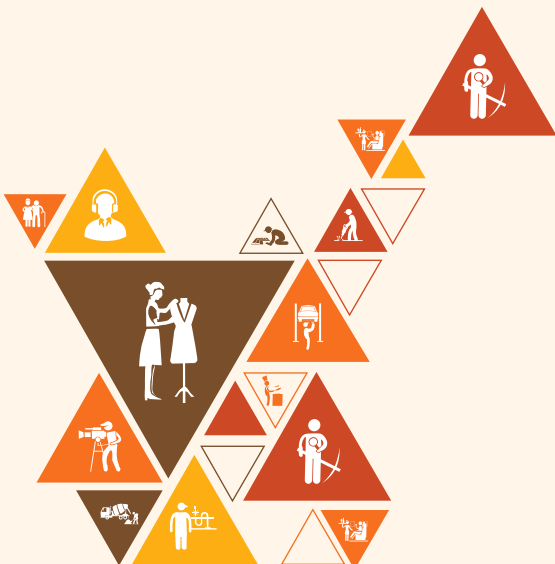
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## 4. Review Self Performance

Unit 4.1 - Monitor and Analysing Self-Performance



TEL/N0115

## Key Learning Outcomes



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

1. Explain the ways to monitor and analyse the performance
2. Practice monitoring and analysing performance
3. Monitor and manage self-performance through reports and review process
4. Analyse the performance parameters to make self-reports
5. Practice self-review with superiors

## Unit 4.1: Monitor and Analysing Self-Performance

### Unit Objectives

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

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

### Resources to be Used

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

### Note

In this unit, we will discuss how to monitor and analyse self-performance.

### Say

Good morning and welcome back to this training program on “Telecom Customer Care Executive”. In this session, we will discuss how to monitor and analyse self-performance.

### Ask

Ask the trainees the following questions:

- What are the performance parameters?

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

### Elaborate

In this session, we will discuss the following points:

- Performance parameters
  - Targets for revenue performance
  - Processes related to the collection and bad debt recovery
  - Common performance parameters in a telecom call center
- Customer service quality parameters
- Review with superiors
- Review period

## Say

Let us participate in a role-play to understand the grievance handling

## Activity

- This session will be a role-play activity
- Take the trainees to a spacious room/ open space
- Divide the class into groups where the trainees make demonstrations of a relationship center
- The trainees will demonstrate the correct process of handling the activities of a relationship center
- Assign a hypothetical situation of identifying and checking the price of products with respect to discounts and offers on each product
- Allot 10-15 minutes for each team to complete the task.
- You will inspect the work of each group.
- The group showcasing the best work will be appreciated

| Activity  | Duration (in mins) | Resources used   |
|-----------|--------------------|--|
| Role Play | 60 minutes         | Cordless Microphones (if required), Pen, Notebook, Participant Handbook, Whiteboard, Markers, etc. |

## Do

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

## Notes for Facilitation

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

## Answers to Exercises for PHB

### Multiple Choice Questions

1. a) Collections Aging Tracking
2. a) Churning
3. a) Average call waiting
4. a) Customer contact
5. a) Performance parameters

### Answer the following:

1. Refer UNIT 4.1: Monitor and Analysing Self-Performance  
Topic - 4.1.2 Customer Service Quality Parameters
2. Refer UNIT 4.1: Monitor and Analysing Self-Performance  
Topic - 4.1.4 Review Period
3. Refer UNIT 4.1: Monitor and Analysing Self-Performance  
Topic - 4.1.1 Performance Parameters
4. Refer UNIT 4.1: Monitor and Analysing Self-Performance  
Topic - 4.1.1 Performance Parameters
5. Refer UNIT 4.1: Monitor and Analysing Self-Performance  
Topic – Soft Skills







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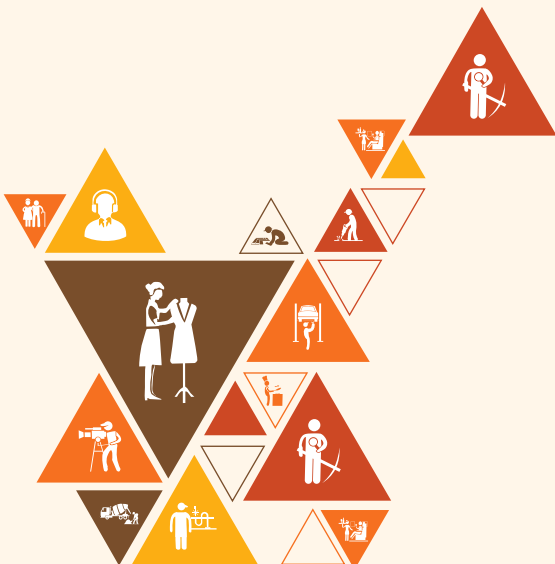
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# 5. Manage Workplace

Unit 5.1 - Develop Effective Work Habits

Unit 5.2 - Recording Customer Queries and Complaints



TEL/N2215

## Key Learning Outcomes



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

1. Discuss about organisation's specified grooming guidelines
2. Explain the significance of completing the work within the given timeline
3. Demonstrate the correct practice of greeting the customers and asking about their requirements
4. Demonstrate the use of CRM software or Ms Excel to record customer queries and complaints
5. Practice typing with speed and accuracy.

## Unit 5.1: Develop Effective Work Habits

### Unit Objectives

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

1. Discuss the grooming guidelines for Customer Care Executive
2. Explain the importance of wearing organisation specified uniform at the workplace
3. State the importance of completing the work within the given timeline

### Resources to be Used

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

### Note

In this unit, we will discuss how to develop effective work habits.

### Say

Good morning and welcome back to this training program, “Telecom Customer Care Executive”. Today we will discuss how to develop effective work habits.

### Ask

Ask the trainees the following questions:

- What do you understand by grooming?

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

### Elaborate

In this session, we will discuss the following points:

- Grooming and appearance
  - Appearance
  - Grooming tips
- Specific uniform guidelines

- Completing assigned work within the given timeline
  - Time robbers
- Greeting Customers

## Say

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

## Activity

- The activity will be in the form of a simple discussion on etiquette
- Ask the trainees to prepare a grooming checklist which should be adhered to by them
- Allocate marks based on the performance of each trainee
- Conclude the activity by summarising key takeaways

| Activity                        | Duration (in mins) | Resources used  |
|---------------------------------|--------------------|---|
| Practice session-based activity | 60 minutes         | Participant Handbook, Whiteboard, Notebook, Pen, Pencil, Marker, Laptop, etc. |

## Do

- Conduct a doubt clarification session, if needed
- Share your inputs and insight to encourage the trainees and add to what they talk about
- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

## Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer
- Encourage peer learning in the class
- Answer all the doubts to the participants

## Unit 5.2: Recording Customer Queries and Complaints

### Unit Objectives

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

1. Use CRM software or MS-excel to record customer queries and complaints
2. Demonstrate typing with speed and accuracy.

### Resources to be Used

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

### Note

In this unit, we will discuss about recording customer queries and complaints.

### Say

Good morning and welcome back to this training program, “Telecom Customer Care Executive”. Today we will learn how to record customer queries and complaints.

### Ask

Ask the trainees the following questions:

- How is Ms Excel used to record customer data?

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

### Elaborate

In this session, we will discuss the following points:

- Use CRM and MS Excel to record customer complaints
- Typing with speed and accuracy
  - Using typing learning software

## Say

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

## Activity

- Conduct a practical session.
- Ask the trainees to assemble in the computer lab.
- Group the participants for the activity depending on the batch size and the number of computer systems available in the lab.
- Show them the use of the typing learning software installed in the system
- Ask the trainees to type a paragraph using the Typing Learning Software and note down their accuracy and typing speed
- Conclude the activity by explaining the importance of typing speed and accuracy in a Call Center/ Relationship Center

| Activity        | Duration (in mins) | Resources used  |
|-----------------|--------------------|---|
| Typing activity | 60 minutes         | Notebook, Pen, Participant Handbook, computer with typing learning software, etc. |

## Do

- Explain the purpose and duration of the activity.
- Ensure the participants complete the practical exercises assigned

## Notes for Facilitation

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

## Answers to Exercises for PHB

### Multiple Choice Questions

1. a) Grooming
2. d) All of the above
3. a) Time robbers
4. a) MS Excel
5. a) 41 WPM

### Answer the following:

1. Refer UNIT 5.1: Develop Effective Work Habits  
Topic - 5.1.1 Grooming and Appearance
2. Refer UNIT 5.1: Develop Effective Work Habits  
Topic - 5.1.2 Specific Uniform Guidelines
3. Refer UNIT 5.1: Develop Effective Work Habits  
Topic - 5.1.3 Completing Assigned Work Within the Given Timeline
4. Refer UNIT 5.1: Develop Effective Work Habits  
Topic - 5.1.4 Greeting Customers
5. Refer UNIT 5.1: Develop Effective Work Habits  
Topic - 5.1.4 Greeting Customers







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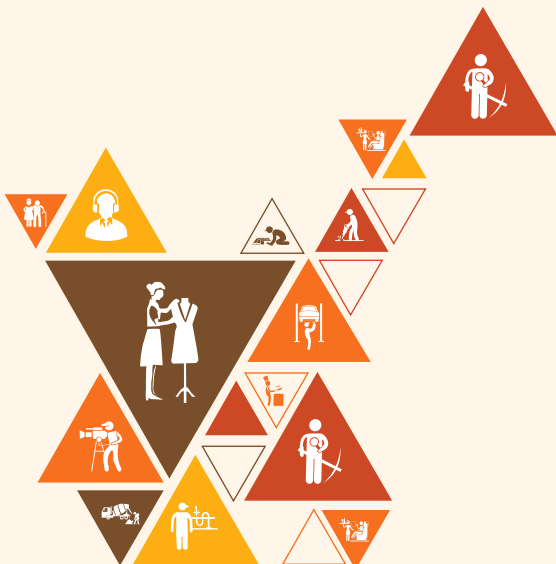


## 6. Attend Customer Calls

Unit 6.1 - Tele Marketing

Unit 6.2 - Making and Attending Calls

Unit 6.3 - Understand Customer Needs and Conduct Over the Call Sales



TEL/N2215

## Key Learning Outcomes



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

1. Explain the different styles and ways of telemarketing
2. Demonstrate how to make and attend calls effectively
3. Discuss some open and close-ended questions to ask customers
4. List the complete range of products/services offered by the organisation
5. Describe the various means of collecting customer data from the concerned authorities
6. Illustrate the methods to attain minimum call login time
7. Demonstrate basic selling techniques to sell your product/services by comparing them with competitors' products.
8. Describe the USPs and strengths of the product/services by using the feature advantage benefits (FAB) approach
9. Demonstrate basic selling techniques to sell own product/services
10. Use CRM software to capture customer details accurately.

## Unit 6.1: Tele Marketing

### Unit Objectives

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

1. Elucidate different types and ways of telemarketing
2. Discuss the organisational guidelines and procedures for telecalling
3. Identify open-ended and closed-ended questions
4. Identify various means of collecting customer data
5. List the basic telephonic skills needed to connect with the customers

### Resources to be Used

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

### Note

In this unit, we will discuss about Tele Marketing

### Say

Good morning and welcome back to this training program, “Telecom Customer Care Executive”. Today we will learn about tele-marketing.

### Ask

Ask the trainees the following questions:

- What is tele-marketing?
- How is tele-marketing different from orthodox marketing?

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

### Elaborate

In this session, we will discuss the following points:

- Introduction to Telemarketing
- Types of Telemarketing Activities
  - Outbound

- Inbound
- Lead generation
- Sales
- Guidelines for tele calling
- Probing techniques
  - Open and Closed Questions
- Collecting customer data
- Basic telephonic skills

## Say

Let us participate in a group discussion to understand this unit better

## Activity

- Conduct a group discussion in the class on the basic telephone etiquette
- Instruct the trainees to focus on communication over the telephone and handling irate customers
- Ask the participants what they have learnt from this exercise
- Close the discussion by summarising the key points.

| Activity         | Duration (in mins) | Resources used   |
|------------------|--------------------|--|
| Group discussion | 30 minutes         | Participant Handbook, Laptop, Overhead Projector, Microphone (if needed), Notebook, Pens, etc. |

## Do

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

## Notes for Facilitation

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

## Unit 6.2: Making and Attending Calls

### Unit Objectives

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

1. Discuss the concept of inbound and outbound calls
2. Illustrate the correct way to call and/or attend customer calls
3. Discuss the importance of adhering to the script
4. Demonstrate wrapping up customer calls
5. Used CRM to capture customer interaction details
6. Explain the importance of maintaining customer records in the prescribed format
7. Explain how to achieve maximum productivity by attaining minimum call login time

### Resources to be Used

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

### Note

In this unit, we will discuss making and attending calls

### Say

Good morning and welcome back to this training program, “Telecom Customer Care Executive”. Today we will discuss about making and attending calls.

### Ask

Ask the trainees the following questions:

- What is the difference between inbound and outbound call?
- What is wrapping up calls?

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

## Elaborate

In this session, we will discuss the following points:

- Inbound and Outbound calls
- How to open calls?
  - Guidelines for outbound calling
- How to answer calls?
  - Hold procedure
  - Following script
- Call flow for inbound calls
- Wrapping up call
  - Factors that influence the wrap-up time
- Capturing customer details
- Maintaining customer records
- Time management on phone calls

## Say

Let us participate in a mock call to understand this unit better.

## Activity

- Conduct a mock call activity in the class
- You act as a caller and the trainees will act as CCE, responding to the call
- Create situations where the CCE needs to use the opening, introduction, hold, hold refresh, unhold, security verification and closing verbiage
- Repeat the activity with all the trainees

| Activity          | Duration (in mins) | Resources used   |
|-------------------|--------------------|--|
| Mock call session | 60 minutes         | Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc. |

## Do

- Encourage the trainees to follow proper call-handling procedures throughout the mock call
- Ensure that all the trainees participate in the activity
- Provide constructive feedback to the trainees at the end of the activity

## Notes for Facilitation

- Ensure that all the trainees answer every question listed in the participant handbook
- Highlight the importance of proper communication while handling irate customers

## Unit 6.3: Understand Customer Needs and Conduct Over the Call Sales

### Unit Objectives

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

1. Elaborate the complete range of products/services offered by the organisation
2. Explain the USPs of the product/services by using the FAB approach
3. Demonstrate basic telephonic selling techniques

### Resources to be Used

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

### Note

In this unit, we will discuss how to understand customer needs and conduct over the call sales.

### Say

Good morning and welcome back to this training program, “Telecom Customer Care Executive”. Today we will discuss how to understand customer needs and conduct over the call sales.

### Ask

Ask the trainees the following questions:

- What is USP?
- Why is over the call sales important for a business?

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

### Elaborate

In this session, we will discuss the following points:

- Elaborate company’s offerings
- Methods to identify and meet customer needs
- Explain USPs using the FAB approach



- Using FAB statements
- Basic selling techniques for over the phone sales
  - Tips for over-the-phone sales

## Say

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

## Activity

- This activity will be based on individual performance.
- In this activity, you will give multiple topics from the Telecom Customer Care domain.
- Write the topics in paper chits, fold them identically and keep them in a jar/bowl
- Now ask each of the trainees to pick up one chit randomly
- Allow them two minutes to think and prepare the topic written on the chit
- Now ask them to deliver a speech in front of the class on the topic
- The duration of the speech must not be less than two minutes
- The trainee, with a simple explanation but rich in content, will be appreciated with accolades.

| Activity  | Duration (in mins) | Resources used   |
|-----------|--------------------|--|
| Extempore | 60 minutes         | Participant Handbook, Whiteboard, Notebook, Blank papers (A4), Pen, Pencil, Marker, Laptop, Microphone (if needed), etc. |

## Do

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

## Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class
- Ensure the trainees answer all the questions from the exercise section in the PHB

## Answers to Exercises for PHB

### Multiple Choice Questions

1. a) Telemarketing
2. a) Close-ended
3. a) data
4. a) purpose
5. d) All of the above

### Answer the following:

1. Refer UNIT 6.1: Tele Marketing  
Topic - 6.1.1 Introduction to Telemarketing
2. Refer UNIT 6.1: Tele Marketing  
Topic - 6.1.2 Guidelines for Tele Calling
3. Refer UNIT 6.1: Tele Marketing  
Topic - 6.1.5 Basic Telephonic Skills
4. Refer UNIT 6.2: Making and Attending Calls  
Topic - 6.2.1 Inbound and Outbound Calls
5. Refer UNIT 6.2: Making and Attending Calls  
Topic - 6.2.2 How to Open Calls?



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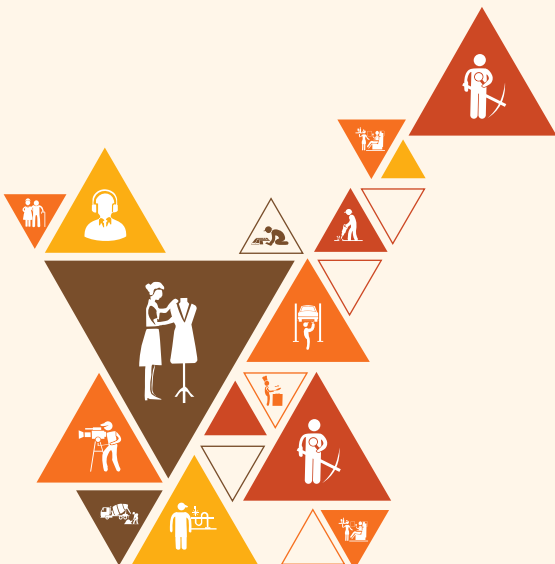
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# 7. Manage Sales and Services

Unit 7.1 - Healthy Workplace Practices

Unit 7.2 - Conducting Sales Activity at Relationship Center



TEL/N0117

## Key Learning Outcomes



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

1. State the organisational guidelines for standard uniforms, name badges and personal hygiene
2. Use basic housekeeping techniques for maintaining store/showroom hygiene
3. Discuss the importance of a performance review
4. Elaborate on various types of selling techniques
5. List the complete range of products/services offered by the organisation and compare them with competitor's product
6. Identify buying and usage patterns of customers and offer products accordingly
7. State and highlight new offers, promotions and schemes for the customers
8. Describe the payment collection process for bill payments/recharges
9. Explain the methods to achieve daily/weekly and monthly sales targets and profitability
10. Use various intranet tools and Customer Relationship Management (CRM) software.

## Unit 7.1: Healthy Workplace Practices

### Unit Objectives

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

1. Explain the organisational guidelines for standard uniforms and personal hygiene
2. Use basic housekeeping techniques to maintain store/showroom hygiene
3. Perform steps to organise stock and inventory as per the organisational requirements
4. Conduct performance reviews with the store manager.

### Resources to be Used

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

### Note

In this unit, we will discuss about healthy workplace practices.

### Say

Good morning and welcome back to this training program, “Telecom Customer Care Executive”. Today we shall discuss about healthy workplace practices.

### Ask

Ask the trainees the following questions:

- Can anyone name a few good habits of personal hygiene?
- What is workplace hygiene??
- Why is uniform important at the workplace?

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

### Elaborate

In this session, we will discuss the following points:

- Personal hygiene and uniform standard
  - Importance of uniform standard
  - Maintaining personal hygiene

- Tips for maintaining personal hygiene
- Housekeeping and cleanliness in the workplace
  - Basic housekeeping tips
- Organise stock and inventory as per organisational requirements
  - Steps to organise stocks in a Relationship Center
- Reviewing performance with the store manager

## Say

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

## Activity

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

| Activity             | Duration (in mins) | Resources used  |
|----------------------|--------------------|---|
| Chart paper activity | 60 minutes         | Participant handbook, whiteboard, laptop, overhead projector, notebook, pen, marker, chart paper, pencil, sketch pens, rulers, etc. |

## Do

- Share your inputs and insight to encourage the trainees
- Ensure that all trainees participate in the activity

## Notes for Facilitation

- Use video references from different sources for a better explanation
- Encourage peer learning in the class

## Unit 7.2: Conducting Sales Activity at Relationship Center

### Unit Objectives

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

1. Explain the organisational guidelines for standard uniforms and personal hygiene
2. Use basic housekeeping techniques to maintain store/showroom hygiene
3. Perform steps to organise stock and inventory as per the organisational requirements
4. Conduct a performance review with the store manager

### Resources to be Used

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

### Note

In this unit, we will discuss about conducting sales activity at the relationship center.

### Say

Good morning and welcome back to this training program, “Telecom Customer Care Executive”. Today we shall discuss how to conduct sales activity at the relationship center.

### Ask

Ask the trainees the following questions:

- What are up-sell and cross-sell?

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

### Elaborate

In this session, we will discuss the following points:

- Basic Selling Techniques
  - Product selling
  - Solution selling
  - Insight selling

- Product differentiation
  - Horizontal
  - Vertical
- Types of selling
  - Up-selling
  - Cross-selling
- Selling Process
  - STEP 1: Approaching the customers
  - STEP 2: Probing to identify needs
  - STEP 3: Presenting and demonstrating products and services
  - STEP 4: Handling objections/reservations
  - STEP 5: Closing the sale
  - STEP 6: Building relationships and future sales
- Sale promotion schemes and offers
- Achieve sales targets
- Activities to increase customer engagement

## Say

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

## Activity

- Pick two volunteers from the class who would initially participate in the activity
- One of them will act as CCE and the other as customer
- The customer wants to purchase a mobile handset
- Now, the CCE will try to convince the customer to purchase a high-end product (Upsell)
- If the customer is adamant and upselling is not possible, then try to sell additional products (cross-sell) to the customer
- Now, repeat the activity with all other trainees in the class

| Activity  | Duration (in mins) | Resources used  |
|-----------|--------------------|---|
| Role-play | 60 minutes         | Participant Handbook, Whiteboard, Notebook, Pen, Pencil, Marker, Laptop, etc. |



## Do



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

## Notes for Facilitation



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

## Answers to Exercises for PHB

### Multiple Choice Questions

1. a) Name badge
2. a) Organisational policies
3. a) Performance review
4. a) Upselling
5. a) Cross-selling

### Answer the following:

1. Refer UNIT 7.1: Healthy Workplace Practices  
Topic - 7.1.1 Personal Hygiene and Uniform Standard
2. Refer UNIT 7.1: Healthy Workplace Practices  
Topic - 7.1.1 Personal Hygiene and Uniform Standard
3. Refer UNIT 7.1: Healthy Workplace Practices  
Topic - 7.1.2 Housekeeping and Cleanliness in the workplace
4. Refer UNIT 7.1: Healthy Workplace Practices  
Topic - 7.1.2 Housekeeping and Cleanliness in the workplace
5. Refer UNIT 7.2: Conducting Sales Activity at Relationship Center  
Topic - 7.2.1 Basic Selling Techniques



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# 8. Plan Work Effectively, Optimise Resources and Implement Safety Practices

Unit 8.1 - Workplace Health & Safety

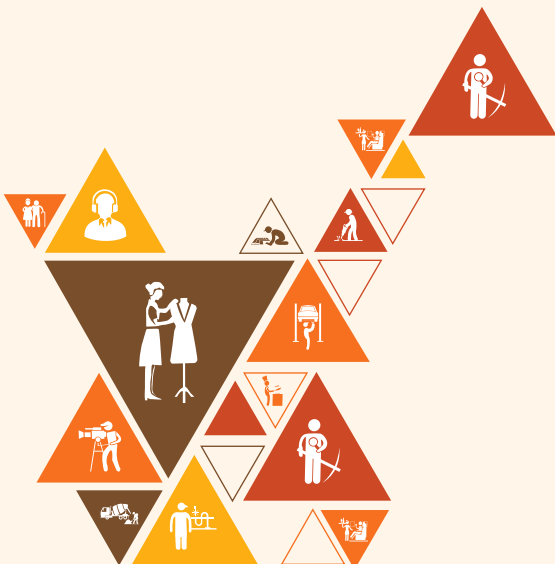
Unit 8.2 - Different types of Health Hazards

Unit 8.3 - Importance of Safe Working Practices

Unit 8.4 - Reporting Safety Hazards

Unit 8.5 - Waste Management

Unit 8.6 - Organisations' Focus on the greening of jobs



TEL/N9101

## Key Learning Outcomes



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

1. Explain about workplace health and safety
2. Differentiate various health hazards
3. Demonstrate various first-aid techniques
4. Importance of safety at the workplace
5. Understand Basic hygiene Practices and hand-washing techniques
6. Explain the need for social distancing
7. Understand the reporting of hazards at the workplace
8. Explain e-waste and the process of disposing of them
9. Explain the greening of jobs

## Unit 8.1: Workplace Health & Safety

### Unit Objectives

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

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

### Resources to be Used

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

### Note

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

### Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will discuss about workplace health & safety practices.

### Ask

Ask the participants the following questions:

- What do you understand by workplace safety?

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

### Elaborate

In this session, we will discuss the following points:

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

## Say



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

## Activity



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

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

## Do



- Ensure that the report contains all possible hazards in the workplace, safety measures, and ways to counter the hazards if they occur
- Guide the trainees throughout the activity

## Notes for Facilitation



- Ask the trainees if they have any questions
- Encourage other trainees in the class to answer it and encourage peer learning in the class
- Explain the consequences of not following the safety guidelines at the workplace

## Unit 8.2: Different types of Health Hazards

### Unit Objectives

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

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

### Resources to be Used

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

### Note

In this unit, we will discuss about various health hazards.

### Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will discuss about different types of health hazards.

### Ask

Ask the participants the following questions:

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

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

### Elaborate

In this session, we will discuss the following points:

- First aid
- First aid techniques
- For burns
- For broken bones and fractures
- For heart attack/stroke
- For head injury

- Using breathing apparatus
- Briefing and guidance for firefighters
- Evacuation process
- Special evacuation requirements for specially-abled persons
- Importance of fire safety drills

## Say



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

## Activity



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

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

## Do



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

## Notes for Facilitation



- Encourage peer learning in the class
- Use video references from different sources for a better explanation



## Unit 8.3: Importance of Safe Working Practices

### Unit Objectives

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

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

### Resources to be Used

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

### Note

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

### Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will discuss about the importance of safe working practices

### Ask

Ask the participants the following questions:

- List a few personal hygiene tips that you regularly follow.
- How social distancing helps to reduce the spread of Covid 19?

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

## Elaborate

In this session, we will discuss the following points:

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

## Say

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

## Practical

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

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

## Do

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

## Notes for Facilitation

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

## Unit 8.4: Reporting Safety Hazards

### Unit Objectives

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

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

### Resources to be Used

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

### Note

In this unit, we will discuss about reporting safety hazards

### Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will discuss about reporting safety hazards.

### Ask

Ask the participants the following questions:

- What is a safety hazard?

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

### Elaborate

In this session, we will discuss the following points:

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

## Say



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

## Activity



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

| Activity                  | Duration   | Resources used  |
|---------------------------|------------|---|
| Quiz – Interpreting Signs | 40 minutes | Laptop, internet connection, overhead projector, white screen, whiteboard, markers, laser pointer |

## Do



- Ask a student to maintain the scores on the whiteboard
- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight to encourage the students and add to what they talk about
- Ensure that all students participate in the class
- Ask a student to summarise what was discussed in the session

## Notes for Facilitation



- Ask the trainees if they have any questions
- Encourage other trainees to answer it and encourage peer learning in the class
- Ask them to answer the questions given in the participant handbook

## Unit 8.5: Waste Management

### Unit Objectives

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

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

### Resources to be Used

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

### Note

In this unit, we will discuss about waste management.

### Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will discuss about waste management.

### Ask

Ask the participants the following questions:

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

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

### Elaborate

In this session, we will discuss the following points:

- Introduction to e-waste
- What is e-waste?
- Electronic goods/gadgets are classified under three major heads
- E-waste management process
- Recyclable and non-recyclable waste

- Colour codes of waste collecting bins
- Waste disposal methods
- Sources of waste
- Source of Pollution
- Types of Pollution – Air, Water, Soil, Noise, Light

## Say

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

## Activity

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

| Activity  | Duration   | Resources used  |
|-----------|------------|---|
| Extempore | 40 minutes | Participant Handbook, Whiteboard, Notebook, Notebook, Pen, Pencil, Marker, etc. |

## Do

- Encourage the non-participating trainees to open up and speak
- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight to encourage the students and add to what they talk about
- Ask a student to summarise what was discussed in the session

## Notes for Facilitation

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

## Unit 8.6: Organisations' Focus on the greening of jobs

### Unit Objectives

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

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

### Resources to be Used

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

### Note

In this unit, we will discuss about organisations' focus on the greening of jobs.

### Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will discuss the organisations' focus on the greening of jobs.

### Ask

Ask the participants the following questions:

- What is ESG?

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

### Elaborate

In this session, we will discuss the following points:

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

- Factors of ESG
- Environmental
- Social
- Governance

## Say

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

## Activity

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

| Activity         | Duration   | Resources used  |
|------------------|------------|---|
| Group discussion | 45 minutes | Participant handbook, whiteboard, notebook, notebook, pen, pencil, marker, microphone, etc. |

## Do

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

## Notes for Facilitation

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



## Answers to Exercises for PHB

### Multiple-choice Questions:

1. a. First Aid
2. b. Luke warm
3. a. Antiseptic
4. a. Chemical hazards
5. a. Cardio Pulmonary Resuscitation

### Descriptive:

1. Refer - UNIT 8.1 Hazards and Accidents in the Store and Safe Practices  
Topic – Importance of Health and Safety
2. Refer - UNIT 8.1 Hazards and Accidents in the Store and Safe Practices  
Topic – Effects of Poor Maintenance
3. Refer - UNIT 8.1 Hazards and Accidents in the Store and Safe Practices  
Topic – Importance of Health and Safety
4. Refer - UNIT 8.2 Safety Practices  
Topic – Securing Customer Records
5. Refer - UNIT 8.2 Safety Practices  
Topic – Securing Customer Records





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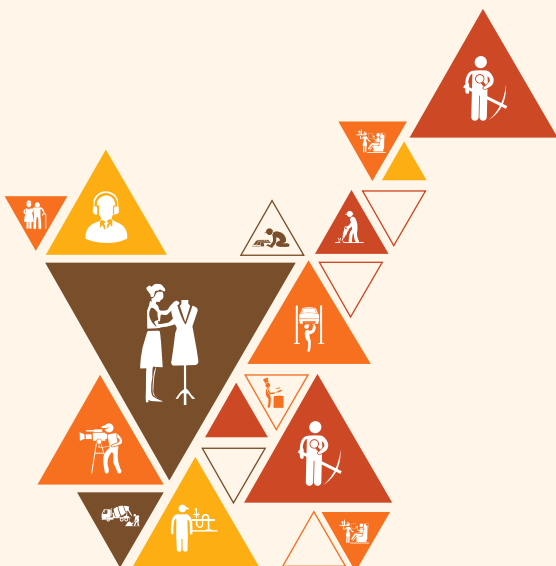
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# 9. Communication and Interpersonal Skills

Unit 9.1 - Interaction with Supervisor, Peers and Customers



TEL/N9102

## Key Learning Outcomes



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

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

## Unit 9.1: Interaction with Supervisor, Peers and Customers

### Unit Objectives

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

1. Understand the importance of communication
2. Understand types of communication

### Resources to be Used

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

### Note

In this unit, we will discuss how to communicate with supervisors, peers and customers.

### Say

Good morning and welcome back to this training program on “Distributor Sales Representative”. In this session, we will discuss how to interact with supervisors, peers and customers.

### Ask

Ask the participants the following questions:

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

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

### Elaborate

In this session, we will discuss the following points:

- What is communication?
- Why is communication important?
- Effective communication
- Effective communication for success

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

## Say

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

## Activity

- This is an individual activity
- Provide the trainees with a hypothetical situation mentioned below
- Consider one of your colleagues who has been facing discriminatory attitudes at the workplace related to unequal wages. Imagine yourself to be their confidant.
- State what measures you will take to solve the issue/s faced by your team member.
- Repeat the activity with all the trainees

| Activity      | Duration   | Resources used  |
|---------------|------------|---|
| Mock activity | 60 minutes | Participant handbook, whiteboard, laptop, notebook, pen, pencil, marker, etc. |

## Do

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

## Notes for Facilitation

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

## Answers to Exercises for PHB

**Answer the following questions by choosing the correct option:**

1. a. Signature
2. a. Late
3. b. Polite
4. a. Gestures
5. b. Effective communication

**Descriptive:**

1. Refer UNIT 9.1: Interaction with Supervisor, Peers and Customers  
Topic - 9.1.2 What is Communication?
2. Refer UNIT 9.1: Interaction with Supervisor, Peers and Customers  
Topic - 9.1.23 Communicating with People with a Hearing Impairment
3. Refer UNIT 9.1: Interaction with Supervisor, Peers and Customers  
Topic - 9.1.9 Face-to-face Communication
4. Refer UNIT 9.1: Interaction with Supervisor, Peers and Customers  
Topic - 9.1.21 Respect Gender Differences
5. Refer UNIT 9.1: Interaction with Supervisor, Peers and Customers  
Topic - 9.1.19 Hurdles for Effective Communication





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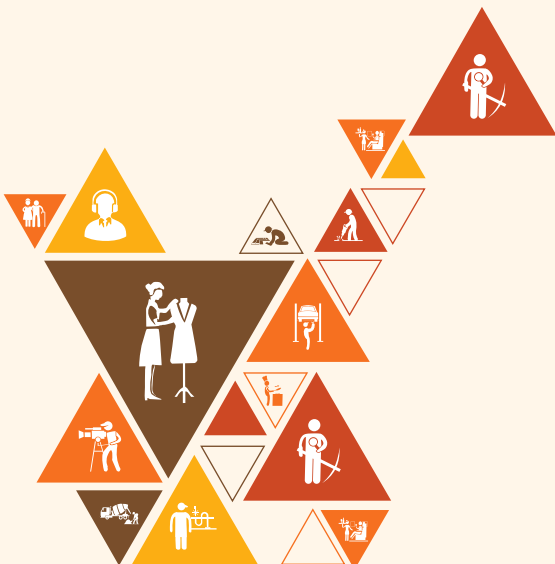


## 10. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria

Annexure III: List of QR Codes Used in PHB



## Annexure I

### Training Delivery Plan

| Training Delivery Plan                       |   |                            |            |
|--|---|----------------------------|------------|
| <b>Program Name:</b>                         | Telecom Customer Care Executive – Call Center/Relationship Center   |                            |            |
| <b>Qualification Pack Name &amp; Ref. ID</b> | TEL/Q0100 VERSION 4.0   |                            |            |
| <b>Version No.</b>                           | 4.0   | <b>Version Update Date</b> | 27/01/2022 |
| <b>Pre-requisites to Training (if any)</b>   | Not Applicable  |                            |            |
| <b>Training Outcomes</b>                     | <p><b>By the end of this program, the participants will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Analyse and resolve customer requirements</li> <li>2. Manage walk-in customers</li> <li>3. Analyse feedback received from seniors/peers and customers</li> <li>4. Evaluate self-performance</li> <li>5. Organise work and resources as per health and safety standards</li> <li>6. Interact effectively with others while being sensitive to gender and persons with disabilities.</li> <li>7. Attend customer service calls</li> <li>8. Perform sales calls</li> <li>9. Sell, upsell and cross-sell products/services</li> <li>10. Manage showroom upkeep and customer transactions</li> </ol> |                            |            |

| SL | Module Name  | Session name  | Session Objectives  | NOS           | Methodology  | Training Tools/Aids   | Duration (hours)                    |
|----|--|---|---|---------------|--|---|-------------------------------------|
| 1  | Role and Responsibilities of a Customer Care Executive | Responsibilities of a Customer Care Executive/Relationship Center | <ul style="list-style-type: none"> <li>Describe the size and scope of the Telecom industry and its various sub-sectors</li> </ul>   | Bridge module | Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion | Laptop, white board, marker, projector, Documents of standard operating procedures, code of conduct, checklists, schedules tools and equipment, status report | 7 Theory (5:00)<br>Practical (2:00) |
|    |  |   | <ul style="list-style-type: none"> <li>Explain the role and responsibilities of customer care executive</li> <li>Understand customer service by handling, following and resolving walking-customer's queries, requests and complaints and proactively recommend/sell organisation's products and services.</li> </ul> |               |  |   | 7 Theory (5:00)<br>Practical (2:00) |

| SL | Module Name                                      | Session name                                   | Session Objectives   | NOS                             | Methodology  | Training Tools/Aids   | Duration (hours)                       |
|----|--|--|--|---------------------------------|--|---|--|
|    |  |  | <ul style="list-style-type: none"> <li>Discuss the various opportunities for a customer care executive in the Telecom industry</li> <li>Understand Call centre specific concepts</li> <li>Discuss organisational policies on incentives, delivery standards, personnel management and public relations (PR) pertinent to the job role.</li> <li>Describe the process workflow in the organization and the role of customer care executive in the process.</li> </ul> |                                 |  |   | 8<br>Theory (5:00)<br>Practical (3:00) |
|    |  |  | <ul style="list-style-type: none"> <li>Gain Knowledge of methods for selling, up-selling and cross-selling.</li> <li>Managing Service Desk and Customer Management</li> <li>Develop customer relationship</li> <li>Develop soft skills and professional skills</li> <li>Understand technical skills (CRM software)</li> </ul>  |                                 |  |   | 8<br>Theory (5:00)<br>Practical (3:00) |
| 2  | <b>Analyse and Resolve Customer Requirements</b> | <b>Analyse customer requirements and needs</b> | <ul style="list-style-type: none"> <li>Illustrate the process to collect information from customers to log their query</li> <li>Apply appropriate technique to assess customer's details for any account-related information</li> <li>Explain how to categorise and record customer's interaction as a query, request or a complaint</li> </ul>  | TEL/N0101<br>PC1, PC2, PC3, KU5 | Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion | Laptop, white board, marker, projector, Product Manuals, Customer Registration form, customer feedback form, customer complaint form, | 8<br>Theory (3:00)<br>Practical (5:00) |

| SL | Module Name   | Session name                              | Session Objectives  | NOS                                    | Methodology  | Training Tools/Aids   | Duration (hours)                       |
|----|---|---|---|--|--|---|--|
|    |   | <b>Handle customer inquiries</b>          | <ul style="list-style-type: none"> <li>Discuss how to respond to customer inquiries, requests or complaints courteously and efficiently on phone and face-to-face</li> </ul>  | TEL/N0101 PC4                          |  | Laptop with customer relationship management software   | 8<br>Theory (3:00)<br>Practical (5:00) |
|    | <ul style="list-style-type: none"> <li>Employ appropriate ways to estimate and inform the customer about the time needed for resolution if an immediate solution cannot be provided</li> </ul>        |   | TEL/N0101 PC5   | 8<br>Theory (3:00)<br>Practical (5:00) |  |   |  |
|    | <ul style="list-style-type: none"> <li>Discuss how to resolve customer queries and avoid escalations</li> </ul>   |   | TEL/N0101 PC6, KU2  | 7<br>Theory (2:00)<br>Practical (5:00) |  |   |  |
|    | <ul style="list-style-type: none"> <li>Role-play to seek assistance from senior (supervisor/floor support/manager) when customer inquiries cannot be fully answered</li> </ul>                        |   | TEL/N0101 PC7   | 7<br>Theory (2:00)<br>Practical (5:00) |  |   |  |
|    | <ul style="list-style-type: none"> <li>Practice coordinating with other departments to ensure that all pending queries and complaints are responded to in a timely and satisfactory manner</li> </ul> |   | TEL/N0101 PC8   | 7<br>Theory (2:00)<br>Practical (5:00) |  |   |  |
| 3  | <b>Interact with Customer</b>   | <b>Interact with customer effectively</b> | <ul style="list-style-type: none"> <li>State the importance of the helpdesk in supporting business operations</li> <li>List the considerate factors to categorize different types of customers</li> <li>Show how to attend to customers by providing personalised service in a professional manner</li> </ul> | TEL/N0102 PC1, KU1                     | Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion | Laptop, white board, marker, projector, accessories Laptop with Customer Relationship Management (CRM) software | 8<br>Theory (3:00)<br>Practical (5:00) |

| SL | Module Name | Session name                        | Session Objectives   | NOS                   | Methodology | Training Tools/Aids  | Duration (hours)                       |
|----|-------------|-------------------------------------|--|-----------------------|-------------|--|--|
|    |             |                                     | <ul style="list-style-type: none"> <li>Demonstrate how to greet and initiate interaction with the walk-in customers</li> </ul>   |                       |             | Complete range of handset, Product Manuals, Customer Registration form, Customer Feedback form |  |
|    |             |                                     | <ul style="list-style-type: none"> <li>Demonstrate appropriate techniques to understand customer's requirements</li> <li>Show how to inquire about customer's requirement for products and services</li> </ul>   | TEL/N0102<br>PC2      |             |  | 8<br>Theory (3:00)<br>Practical (5:00) |
|    |             |                                     | <ul style="list-style-type: none"> <li>Evaluate ways to provide customised solution by balancing customer's expectations with the organisation's service offerings</li> <li>Perform multiple techniques to sell own product/services by using feature advantage benefits (FAB) approach</li> </ul> | TEL/N0102<br>PC3, KU7 |             |  | 8<br>Theory (3:00)<br>Practical (5:00) |
|    |             |                                     | <ul style="list-style-type: none"> <li>Practice informing customers about various promotions and loyalty programs provided by the organisation</li> </ul>  | TEL/N0102<br>PC4      |             |  | 7<br>Theory (2:00)<br>Practical (5:00) |
|    |             | <b>Build rapport with customers</b> | <ul style="list-style-type: none"> <li>Employ appropriate methods to inquire about the source of complaint from the customer</li> <li>Explain how to provide information to customers regarding the status of their complaints</li> </ul>  | TEL/N0102<br>PC5, PC6 |             |  | 7<br>Theory (2:00)<br>Practical (5:00) |

| SL | Module Name             | Session name                         | Session Objectives   | NOS   | Methodology  | Training Tools/Aids  | Duration (hours)                       |
|----|-------------------------|--------------------------------------|--|---|--|--|--|
|    |                         |                                      | <ul style="list-style-type: none"> <li>Define the concepts of average call handling time (AHT), average hold time (AHT), turnaround time (TAT) and service level agreement (SLA).</li> <li>Describe the process of troubleshooting and resolving customer complaints in least turnaround time.</li> <li>Explain the importance of prioritising customers based on the urgency of their queries, requests or complaints (QRC)</li> <li>Explain the process of customer retention and retention tools</li> </ul> | TEL/N0102<br>PC7, PC8,<br>KU9, KU12,<br>KU13    |  |  | 7<br>Theory (2:00)<br>Practical (5:00) |
| 4  | Review Self-Performance | Monitor and measure self-performance | <ul style="list-style-type: none"> <li>List the various performance metrics such as Average Handling Time (AHT), login time/number of dials/customer contacts/attendance, CRM reports for supervisor's review</li> <li>State the importance of complying with parameters like security checks, transfer and escalation protocol etc.</li> </ul>  | TEL/N0115<br>PC1, PC2,<br>KU2, KU3,<br>KU4, KU5 | Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion | Laptop, white board, marker, projector, Complete range of handset, accessories, Laptop with Customer Relationship Management (CRM) software, Sample performance reports Product Manuals, Customer feedback form, Sales record book | 7<br>Theory (2:00)<br>Practical (5:00) |
|    |                         |                                      | <ul style="list-style-type: none"> <li>Analyse processes related to churn, collection, bad debt recovery, complaint resolution, resolving query etc.</li> <li>Compare achieved targets with minimum threshold in internal/ external audits</li> </ul>  | TEL/N0115<br>PC3, PC4,<br>KU6                   |  |  | 7<br>Theory (2:00)<br>Practical (5:00) |

| SL | Module Name      | Session name  | Session Objectives   | NOS                             | Methodology  | Training Tools/Aids  | Duration (hours)                       |
|----|------------------|---|--|---------------------------------|--|--|--|
|    |                  | <b>Review performance with supervisor / manager</b> | <ul style="list-style-type: none"> <li>Explain the process to review instant feedback scores received from customers</li> <li>Analyse feedback received from superiors periodically (monthly / quarterly)</li> </ul>   | TEL/N0115<br>PC5, PC6           |  |  | 8<br>Theory (3:00)<br>Practical (5:00) |
|    |                  |   | <ul style="list-style-type: none"> <li>Explain the process of evaluating self-performance on the basis of sales and service targets</li> <li>Identify personal weakness and strengths as advised by seniors and work accordingly</li> <li>Discuss the common issues faced by the team based on the feedback received from seniors/ colleagues</li> </ul> | TEL/N0115<br>PC7, PC8, PC9      |  |  | 8<br>Theory (3:00)<br>Practical (5:00) |
| 5  | Manage workplace | Maintain personal appearance                        | <ul style="list-style-type: none"> <li>Explain the importance of complying with the organization specified grooming guidelines</li> <li>Illustrate the complete uniform requirements with the help of some images</li> </ul>   | TEL/N2215<br>PC1, PC2, KU1      | Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion | Laptop, white board, marker, projector, Complete range of handset, accessories Laptop with Customer Relationship Management (CRM) software Sample performance reports Product Manuals, Customer feedback form, Sales record book | 7<br>Theory (2:00)<br>Practical (5:00) |
|    |                  |   | <ul style="list-style-type: none"> <li>Use name badges as per standard operating procedure</li> <li>Demonstrate the correct practice of greeting the customers and asking their requirement</li> </ul>   | TEL/N2215<br>PC3, PC4           |  |  | 7<br>Theory (2:00)<br>Practical (5:00) |
|    |                  | Manage work area                                    | <ul style="list-style-type: none"> <li>Use CRM software or MS-excel to record customer queries and complaints.</li> <li>Prepare a sample document for recording repair units and other required details</li> <li>Practice to type with speed and accuracy</li> </ul>   | TEL/N2215<br>PC5, PC6, KU2, KU5 |  |  | 8<br>Theory (3:00)<br>Practical (5:00) |

| SL | Module Name                                   | Session name                               | Session Objectives   | NOS   | Methodology  | Training Tools/Aids  | Duration (hours)                       |
|----|---|--|--|---|--|--|--|
|    |   |  | <ul style="list-style-type: none"> <li>Apply appropriate methods to monitor correctness and completeness of customer documents in case of issues to get them processed with the backend/respective department</li> <li>Discuss the efficient ways to complete the work and given targets</li> <li>Apply appropriate ways to implement steps to attain necessary typing speed for recording necessary information in the relevant software</li> </ul>   | TEL/N2215<br>PC7, PC8,<br>PC9, KU3,<br>KU4      |  |  | 8<br>Theory (3:00)<br>Practical (5:00) |
| 6  | <b>Communication and interpersonal skills</b> | <b>Interact effectively with superiors</b> | <ul style="list-style-type: none"> <li>Explain how to receive work requirements from superiors and customers and interpret them correctly</li> <li>Role-play a situation to inform the supervisor and/or concerned person about any unforeseen disruptions or delays</li> <li>Practice participating in decision-making by providing facts and figures, giving/ accepting constructive suggestions</li> <li>Practice rectifying errors as per feedback and ensure the errors are not repeated</li> </ul> | TEL/N9102<br>PC1, PC2,<br>PC3, PC4,<br>KU2, KU3 | Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion | White board/ black board marker / chalk, duster, computer or Laptop attached to LCD projector, Sample of escalation matrix, organisation structure | 7<br>Theory (2:00)<br>Practical (5:00) |



| SL | Module Name | Session name  | Session Objectives  | NOS   | Methodology | Training Tools/Aids | Duration (hours)                       |
|----|-------------|---|---|---|-------------|---------------------|--|
|    |             | <b>Interact effectively with colleagues and customers</b> | <ul style="list-style-type: none"> <li>Discuss how to comply with the organisation's policies and procedures for working with team members</li> <li>Apply appropriate modes of communication, such as face-to-face, telephonic and written, to communicate professionally</li> <li>Show how to respond to queries and seek/ provide clarifications if required</li> </ul>   | TEL/N9102<br>PC5, PC6,<br>PC7, KU4,<br>KU5, KU6 |             |                     | 7<br>Theory (2:00)<br>Practical (5:00) |
|    |             |   | <ul style="list-style-type: none"> <li>Illustrate the process to co-ordinate with the team to integrate work as per requirements</li> <li>Discuss how to resolve conflicts within the team/with customers to achieve a smooth workflow</li> <li>Discuss how to recognise emotions accurately in self and others to build good relationships</li> <li>prioritise team and organisation goals above personal goals</li> </ul> | TEL/N9102<br>PC8, PC9,<br>PC10, PC11,<br>KU7    |             |                     | 8<br>Theory (3:00)<br>Practical (5:00) |
|    |             | <b>Gender and PwD sensitisation</b>                       | <ul style="list-style-type: none"> <li>Use inclusive language irrespective of the gender/ disability of the person</li> <li>Demonstrate appropriate behaviour towards all genders and differently abled people</li> <li>Scrutinise about the different types of disabilities with their respective issues.</li> </ul>   | TEL/N9102<br>PC12, PC13,<br>PC14, PC15,<br>PC16 |             |                     | 8<br>Theory (3:00)<br>Practical (5:00) |

| SL | Module Name   | Session name                                 | Session Objectives   | NOS   | Methodology  | Training Tools/Aids  | Duration (hours)                       |
|----|---|--|--|---|--|--|--|
|    |   |  | <ul style="list-style-type: none"> <li>State the work ethics, workplace etiquettes as well as standards and guidelines for all genders and PwD.</li> <li>List health and safety requirements for persons with disability.</li> <li>Describe the rights, duties and benefits available at workplace for person with disability.</li> <li>Explore the process of recruiting people with disability for a specific job.</li> <li>Discuss the specific ways to help people with disability to overcome the challenges.</li> <li>Prepare a list of institutes and government schemes that help PwD in overcoming challenges</li> <li>Demonstrate the ideal behaviour with a PwD in an organization</li> </ul> |   |  |  |  |
| 7  | <b>Plan Work Effectively, Optimise Resources and Implement Safety Practices</b> | <b>Perform work as per quality standards</b> | <ul style="list-style-type: none"> <li>Employ appropriate ways to keep the workspace clean and tidy</li> <li>Discuss how to perform individual roles and responsibilities as per the job role while taking accountability for the work</li> <li>Show how to record/document tasks completed as per the requirements within specific timelines</li> <li>Perform the steps to implement schedules to ensure the timely completion of tasks</li> </ul>  | TEL/N9101<br>PC1, PC2, PC3, PC4, PC5, PC6, , KU4, KU4, KU6, KU7 | Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion | White board/black board marker / chalk, Duster, Computer or Laptop attached to LCD projector, Personal Protection Equipment: Safety glasses, Head protection, Rubber gloves, | 7<br>Theory (2:00)<br>Practical (5:00) |

| SL | Module Name | Session name   | Session Objectives   | NOS  | Methodology | Training Tools/Aids   | Duration (hours)                       |
|----|-------------|--|--|--|-------------|---|--|
|    |             |  | <ul style="list-style-type: none"> <li>Identify the cause of a problem related to your own work and validate it</li> <li>Apply appropriate techniques to analyse problems accurately and communicate different possible solutions to the problem</li> </ul>  |  |             | Safety footwear, Warning signs and tapes, Fire extinguisher and First aid kit |  |
|    |             | <b>Maintain a safe, healthy and secure working environment</b> | <ul style="list-style-type: none"> <li>Discuss how to comply with the organisation's current health, safety, security policies and procedures</li> <li>Demonstrate the steps to check for water spills in and around the workspace and escalate these to the appropriate authority</li> <li>Practice reporting any identified breaches in health, safety, and security policies and procedures to the designated person</li> <li>Use safety materials such as goggles, gloves, earplugs, caps, ESD pins, covers, shoes, etc.</li> <li>Apply required precautions to avoid damage of components due to negligence in ESD procedures or any other loss due to safety negligence</li> <li>Identify hazards such as illness, accidents, fires or any other natural calamity safely, as per the organisation's emergency procedures, within the limits of the individual's authority</li> </ul> | TEL/N9101<br>PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22, KU8, KU9, KU10, KU11, KU12, KU13, KU14, KU15, KU16 |             |   | 8<br>Theory (3:00)<br>Practical (5:00) |

| SL | Module Name | Session name | Session Objectives  | NOS | Methodology | Training Tools/Aids | Duration (hours) |
|----|-------------|--------------|---|-----|-------------|---------------------|------------------|
|    |             |              | <ul style="list-style-type: none"> <li>• Explain the importance of regularly participating in fire drills or other safety-related workshops organised by the company</li> <li>• Discuss the significance of reporting any hazard outside the individual's authority to the relevant person in line with organisational procedures and warn others who may be affected</li> <li>• Explain how to maintain appropriate posture while sitting/standing for long hours</li> <li>• Employ appropriate techniques to handle heavy and hazardous materials with care while maintaining an appropriate posture</li> <li>• Discuss the importance of sanitising workstations and equipment regularly</li> <li>• Show how to clean hands with soap and alcohol-based sanitiser regularly</li> <li>• Discuss how to avoid contact with anyone suffering from communicable diseases and take necessary precautions</li> </ul> |     |             |                     |                  |

| SL | Module Name | Session name                                    | Session Objectives  | NOS  | Methodology | Training Tools/Aids | Duration (hours)                             |
|----|-------------|---|---|--|-------------|---------------------|--|
|    |             |   | <ul style="list-style-type: none"> <li>List the safety precautions to be taken while travelling, e.g. maintain a 1m distance from others, sanitise hands regularly, wear masks, etc.</li> <li>Role-play a situation to report hygiene and sanitation issues to the appropriate authority</li> <li>Discuss how to follow recommended personal hygiene and sanitation practices, for example, washing/sanitising hands, covering the face with a bent elbow while coughing/sneezing, using PPE, etc.</li> </ul>   |  |             |                     |  |
|    |             | <b>Conserve material / energy / electricity</b> | <ul style="list-style-type: none"> <li>Apply appropriate ways to optimise the usage of material, including water, in various tasks/ activities/processes</li> <li>Use resources such as water, electricity and others responsibly</li> <li>Demonstrate the steps to carry out routine cleaning of tools, machines and equipment</li> <li>Apply appropriate ways to optimise the use of electricity/ energy in various tasks/activities/ processes</li> <li>Perform periodic checks of the functioning of the equipment/machine and rectify wherever required</li> </ul> | TEL/N9101<br>PC23, PC24,<br>PC25, PC26,<br>PC27, PC28,<br>PC29, PC30,<br>PC31, PC32,<br>KU17, KU18 |             |                     | 8<br>Theory<br>(3:00)<br>Practical<br>(5:00) |

| SL | Module Name | Session name   | Session Objectives   | NOS  | Methodology | Training Tools/Aids | Duration (hours)                       |
|----|-------------|--|--|--|-------------|---------------------|--|
|    |             |  | <ul style="list-style-type: none"> <li>Explain the significance of reporting malfunctioning and lapses in the maintenance of equipment</li> <li>Use electrical equipment and appliances properly</li> <li>Identify recyclable, non-recyclable and hazardous waste</li> <li>Apply appropriate ways to deposit recyclable and reusable material at the identified location</li> <li>Explain the process to dispose of non-recyclable and hazardous waste as per recommended processes</li> </ul>                                     |  |             |                     |  |
|    |             | <b>Use effective waste management/ recycling practices</b> | <ul style="list-style-type: none"> <li>Discuss various methods of waste management and disposal</li> <li>List the different categories of waste for the purpose of segregation.</li> <li>Differentiate between recyclable and non-recyclable waste</li> <li>State the importance of using appropriate color dustbins for different types of waste.</li> <li>Demonstrate different disposal techniques depending upon different types of waste</li> <li>Discuss the common sources of pollution and ways to minimize it.</li> </ul> | TEL/N9101<br>PC30, PC31,<br>PC32, KU19,<br>KU20, KU21,<br>KU22 |             |                     | 7<br>Theory (2:00)<br>Practical (5:00) |

| SL | Module Name                                    | Session name                              | Session Objectives   | NOS                        | Methodology  | Training Tools/Aids   | Duration (hours)                       |
|----|--|---|--|----------------------------|--|---|--|
| 8  | <b>Attend Customer Calls</b><br><br>(Elective) | <b>Attend in-bound and outbound calls</b> | <ul style="list-style-type: none"> <li>Analyse the calling scripts given by supervisor/manager</li> <li>Explain the importance of complying with organisational standards/guidelines for tele calling</li> </ul>   | TEL/N0116<br>PC1, PC2      | Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion | Laptop, white board, marker, projector, Complete range of handset, accessories, competitor's products, Product Manuals, Customer Registration form, customer feedback form, Laptop with customer relationship management software | 8<br>Theory (4:00)<br>Practical (4:00) |
|    |  |   | <ul style="list-style-type: none"> <li>Demonstrate how to call and attend calls of the customer as per the calling script</li> <li>Show how to enquire the customer about the reason for calling to understand customer requirements and needs</li> </ul>  | TEL/N0116<br>PC3, PC4      |  |   | 8<br>Theory (4:00)<br>Practical (4:00) |
|    |  |   | <ul style="list-style-type: none"> <li>Discuss the importance of collecting customer data from authorised person for service and sales calls</li> <li>Employ appropriate ways to implement strategies to attain minimum call login time, number of dials, customer contacts and attendance for the number of days specified</li> </ul> | TEL/N0116<br>PC5, PC6      |  |   | 8<br>Theory (4:00)<br>Practical (4:00) |
|    |  |   | <ul style="list-style-type: none"> <li>Analyse ways to ensure that the total number of minutes on calls with customers are within specified limits</li> <li>Ensure customer calls are put on hold only for the specified time limit and not beyond</li> <li>Ensure calls, notations and tagging are done in stipulated time</li> </ul> | TEL/N0116<br>PC7, PC8, PC9 |  |   | 8<br>Theory (4:00)<br>Practical (4:00) |
|    |  | <b>Perform proactive selling</b>          | <ul style="list-style-type: none"> <li>Discuss how to achieve minimum typing time (maximum speed) and accuracy</li> </ul>  | TEL/N0116<br>PC10          |  |   | 8<br>Theory (4:00)<br>Practical (4:00) |

| SL | Module Name | Session name | Session Objectives  | NOS                              | Methodology | Training Tools/Aids | Duration (hours)                       |
|----|-------------|--------------|---|----------------------------------|-------------|---------------------|--|
|    |             |              | <ul style="list-style-type: none"> <li>Explain how to identify the buying needs and usage pattern of the customers by analysing customer data</li> <li>List the opportunities to pitch relevant products/services</li> <li>Display the correct procedure to inform the customer about the Features, Advantages and Benefits (FABs) along with the unique selling points of telecom brands available over the competitor models</li> </ul> | TEL/N0116<br>PC11, PC12,<br>PC13 |             |                     | 8<br>Theory (4:00)<br>Practical (4:00) |
|    |             |              | <ul style="list-style-type: none"> <li>Explain how to offer customised solution from the range of products/services available within the organisation</li> <li>Illustrate the process to analyse enquiry details obtained from the customer</li> </ul>  | TEL/N0116<br>PC14, PC15          |             |                     | 6<br>Theory (3:00)<br>Practical (3:00) |
|    |             |              | <ul style="list-style-type: none"> <li>Dramatise a situation to inform sales and marketing department about client requirement/ feedback/ comments relating to product content and pricing</li> <li>Demonstrate the process to record all interaction, inquiries, feedback and complaints from customers in the system in a prescribed format</li> </ul>  | TEL/N0116<br>PC16, PC17          |             |                     | 6<br>Theory (3:00)<br>Practical (3:00) |



| SL | Module Name                                 | Session name                                 | Session Objectives  | NOS                   | Methodology  | Training Tools/Aids   | Duration (hours)                       |
|----|---|--|---|-----------------------|--|---|--|
| 9  | Manage Sales and Services<br><br>(Elective) | Monitor and measure self-performance         | <ul style="list-style-type: none"> <li>Demonstrate the process to collate and analyse Average Handling Time (AHT), login time/number of dials/customer contacts/attendance, CRM reports for supervisor's review</li> </ul>          | TEL/N0117<br>PC1      | Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion | Laptop, white board, marker, projector, Complete range of handset, accessories, competitor's products Product, Manuals, Customer Registration form, Sales record book | 6<br>Theory (3:00)<br>Practical (3:00) |
|    |   |  | <ul style="list-style-type: none"> <li>Analyse parameters like security checks, transfer and escalation protocol etc.</li> </ul>  | TEL/N0117<br>PC32     |  |   | 6<br>Theory (3:00)<br>Practical (3:00) |
|    |   |  | <ul style="list-style-type: none"> <li>Analyse processes related to churn, collection, bad debt recovery, complaint resolution, resolving query etc.</li> </ul>   | TEL/N0117<br>PC3      |  |   | 8<br>Theory (4:00)<br>Practical (4:00) |
|    |   |  | <ul style="list-style-type: none"> <li>Apply appropriate ways to compare achieved targets with minimum threshold in internal/external audits</li> </ul>   | TEL/N0117<br>PC34     |  |   | 8<br>Theory (4:00)<br>Practical (4:00) |
|    |   | Review performance with supervisor / manager | <ul style="list-style-type: none"> <li>Show how to review instant feedback scores received from customers</li> <li>Discuss the importance of analysing feedback received from superiors periodically (monthly/quarterly)</li> </ul> | TEL/N0117<br>PC5, PC6 |  |   | 8<br>Theory (4:00)<br>Practical (4:00) |
|    |   |  | <ul style="list-style-type: none"> <li>State how to evaluate self-performance with respect to sales and service targets</li> </ul>  | TEL/N0117<br>PC7      |  |   | 8<br>Theory (4:00)<br>Practical (4:00) |
|    |   |  | <ul style="list-style-type: none"> <li>Apply various methods to identify personal weakness and strengths as advised by seniors and work accordingly</li> </ul>  | TEL/N0117<br>PC8      |  |   | 8<br>Theory (4:00)<br>Practical (4:00) |
|    |   |  |   |                       |  |   |  |

| SL  | Module Name | Session name | Session Objectives   | NOS              | Methodology | Training Tools/Aids | Duration (hours)  |
|---|-------------|--------------|--|------------------|-------------|---------------------|---|
|   |             |              | <ul style="list-style-type: none"> <li>Illustrate the process to collate and analyse casual/verbal feedback received from seniors, colleagues and peer to understand any issues faced by the team</li> </ul> | TEL/N0117<br>PC9 |             |                     | 8<br>Theory (4:00)<br>Practical (4:00)                                      |
| <b>Total Duration</b>   |             |              |  |                  |             |                     | <b>Theory Duration</b><br>150:00<br><br><b>Practical Duration</b><br>180:00 |
| <b>On the job training<br/>(Training provided by the relevant industry)</b>   |             |              |  |                  |             |                     | <b>90:00</b>  |
| <b>Employability Skills (DGT/VSQ/N0101)<br/>(<a href="https://eskillindia.org/NewEmployability">https://eskillindia.org/NewEmployability</a>)</b> |             |              |  |                  |             |                     | <b>30:00</b>  |
| <b>Total Duration</b>   |             |              |  |                  |             |                     | <b>Theory + Practical + OJT+ ES</b><br><br><b>450:00</b>                    |

## Annexure II

### Assessment Criteria

#### CRITERIA FOR ASSESSMENT OF TRAINEES

| Assessment Criteria for Telecom Customer care Executive |   |
|---|---|
| Job Role  | Telecom Customer Care Executive – Call Center/Relationship Center |
| Qualification Pack                                      | TEL/Q0100, V4.0   |
| Sector Skill Council                                    | Telecom Sector Skill Council                                      |

| S. No. | Guidelines for Assessment   |
|--------|---|
| 1      | Council. Each Element/ Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each Element/ PC. |
| 2      | The assessment for the theory part will be based on knowledge bank of questions created by the SSC.   |
| 3      | Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/ option NOS/set of NOS.   |
| 4      | Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).                                    |
| 5      | Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.   |
| 6      | To pass the Qualification Pack assessment, every trainee should score the Recommended Pass % aggregate for the QP.  |
| 7      | In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.  |

| Assessment Outcomes   | Assessment Criteria for Outcomes  | Marks Allocation |           |           |
|---|---|------------------|-----------|-----------|
|   |   | Theory           | Practical | Viva      |
| <b>TEL/N0101: Resolve Customer Queries, Requests and Complaints</b> | PC1. collect information from customers to log their query  | 4                | 6         | 1         |
|   | PC2. assess customer's details for any account- related information   | 5                | 6         | 2         |
|   | PC3. categorize and record customer's interaction as a query, request or a complaint  | 4                | 6         | 2         |
|   | PC4. respond to customer inquiries, requests or complaints courteously and efficiently on phone and face-to-face                              | 5                | 6         | 2         |
|   | PC5. estimate and inform the customer about the time needed for resolution if an immediate solution cannot be provided                        | 5                | 6         | 1         |
|   | PC6. resolve customer queries and avoid escalations   | 5                | 6         | 1         |
|   | PC7. seek assistance from senior (supervisor/floor support/manager) when customer inquiries cannot be fully answered                          | 6                | 7         | 1         |
|   | PC8. coordinate with other departments to ensure that all pending queries and complaints are responded to in a timely and satisfactory manner | 6                | 7         | -         |
| <b>NOS Total</b>  |   | <b>40</b>        | <b>50</b> | <b>10</b> |

|   |   |           |           |           |
|---|---|-----------|-----------|-----------|
| <b>TEL/N0102: Develop Customer Relationship</b>                     | PC1. attend to customers by providing personalised service in a professional manner   | 5         | 7         | 2         |
|   | PC2. inquire about customer's requirement for products and services   | 4         | 6         | 2         |
|   | PC3. provide customised solution by balancing customer's expectations with the organisation's service offerings                                     | 4         | 5         | 1         |
|   | PC4. inform customers about various promotions and loyalty programs provided by the organisation  | 2         | 4         | 1         |
|   | PC5. inquire about the source of complaint from the customer  | 6         | 7         | 2         |
|   | PC6. provide information to customers regarding the status of their complaints  | 6         | 8         | -         |
|   | PC7. comply with organisational guidelines with respect to ACHT, AHT and TAT  | 7         | 7         | 1         |
|   | PC8. prioritize customers based on the urgency of their queries, requests or complaints (QRC)   | 6         | 6         | 1         |
|   | <b>NOS Total</b>  | <b>40</b> | <b>50</b> | <b>10</b> |
| <b>TEL/N0115: Monitor and Analyze Performance</b>                   | PC1. collate and analyse Average Handling Time (AHT), login time/ number of dials/customer contacts/attendance, CRM reports for supervisor's review | 5         | 5         | 2         |
|   | PC2. analyse parameters like security checks, transfer and escalation protocol etc.   | 5         | 5         | 2         |
|   | PC3. analyse processes related to churn, collection, bad debt recovery, complaint resolution, resolving query etc.                                  | 5         | 6         | 2         |
|   | PC4. compare achieved targets with minimum threshold in internal/ external audits   | 5         | 6         | 1         |
|   | PC5. review instant feedback scores received from customers   | 4         | 6         | 1         |
|   | PC6. analyse feedback received from superiors periodically (monthly/ quarterly)   | 4         | 6         | -         |
|   | PC7. evaluate self-performance with respect to sales and service targets  | 4         | 6         | 2         |
|   | PC8. identify personal weakness and strengths as advised by seniors and work accordingly  | 4         | 4         | -         |
|   | PC9. collate and analyse casual/verbal feedback received from seniors, colleagues and peer to understand any issues faced by the team               | 4         | 6         | -         |
|   | <b>NOS Total</b>  | <b>40</b> | <b>50</b> | <b>10</b> |
| <b>TEL/N2215: Manage work area and maintain personal appearance</b> | PC1. comply with specified uniform/dress code and grooming guidelines   | 3         | 5         | 2         |
|   | PC2. maintain personal hygiene  | 3         | 7         | 1         |
|   | PC3. use name badges as per standard operating procedure  | 3         | -         | -         |
|   | PC4. greet the customers, enquiring about the reason for their visit  | 3         | 4         | 1         |
|   | PC5. record queries/complaints of walk-in customers in CRM, register or MS Excel  | 7         | 9         | 2         |
|   | PC6. record daily number of customer walk-ins and units accepted for repair/replacement in the job sheets   | 8         | 8         | 1         |
|   | PC7. monitor correctness and completeness of customer documents in case of issues to get them processed with the backend/respective department      | 4         | 6         | 1         |
|   | PC8. work efficiently to achieve performance, service targets and profitability for a given time period   | 4         | 5         | 1         |
|   | PC9. implement steps to attain necessary typing speed for recording necessary information in the relevant software                                  | 5         | 6         | 1         |
|   | <b>NOS Total</b>  | <b>40</b> | <b>50</b> | <b>10</b> |

|   |  |           |           |   |
|---|--|-----------|-----------|---|
| <b>TEL/N0116: Attend and Make Calls for Service and Sales</b>                     | PC1. analyse the calling scripts given by supervisor/manager   | 2         | 3         | 1 |
|   | PC2. comply with organizational standards/guidelines for telecalling   | 2         | 3         | - |
|   | PC3. call and attend calls of the customer as per the calling script   | 2         | 3         | - |
|   | PC4. enquire the customer about the reason for calling to understand customer requirements and needs   | 1         | 3         | - |
|   | PC5. collect customer data from authorized person for service and sales calls  | 3         | 3         | - |
|   | PC6. implement strategies to attain minimum call login time, number of dials, customer contacts and attendance for the number of days specified                          | 3         | 3         | 1 |
|   | PC7. analyse ways to ensure that the total number of minutes on calls with customers are within specified limits   | 2         | 3         | - |
|   | PC8. ensure customer calls are put on hold only for the specified time limit and not beyond  | 3         | 4         | 1 |
|   | PC9. ensure calls, notations and tagging are done in stipulated time   | 1         | 3         | - |
|   | PC10. achieve minimum typing time (maximum speed) and accuracy   | 2         | 3         | 1 |
|   | PC11. identify the buying needs and usage pattern of the customers by analysing customer data  | 3         | 3         | 1 |
|   | PC12. list opportunities to pitch relevant products/services   | 3         | 3         | 1 |
|   | PC13. inform the customer about the Features, Advantages and Benefits (FABs) along with the unique selling points of telecom brands available over the competitor models | 3         | 3         | 1 |
|   | PC14. offer customized solution from the range of products/services available within the organisation  | 3         | 2         | 1 |
|   | PC15. analyse enquiry details obtained from the customer   | 3         | 2         | 1 |
|   | PC16. inform sales and marketing department about client requirement/ feedback/ comments relating to product content and pricing   | 2         | 3         | - |
|   | PC17. record all interaction, inquiries, feedback and complaints from customers in the system in a prescribed format   | 2         | 3         | 1 |
| <b>NOS Total</b>  | <b>40</b>  | <b>50</b> | <b>10</b> |   |
| <b>TEL/N0117: Manage Self, Show-room Upkeep and Sale of Products and Services</b> | PC1. collate and analyse Average Handling Time (AHT), login time/ number of dials/customer contacts/attendance, CRM reports for supervisor's review                      | 5         | 7         | 1 |
|   | PC2. analyse parameters like security checks, transfer and escalation protocol etc.  | 5         | 8         | 1 |
|   | PC3. analyse processes related to churn, collection, bad debt recovery, complaint resolution, resolving query etc.   | 2         | 3         | - |
|   | PC4. compare achieved targets with minimum threshold in internal/ external audits  | 3         | 3         | 1 |
|   | PC5. review instant feedback scores received from customers  | 3         | 3         | 1 |
|   | PC6. analyse feedback received from superiors periodically (monthly/ quarterly)  | 2         | 3         | - |
|   | PC7. evaluate self-performance with respect to sales and service targets   | 2         | 2         | 1 |
|   | PC8. identify personal weakness and strengths as advised by seniors and work accordingly   | 1         | 3         | - |
|   | PC9. collate and analyse casual/verbal feedback received from seniors, colleagues and peer to understand any issues faced by the team                                    | 2         | 2         | 1 |
|   | PC10. interpret customer's buying pattern and offer customized solution  | 3         | 3         | 1 |
|   | PC11. educate customer about company's products/services   | 2         | 3         | - |

|  |  |           |           |           |
|--|--|-----------|-----------|-----------|
|  | PC12. perform steps to sell, up-sell and cross-sell existing and new products/services, based on customer analysis   | 3         | 3         | 1         |
|  | PC13. ask for buying commitment of product/service at relevant stages, throughout the interaction  | 2         | 2         | -         |
|  | PC14. work efficiently to achieve performance, sales targets and profitability for a given time period   | 2         | 2         | -         |
|  | PC15. plan and execute customer engagement initiatives to facilitate brand promotion and customer satisfaction   | 2         | 2         | 1         |
|  | PC16. implement steps to attain necessary typing speed, as specified for the job role for recording necessary information in the relevant software                                     | 1         | 1         | 1         |
|  | <b>NOS Total</b>   | <b>40</b> | <b>50</b> | <b>10</b> |
| <b>TEL/N9101:<br/>Organise Work<br/>and Resources as<br/>per Health and<br/>Safety Standards</b> | PC1. keep workspace clean and tidy   | -         | 1         | -         |
|  | PC2. perform individual role and responsibilities as per the job role while taking accountability for the work   | 1         | 1         | 1         |
|  | PC3. record/document tasks completed as per the requirements within specific timelines   | -         | 1         | 1         |
|  | PC4. implement schedules to ensure timely completion of tasks  | -         | 2         | -         |
|  | PC5. identify the cause of a problem related to own work and validate it   | 2         | 2         | -         |
|  | PC6. analyse problems accurately and communicate different possible solutions to the problem   | 1         | 2         | -         |
|  | PC7. comply with organisation's current health, safety, security policies and procedures   | 1         | 1         | -         |
|  | PC8. check for water spills in and around the work space and escalate these to the appropriate authority   | 1         | 2         | 1         |
|  | PC9. report any identified breaches in health, safety, and security policies and procedures to the designated person   | 1         | 2         | 1         |
|  | PC10. use safety materials such as goggles, gloves, ear plugs, caps, ESD pins, covers, shoes, etc.   | 1         | 2         | 1         |
|  | PC11. avoid damage of components due to negligence in ESD procedures or any other loss due to safety negligence  | 2         | 3         | 1         |
|  | PC12. identify hazards such as illness, accidents, fires or any other natural calamity safely, as per organisation's emergency procedures, within the limits of individual's authority | 2         | 1         | -         |
|  | PC13. participate regularly in fire drills or other safety related workshops organised by the company  | 1         | 3         | -         |
|  | PC14. report any hazard outside the individual's authority to the relevant person in line with organisational procedures and warn others who may be affected                           | 1         | 3         | -         |
|  | PC15. maintain appropriate posture while sitting/standing for long hours   | 1         | 1         | -         |
|  | PC16. handle heavy and hazardous materials with care, while maintaining appropriate posture  | 1         | 1         | -         |
|  | PC17. sanitize workstation and equipment regularly   | 1         | 2         | -         |
|  | PC18. clean hands with soap, alcohol-based sanitizer regularly   | -         | 1         | -         |
|  | PC19. avoid contact with anyone suffering from communicable diseases and take necessary precautions  | -         | 1         | -         |
|  | PC20. take safety precautions while travelling e.g. maintain 1m distance from others, sanitize hands regularly, wear masks, etc.   | 1         | 2         | -         |
|  | PC21. report hygiene and sanitation issues to appropriate authority  | 1         | 1         | -         |

|  |   |           |           |           |
|--|---|-----------|-----------|-----------|
|  | PC22. follow recommended personal hygiene and sanitation practices, for example, washing/sanitizing hands, covering face with a bent elbow while coughing/sneezing, using PPE, etc. | 1         | 1         | -         |
|  | PC23. optimize usage of material including water in various tasks/activities/processes  | 1         | 2         | -         |
|  | PC24. use resources such as water, electricity and others responsibly   | 1         | 2         | 1         |
|  | PC25. carry out routine cleaning of tools, machine and equipment  | 1         | 2         | -         |
|  | PC26. optimize use of electricity/energy in various tasks/activities/processes  | 1         | 3         | 1         |
|  | PC27. perform periodic checks of the functioning of the equipment/machine and rectify wherever required   | 1         | 3         | 1         |
|  | PC28. report malfunctioning and lapses in maintenance of equipment  | 1         | 2         | -         |
|  | PC29. use electrical equipment and appliances properly  | 1         | 2         | -         |
|  | PC30. identify recyclable, non-recyclable and hazardous waste   | 1         | 2         | 1         |
|  | PC31. deposit recyclable and reusable material at identified location   | 1         | 3         | -         |
|  | PC32. dispose non-recyclable and hazardous waste as per recommended processes   | 1         | 3         | -         |
|  | <b>NOS Total</b>  | <b>30</b> | <b>60</b> | <b>10</b> |
| <b>TEL/N9102:<br/>Interact<br/>Effectively with<br/>Team Members<br/>and Customers</b> | PC1. receive work requirements from superiors and customers and interpret them correctly  | 1         | 2         | -         |
|  | PC2. inform the supervisor and/or concerned person about any unforeseen disruptions or delays   | 2         | 4         | 1         |
|  | PC3. participate in decision making by providing facts and figures, giving/accepting constructive suggestions   | 2         | 5         | 1         |
|  | PC4. rectify errors as per feedback and ensure the errors are not repeated  | 2         | 4         | -         |
|  | PC5. comply with organisation's policies and procedures for working with team members   | 1         | 2         | -         |
|  | PC6. communicate professionally using appropriate mode of communication such as face-to-face, telephonic and written  | 2         | 4         | 1         |
|  | PC7. respond to queries and seek/provide clarifications if required   | 2         | 4         | 1         |
|  | PC8. co-ordinate with team to integrate work as per requirements  | -         | 3         | -         |
|  | PC9. resolve conflicts within the team/with customers to achieve smooth workflow  | 1         | 5         | 1         |
|  | PC10. recognize emotions accurately in self and others to build good relationships  | 1         | 4         | -         |
|  | PC11. prioritize team and organization goals above personal goals   | -         | 4         | 1         |
|  | PC12. maintain a conducive environment for all the genders at the workplace   | 2         | 5         | 1         |
|  | PC13. encourage appropriate behavior and conduct with people across gender  | 2         | 5         | 1         |
|  | PC14. assist team members with disability in overcoming any challenges faced in work  | 3         | 4         | 1         |
|  | PC15. practice appropriate verbal and non-verbal communication while interacting with People with Disability (PwD)  | 2         | 4         | 1         |
|  | PC16. ensure equal participation of the people across genders in discussions  | 2         | 6         | -         |
|  | <b>NOS Total</b>  | <b>25</b> | <b>65</b> | <b>10</b> |






|  |  |           |          |   |
|--|--|-----------|----------|---|
| <b>DGT/VSQ/N0101:<br/>Employability<br/>Skills (30 Hours)</b>                            | Introduction to Employability Skills   | 1         | 1        | - |
|  | PC1. understand the significance of employability skills in meeting the job requirements   | -         | -        | - |
|  | Constitutional values – Citizenship  | 1         | 1        | - |
|  | PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices  | -         | -        | - |
|  | Becoming a Professional in the 21st Century  | 1         | 3        | - |
|  | PC3. explain 21st Century Skills such as Self- Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc. | -         | -        | - |
|  | Basic English Skills   | 2         | 3        | - |
|  | PC4. speak with others using some basic English phrases or sentences   | -         | -        | - |
|  | Communication Skills   | 1         | 1        | - |
|  | PC5. follow good manners while communicating with others   | -         | -        | - |
|  | PC6. work with others in a team  | -         | -        | - |
|  | Diversity & Inclusion  | 1         | 1        | - |
|  | PC7. communicate and behave appropriately with all genders and PwD   | -         | -        | - |
|  | PC8. report any issues related to sexual harassment  | -         | -        | - |
|  | Financial and Legal Literacy   | 3         | 4        | - |
|  | PC9. use various financial products and services safely and securely   | -         | -        | - |
|  | PC10. calculate income, expenses, savings etc.   | -         | -        | - |
|  | PC11. approach the concerned authorities for any exploitation as per legal rights and laws   | -         | -        | - |
|  | Essential Digital Skills   | 4         | 6        | - |
|  | PC12. operate digital devices and use its features and applications securely and safely  | -         | -        | - |
|  | PC13. use internet and social media platforms securely and safely  | -         | -        | - |
| Entrepreneurship   | 3  | 5         | -        |   |
| PC14. identify and assess opportunities for potential business                           | -  | -         | -        |   |
| PC15. identify sources for arranging money and associated financial and legal challenges | -  | -         | -        |   |
| Customer Service   | 2  | 2         | -        |   |
| PC16. identify different types of customers  | -  | -         | -        |   |
| PC17. identify customer needs and address them appropriately                             | -  | -         | -        |   |
| PC18. follow appropriate hygiene and grooming standards                                  | -  | -         | -        |   |
| Getting ready for apprenticeship & Jobs  | 1  | 3         | -        |   |
| PC19. create a basic biodata   | -  | -         | -        |   |
| PC20. search for suitable jobs and apply   | -  | -         | -        |   |
| PC21. identify and register apprenticeship opportunities as per requirement              | -  | -         | -        |   |
| <b>NOS Total</b>   | <b>20</b>  | <b>30</b> | <b>-</b> |   |













## Annexure III





### List of QR Codes Used in PHB

| Module No.  | Unit No.                                    | Topic Name   | Page No. in PHB | Link for QR Code (s)  | QR code (s)  |
|---|---|--|-----------------|---|--|
| <b>Module 1: Introduction to the Role and Responsibilities of a Customer Care Executive</b> | Unit 1.1: Introduction to the Program       | 1.1.2 Main Activities Performed by a Customer Care Executive | 15              | <a href="https://youtu.be/f2wOM-wCKhUo">https://youtu.be/f2wOM-wCKhUo</a> | <br>Main Activities Performed by a Customer Care Executive  |
|   | Unit 1.2: Telecom Sector in India           | 1.2.1 Overview of the Telecom Sector in India                | 15              | <a href="https://youtu.be/Cag-bc-bivtM">https://youtu.be/Cag-bc-bivtM</a> | <br>Overview of the Telecom Sector in India                 |
|   |   | 1.2.3 Regulatory Authorities in the Telecom Industry         | 15              | <a href="https://youtu.be/VeoHhk-jV6qo">https://youtu.be/VeoHhk-jV6qo</a> | <br>Regulatory Authorities in the Telecom Industry        |
|   | Unit 1.3: Role of a Customer Care Executive | 1.3.3 Roles and Responsibilities of Customer Care Executive  | 15              | <a href="https://youtu.be/Ojq8Eo-6tOxA">https://youtu.be/Ojq8Eo-6tOxA</a> | <br>Roles and Responsibilities of Customer Care Executive |

| Module No.   | Unit No.  | Topic Name   | Page No. in PHB | Link for QR Code (s)  | QR code (s)   |
|--|---|--|-----------------|---|---|
|  |   | 1.3.4 Departments in a Call Center                   | 15              | <a href="https://youtu.be/lnWspXT-8m5M">https://youtu.be/lnWspXT-8m5M</a> | <br>Departments in a Call Center                   |
| <b>Module 2:<br/>Analyse and Resolve Customer Requirements</b> | Unit 2.1: Logging Customer Enquiries  | 2.1.1 Open-Ended Questions and Close-Ended Questions | 39              | <a href="https://youtu.be/pxCdJtk5Ddc">https://youtu.be/pxCdJtk5Ddc</a>   | <br>Open-Ended Questions and Close-Ended Questions |
|  |   | 2.1.2 Importance of Logging Customer Enquiries       | 39              | <a href="https://youtu.be/-ElyOVX2lsA">https://youtu.be/-ElyOVX2lsA</a>   | <br>Turnaround Time (TAT) / Response Time         |
|  | Unit 2.2: Standards and Procedures followed by the Organization to Execute Customer Service | 2.2.2 Concept of Customer Service                    | 39              | <a href="https://youtu.be/aD6cPfxLn0">https://youtu.be/aD6cPfxLn0</a>     | <br>Concept of Customer Service                  |
|  | Unit 2.3: Resolving Customer Queries/Requests/Complaints (QRC) and Handling Escalations     | 2.3.1 Responding to Customer Questions               | 39              | <a href="https://youtu.be/FKyAD7vYk1k">https://youtu.be/FKyAD7vYk1k</a>   | <br>Responding to Customer Questions             |

| Module No.                                    | Unit No.   | Topic Name  | Page No. in PHB | Link for QR Code (s)  | QR code (s)  |
|---|--|---|-----------------|---|--|
|   | Unit 2.4:<br>Customer Relationship Management (CRM)            | 2.4.1 Introduction to CRM                                       | 39              | <a href="https://youtu.be/T3cpQio764U">https://youtu.be/T3cpQio764U</a>                               | <br>Introduction to CRM   |
|   |  | 2.4.2 What is Intranet?   | 39              | <a href="https://www.youtube.com/watch?v=32kNBatACsl">https://www.youtube.com/watch?v=32kNBatACsl</a> | <br>What is Intranet?   |
| <b>Module 3:<br/>Interact with Customer</b>   | Unit 3.1:<br>Customer Relationship and Customer Categorization | 3.1.2 Customer Categorization                                   | 58              | <a href="https://youtu.be/jAEzYBM-WTrA">https://youtu.be/jAEzYBM-WTrA</a>                             | <br>Customer Categorization                                    |
|   | Unit 3.2:<br>Customer Feedback and Customer Satisfaction       | 3.2.5 First Call Resolution                                     | 58              | <a href="https://youtu.be/LU58V_vuc5Q">https://youtu.be/LU58V_vuc5Q</a>                               | <br>First Call Resolution                                     |
| <b>Module- 4:<br/>Review Self Performance</b> | Unit 4.1: Monitor and Analysing Self-Performance               | 4.1.1 Processes related to the collection and bad debt recovery | 66              | <a href="https://www.youtube.com/watch?v=JfYorh4jv2o">https://www.youtube.com/watch?v=JfYorh4jv2o</a> | <br>Processes related to the collection and bad debt recovery |

| Module No.                                       | Unit No.                                       | Topic Name                     | Page No. in PHB | Link for QR Code (s)  | QR code (s)  |
|--|--|--------------------------------|-----------------|---|--|
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|  | <b>Employability Skills</b>                                |   |                 |   | <a href="https://www.skillindiadigital.gov.in/content/list">https://www.skillindiadigital.gov.in/content/list</a>                          |







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